



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

SCHOOL BOARD Regular Meeting

Monday, June 27, 2022

6:00 PM

MEETING AGENDA

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

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

School Board Members:

Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy, Francesca Pagan-Umar, Kim Ross, Adam Seidel, Charles "CJ" Strehl

2. Pledge of Allegiance:

3. Agenda Review and Approval: (Action)

Approval of the agenda for the Monday, June 27, 2022, meeting of the School Board of Independent School District 272, Eden Prairie Schools.

Motion _____ Seconded _____

4. Approval of Previous Minutes: (Action)

Approval of the UNOFFICIAL Minutes of the School Board Regular Business Meetings for May 23, 2022, and the Workshop Notes for April 11, 2022 and June 13, 2022.

Motion _____ Seconded _____

- | | |
|--|---|
| A. April 11, 2022 Workshop Notes | 4 |
| B. June 13, 2022 Workshop Notes | 5 |
| C. May 23, 2022 Regular Business Meeting | 6 |

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

6. Announcements: 6:10 PM (Information)

7. Board Work: 6:15 PM (Action)

A. Decision Preparation

B. Policy Monitoring (Action)

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

- | | |
|-------------------------------------|----|
| a. Ends 1.1 OI and Measurement Plan | 10 |
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Motion _____ Seconded _____

- | | |
|-------------------------------------|----|
| b. Ends 1.2 OI and Measurement Plan | 16 |
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Motion _____ Seconded _____

- | | |
|-------------------------------------|----|
| c. Ends 1.3 OI and Measurement Plan | 23 |
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Motion _____ Seconded _____

- | | |
|-------------------------------------|----|
| d. Ends 1.4 OI and Measurement Plan | 30 |
|-------------------------------------|----|

Motion _____ Seconded _____

- | | |
|-------------------------------------|----|
| e. Ends 1.5 OI and Measurement Plan | 35 |
|-------------------------------------|----|

Motion _____ Seconded _____

- | | |
|-------------------------------------|----|
| f. Ends 1.6 OI and Measurement Plan | 40 |
|-------------------------------------|----|

Motion _____ Seconded _____

C. Required Board Action (Action)

1

1) Approval of FY 2021-22 Adopted Budget (Action)

Motion _____ Seconded _____

- a. Executive Summary 46
- b. Budget Presentation 47
- c. Budget Report 52

2) ISD 287 10-Year Facilities Maintenance Resolution (Action)

- a. Executive Summary 104
- b. LTFM Expenditure Application 105
- c. Resolution - *Roll Call* 107

Motion _____ Seconded _____

- | | | | |
|-------------------------|----------------|-------------------|----------------|
| 1. Aaron Casper | Yes ___ No ___ | 5. Kim Ross | Yes ___ No ___ |
| 2. Debjyoti Dwivedy | Yes ___ No ___ | 6. Adam Seidel | Yes ___ No ___ |
| 3. Steve Bartz | Yes ___ No ___ | 7. Charles Strehl | Yes ___ No ___ |
| 4. Francesca Pagan-Umar | Yes ___ No ___ | | |

3) Notice of Candidate Filing Dates for the General Election (Action) 110

Motion _____ Seconded _____

D. Record of Board Self-Evaluation - *No Updates*

- 1) 2019-20 Record of Board Policy Monitoring - Governance Policies
- 2) 2020-21 Record of Board Policy Monitoring - Governance Policies
- 3) 2019-20 Record of Board Policy Monitoring - Ends & Executive Limitations (EL's)

8. Superintendent Consent Agenda: 7:30 PM (Action)

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

Motion _____ Seconded _____ to approve the Consent Agenda as presented.

A. Monthly Reports

- 1) Resolution of Acceptance of Donations 111
- 2) Human Resources Report 112
- 3) Business Services Reports
- a. Board Business 117
- b. Financial Report - Monthly Revenue/Expenditure Report 118

B. EPS 10-Year Facilities Maintenance Plan

- 1) Executive Summary 119
- 2) LTFM Application 120

C. Q-Comp Annual Report 122

D. Minnesota State High School League (MSHSL) Resolution 135

E. Approval of Updated District Policies (Memo to the Board) - See Appendix "A" (*Individual Listing of Policies*) 137

F. Annual Review of District Mandated Policies 138

G. Release of Probationary Staff 139

H. Seek Bid - EPHS Activities Center Roof Replacement 140

9. Superintendent's Incidental Information Report: 7:35 PM (Information)

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

- A. EPIC Programming - *Presentation Uploaded* 2 141

B. Superintendent Update	
10. Board Action on Committee Reports & Minutes: <u>7:45PM</u> (Action)	
A. Board Development Committee	
B. Community Linkage Committee (Action)	
1) CLC Minutes for May 24, 2022	155
Motion _____ Seconded _____	
2) Measuring What Matters: A Rigorous Broad-Based Education	158
Motion _____ Seconded _____	
3) Inspiring News Article Update - The Journey Continues	160
Motion _____ Seconded _____	
C. Negotiations Committee	
1) Preparation for Potential Superintendent Contract Negotiations	
D. Policy Committee (Action)	
1) PC Minutes for May 25, 2022	162
Motion _____ Seconded _____	
2) "Proposed" changes to the Executive Limitations Policy Monitoring Process	164
Motion _____ Seconded _____	
11. Other Board Updates (AMSD, ECSU, ISD 287, MSHSL): <u>8:45 PM</u> (Information)	
A. AMSD (Association of Metropolitan Schools) - Kim Ross	
B. ISD 287 (Intermediate School District 287) - Francesca Pagan-Umar	
C. ECSU (Metropolitan Educational Cooperative Service Unit) - Kim Ross	
D. MSHSL (Minnesota State High School League) - Charles "CJ" Strehl	
12. Board Work Plan: <u>8:50 PM</u> (Action)	
A. Work Plan Changes Document (Action)	169
MOTION _____ Seconded _____	
B. 2021-22 School Board Annual Work Plan (June 2022)	171
C. 2022-23 School Board Annual Work Plan	173
13. Adjournment: (Action)	
Motion by _____ Seconded by _____ to adjourn at _____ PM.	
14. Appendix "A" (Reference #8-E)	
A. District Policy 205 Open & Close Meetings	186
B. District Policy 305 Policy Implementation	196
C. District Policy 523 Policies Incorporated by Reference	197
D. District Policy 721 Uniform Grant Guidance Policy Regarding Federal Revenue Resources	198
E. District Policy 806 Crisis Management	216

School Board Workshop Notes – Monday, April 11, 2022

2. Peter Leather Presentation of the 2022 EP Residents Survey was presented to the Board.
- 3 & 4. Chair walked the Board through each item of agenda and what it pertains to.
- 5.A.1 The board discussed the details of the EL 2.5 - Financial Planning & Budgeting after the presentation of the Business Operation Manager Mr. Jason Mutzenberger. Board asked questions to the Superintendent and Jason regarding the mechanics of the Budget preparation.
- 5.B.2 The board discussed in detail the Ends 1.2 - Each student has the 21st century skills needed to succeed in the global economy after the presentation of Associate Superintendent. Board members asked the questions to the Superintendent and the Assoc. Superintendent.
- 6.A The annual draft plan was reviewed and the members got an opportunity to discuss any concerns they may have.
7. The board discussed & reviewed all the items in the Placeholder area on "Work Plan Change Document". Topics related to Technology Use & Screen Time & Distance Learning-Hybrid Impact will be discussed at a future meeting as we go into a new school year.
8. FY 2022-2023 School Board Meeting Calendar Discussion was discussed and will be voted in the next business meeting.
9. FY 2022-2023 School Board Budget Discussion took place after the presentation of Business Operations Manager. Board members asked multiple questions to Mr. Mutzenberger and the Superintendent on various sections of the budget and the future of finances of EP Schools
10. DRAFT of the Inspiring News Article was reviewed which was presented by the Community Linkage committee. It will be voted on in the next business meeting.
11. Agenda for next Board Workshop is discussed and confirmed (no votes)
12. The board asked the Policy committee to work on the Policy Monitoring Flow Chart.

School Board Workshop Notes – Monday, June 13, 2022

1. Convene
2. Inspiring News Topic Discussion – The board discussed topics for its upcoming article. Themes were identified and the Community Linkage Committee with support from the administration will create a draft for review at the June 27, 2022, board meeting.
3. General Fund Budget Q & A – This item was on the agenda to provide board members with the opportunity to ask any additional questions they may have prior to approval of the budget at the June 27, 2022, board meeting. There were no questions on the general fund budget.
4. 2022-2023 Ends OI & Measurement Plan for 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6
 - a. 1.1 – The board discussed including non-college post-secondary career options in the reporting and assessment of student preparation for to progress to multiple opportunities after high school.
 - b. 1.2 – The board discussed predictable achievement disparities by racial and service group and how to assess and measure progress in mitigating them.
 - c. 1.3 – The board discussed predictable achievement disparities by racial and service group and how to assess and measure progress in mitigating them.
 - d. 1.4 – The board discussed the changes in measurement of progress for this policy.
 - e. 1.5 – The board discussed the targets for this policy.
 - f. 1.6 – The board discussed setting the target for passing the Minnesota Civics test (60% as set by the state). The board also discussed the subject of digital citizenship.
5. Work Plan Changes Document
6. 2021-22 School Board Annual Work Plan
7. 2022-23 School Board Annual Work Plan
8. Confirm Agenda for Next Workshop

Debjyoti Dwivedy – Board Clerk

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE MAY 23, 2022
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on May 23, 2022 in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

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

School Board Members:

Present: Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy, Francesca Pagan-Umar, Kim Ross, Adam Seidel, Charles "CJ" Strehl

Present: Superintendent Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval

Motion by F. Pagan-Umar, **Seconded** by K. Ross to approve of the agenda for the Monday, May 23, 2022;

Amendment by D. Dwivedy, **Seconded** by A. Seidel to remove item 4.B. from the agenda; Original Motion with Amendment passed unanimously.

4. Approval of Previous Minutes and Workshop Notes

Motion by A. Casper, **Seconded** by D. Dwivedy to approval of the UNOFFICIAL Minutes of the April 25, 2022, School Board Regular Business Meetings and the May 9, 2022, Workshop Notes – Passed Unanimously

A. April 25, 2022 UNOFFICIAL Minutes

~~B. April 11, 2022 Workshop Notes removed~~

C. May 9, 2022 Workshop Notes

5. Public Comment – (1) – E. Fahey (Child Covid-19 Vaccine Safety)

6. Announcements

- **Congratulations** to four Central Middle School sixth grade students were selected for the American Choral Directors Association (ACDA) State 4-5-6 Honor Choir. Students submitted auditions and were selected from hundreds of applicants from all over the state of Minnesota. Congratulations to Elena Hand, Zane Uffa, Sophie Thomas, and Zaima Khan!
- **Congratulations** to the following EPHS Students for earning a perfect score of 36 on their ACT exam: Morgan Cook, Kira Hoffamn, Hinano Kazama, Shruthi Kundorr.
- **Congratulations** to EPHS students Sreya Patil and Samir Sarma, who received National Merit Scholarships for the academic achievements at Eden Prairie Schools.
- **Congratulations** and "Hats off" to a group of Central Middle School students who make hats for those in need. Kaps for Kids was started in 2020 by CMS teacher Sue Frei as a way to make beds for burned animals. The group has now amassed over 40 students and makes hats for children in hospitals. Thank you, Sue, for putting this awesome flex time activity together!
- Our staff truly are what inspires EP students to continue learning, and this achievement is evidence of that.
 - o Three EPHS alumni recently completed their first HackATHon together, winning the category for Best Beginner Track Projects. Dhruv Chowdhary, one of the students who won the contest, took Jennifer Nelson's course in iOS development at EPHS and credits Jennifer's class for their success. Thank you, Jennifer, for inspiring your students to pursue their passions beyond school!

Motion by A. Casper, **Seconded** by S. Bartz to recess at 6:10 p.m. due to technical difficulty with the Zoom Conferencing, sound, and recording; meeting resumed at 6:27 p.m., with no recording of Board Agenda items 1-6 due to technical problems.

7. Spotlight on Success – EP Online - Learn about the innovative programming and virtual instruction occurring at both the elementary and secondary level for students across the state of Minnesota.

8. Board Work

A. Decision Preparation

1) Fiscal Year (FY) 2022-23 Budget - *First Reading*

- a. Executive Summary
- b. Budget Report FY 2022-2023
- c. Presentation

B. Required Board Action

- 1) Approval of the FY 2022-23 School Board Work Plan – **Motion** by A. Casper, **Seconded** by S. Bartz to approve Work Plan as presented – Passed Unanimously
- 2) Approval of the FY 2022-23 School Board Budget – **Motion** by D. Dwivedy, **Seconded** by A. Casper to approve budget as presented – Passed Unanimously

3) Apple Device Leases

- a. Executive Summary
- b. Apple Lease Schedule 22 Resolution - *Roll Call*

Motion by D. Dwivedy, **Seconded** by A. Casper: *BE IT RESOLVED*, School Board of District No. 272, authorizes and approves the execution and delivery of a master lease purchase agreement; and approves the execution and delivery of Schedule No. 22 to the master lease purchase agreement with Apple Inc., as presented: Passed 7-0: Yes – 7 (KR, AS, AC, FPU; DD; CS; SB); No – 0.

- c. Apple Lease Schedule 21 Resolution - *Roll Call*

Motion by D. Dwivedy, **Seconded** by A. Casper: *BE IT RESOLVED*, School Board of District No. 272, authorizes and approves the execution and delivery of a master lease purchase agreement; and approves the execution and delivery of Schedule No. 21 to the master lease purchase agreement with Apple Inc., as presented: Passed 7-0: Yes – 7 (KR, AS, AC, FPU; DD; CS; SB); No – 0.

Motion by A. Seidel, **Seconded** by S. Bartz to recess at 8:32 p.m. – Passed Unanimously; Meeting resumed at 8:40 p.m.

- 4) Operating Levy Recommendation – **Motion** by A. Seidel, **Seconded** by D. Dwivedy to approve the Superintendent recommendations regarding the 10-year operating levy and 10-year capital projects levy and their uses and direct the Superintendent to prepare November 2022 ballot language for two community referendum questions. The Board will take final approval actions on the ballot language in July.

- (1) The first question should follow the Superintendent's recommendation to revoke and replace the existing 10-year operating levy with a new 10-year operating levy that includes an increase of \$260 per pupil unit beginning in tax year 2023 for School District fiscal year 2024.
- (2) The second question should follow the Superintendent's recommendation for a straight renewal of the 10-year capital projects levy beginning in tax year 2023 for School District fiscal year 2024.

Motion Passed 6-1; Yes: 6, KR, AS, AC, FPU, DD, SB; No: 1, CS

5) Record of Board Self-Evaluation

- a. 2021-22 Record of Board Policy Monitoring - Governance Policies (*No Updates*)
- b. 2021-22 Record of Board Policy Monitoring - Ends & Executive Limitations (EL's) (*No Updates*)
- c. 2022-23 Record of Board Policy Monitoring - Ends 1.1-1.6 (*No Updates*)

9. Superintendent Consent Agenda – **Motion** by F. Pagan-Umar, **Seconded** by A. Casper to approve the Consent Agenda as presented – Passed Unanimously

A. Monthly Reports

- 1) Resolution of Acceptance of Donations
- 2) Human Resources Report
- 3) Business Services Reports
 - a. Board Business
 - b. Financial Report - Monthly Revenue/Expenditure Report

B. FY 2022-23 EP School Meal Prices

- 1) Executive Summary

- C. Metro South Consortium Agreement
 - 1) Executive Summary
 - 2) Agreement
- D. Approval of Agreements: EPSS, AST, Confidential, Principals, MSEA
- 10. **Superintendent's Incidental Information Report**
 - A. Strategic Core Planning Team Update
- 11. **Board Action on Committee Reports & Minutes**
 - A. Board Development Committee
 - 1) BDC Meeting Minutes for May 16, 2022 – **Motion** by K. Ross, **Seconded** by D. Dwivedy to approve minutes as presented – Passed Unanimously
 - B. Community Linkage Committee
 - C. Negotiations Committee
 - D. Policy Committee
 - 1) PC Meeting Minutes for May 18, 2022 – **Motion** by A. Seidel, **Seconded** by A. Casper to approve Minutes as presented – Passed Unanimously
 - a. Executive Limitation Policy Monitoring Process
- 12. **Other Board Updates (AMSD, ECSU, ISD 287, MSHSL)**
 - A. AMSD – *Update to Board*
 - B. ISD 287 – *Update to Board*
 - C. ECSU – *N/A*
 - D. MSHSL – *Update to Board*
- 13. **Board Work Plan**
 - A. Work Plan Changes Document – **Motion** by F. Pagan-Umar, **Seconded** by C. Strehl to approve the changes as presented with Amendment to change November 7, 2022 to TBD – Passed Unanimously

Eden Prairie School Board

2021–22 WORK PLAN CHANGES*“Proposed” Changes***May 23, 2022**

Date of Meeting/Workshop	Changes Requested
Monday, June 13, 2022 – Workshop	
<i>Tuesday, June 21, 2022</i>	- Add: School Board Candidate Pre-filing Meeting at 6:00 PM
Monday, June 27, 2022	- <i>Eden Prairie School Board Executive Limitations (EL) Policy - Review Updates</i>
Placeholder – General Board Work	
<ul style="list-style-type: none"> Technology Use & Screen Time: Overview of Digital Practices & Digital Citizenship – Schedule for Fall of 2022 (Date TBD) 	
Placeholder – Policy Review	

Eden Prairie School Board

2022–23 WORK PLAN CHANGES*“Proposed” Changes***May 23, 2022**

Date of Meeting/Workshop	Changes Requested
Monday, July 25, 2022	
Tuesday, August 16, 2022 – Workshop: Joint Meeting with Eden Prairie City Council	
Monday, August 22, 2022	

Thursday, September 8, 2022	- Add: School Board Candidate Post-filing Meeting at 6:00 PM
Monday, September 12, 2022 – Workshop	
Monday, September 26, 2022	
Monday, October 10, 2022 – Workshop	
Monday, October 24, 2022	
Monday, November 7, 2022 – Election Canvassing	- Correct Date TBD
Monday, November 14, 2022 – Workshop	
Monday, November 28, 2022	
Monday, December 12, 2022	
Monday, January 2, 2023 – Annual Organization Meeting	
Monday, January 2, 2023 – Workshop	
Monday, January 23, 2023	
Monday, February 13, 2023 – Workshop	
Monday, February 27, 2023	
Monday, March 13, 2023 – Workshop	
Monday, March 27, 2023	
Monday, April 10, 2023 – Workshop	
Monday, April 24, 2023	
Monday, May 8, 2023 – Workshop	
Monday, May 22, 2023	
Monday, June 12, 2023 – Workshop	
Monday, June 26, 2023	
Placeholder – General Board Work	
<ul style="list-style-type: none"> Technology Use & Screen Time: Overview of Digital Practices & Digital Citizenship – Schedule for Fall of 2022 (Date TBD) Positive Behavior Intervention & Support (PBIS) – Moving to August 22, 2022 Board Meeting Remove 	
Placeholder – Policy Review	

B. School Board Annual Work Plan FY 2021-22 (May/June 2022)

C. School Board Annual Work Plan FY 2022-23

14. **Adjournment – Motion A. Seidel, Seconded** D. Dwivedy to adjourn at 10:43 PM.

Debjyoti Dwivedy – Board Clerk

Eden Prairie School District 272

Ends Policy Monitoring Report

Policy Name:

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

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Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 27, 2022

Evidence: October 2023

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

Operational Interpretation:

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not be predictable between racial groups inside a 4- to 7-year graduation rate and taking into consideration appropriate programming within service student groups to meet specific transitional needs.
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 preparedness for post-secondary success as measured by a body of evidence including standardized assessment, successful completion of high school course work and capstone experience resulting in as well as the persistence and completion of post-secondary programming. (This metric far exceeds Minnesota Department of Education state high school requirements and our policy 6.1.3.)

Justification:

Eden Prairie's strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on "*each*" learner shows a commitment to the success of each individual student; that each learner's needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, service group defined by the Minnesota Department of Education (MDE). 11

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

Graduation Rates

District Policy 613 defines graduation requirements. The MN department of Education supports a 4 to 7-year graduation rate. This allows for the measurement to be inclusive of students who need additional time to complete district graduation requirements.

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

Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDs) matching student data from pre-kindergarten through completion of post-secondary education. SLEDs data is used to measure high school programs and instructional delivery methods for continuous improvement.

Standardized College Entrance Assessment

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

Gateway Courses

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

~~Capstone Experience~~ **College and Career Readiness Courses**

Student exploration, learning, and experience **directly related to various** with a career pathways **are offered in a variety of ways**. ~~can culminate in a Capstone experience~~ 12
Capstone experiences provide students opportunities to acquire, apply, and demonstrate learning in personalized ways that authentically reflect how professionals think and act within the **a** career field. As part of Eden Prairie School's Designing Pathways implementation process, stakeholders including business partners and community members identified that the essential elements of a Capstone experience should include authentic learning defined as instruction and assessments that utilize resources, tasks, purposes, and audiences found regularly within the career field. In partnership with business leaders who are part of the EP Inspires group, ~~this~~ Capstone experiences **are** ~~was~~ designed to include collaboration with professionals in the field through both networking and mentoring. **Advanced Placement (AP) courses are another avenue designed to offer college-level studies through high school course work. Many colleges offer students credit, placement or both for qualifying AP exam scores. Finally, concurrent college enrollment programs offer college credit on an official college transcript from the partnering college. Each of these opportunities offer students the chance to engage in work at a career or college level. Throughout the Capstone experience, students will apply their previous and current learning and demonstrate their learning in a variety of ways.**

Citations:

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

Measurement Plan:

I. Description of the Measurement Tools

Graduation Rates

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

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

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

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

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

Academically Prepared for Opportunities after High School:

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

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

(1 of 3) Standardized College Entrance Assessment: ACT

Students who achieve a composite score of 21 or greater are **likely** deemed to be college and career ready **as indicated by the ACT organization.** ~~by the ACT.~~

(2 of 3) Gateway Courses

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

(3 of 3) ~~Capstone Experience~~ College and Career Readiness Courses

Students who have achieved a C grade or higher in at least one EPHS capstone courses, AP course, or courses with concurrent college enrollment (University of Minnesota, Normandale, Hennepin Technical College (HTC), University of Iowa, Minnesota State University – Mankato, St. Cloud State University) are deemed to be academically prepared for opportunities after high school.

II. Targets

Graduation Rates: Target for ~~2021-2022~~ 2022-2023

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

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDs): Target for ~~2021-2022~~ 2022-2023

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

Academically Prepared for Opportunities after High School: Target for ~~2021-2022~~ 2022-2023

- ~~Baseline data will be collected for 2021-2022~~ 65% of 12th grade students will achieve two of the three benchmarks

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Evidence:

Graduation Rates

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

Academically Prepared for Opportunities after High School

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments

15

Eden Prairie School District 272

Ends Policy Monitoring Report

Policy Name:

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

Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 27, 2022

Evidence: October 2023

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

Operational Interpretation:

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not be predictable between racial *groups* and *within* service student groups.
2. I interpret *reading at grade level* as a student's demonstration of proficiency through a body of evidence including state, district, and classroom assessments.
3. I interpret 3rd grade reading proficiency at grade level in two out of three aligned assessment tools.

Justification:

Eden Prairie's strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on "*each*" learner shows a commitment to the success of each individual student; that each learner's needs are met so they may achieve personal and district expectations ~~regardless of~~ *and these expectations are not impacted by* race, socio-economic group, or service group defined by the Minnesota Department of Education (MDE).

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Grade level reading proficiency should be identified by multiple assessment tools. Sound research and measurement practices recommend the triangulation of data for each student to ~~identify~~ *indicate* proficiency. One measure ~~should~~ *does* not determine proficiency or mastery of district and state expectations. Using multiple assessment methods reduces bias and provides a more comprehensive view of learning for students, teachers, and parents.

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

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

Long-Cycle: State and national assessments

The MN K-12 Academic Standards in English Language Arts define the proficiency requirement for reading, writing, speaking, viewing, listening, media literacy, and language standards for all school districts in the state and are measured by the Minnesota Comprehensive Assessment (MCA). For students ~~for~~ whom the MCA is not appropriate, the alternate [Minnesota Test of Academic Skills \(MTAS\)](#) is given.

Mid-Cycle: Universal screening and benchmark assessments

Universal screening and benchmark assessments are used to evaluate where students are in their learning progress and ~~determine~~ [indicate](#) whether they are on-track to perform well on future assessments, such as high-stakes tests like the MCA. Mid-cycle assessments are administered periodically during a course or school year (e.g., three times a year) and are administered separately from the process of instructing students. These assessments provide information ~~on~~ [regarding](#) a student's [learning](#) trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards), as well as the progress towards those targets (Great Schools Partnership, 2013). [It is important to note that these universal screening assessments include distinct and separate measures indicating proficiency \(i.e. aReading and CBM-R\).](#)

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

- Measuring student achievement and growth over time
- ~~Identifying~~ [Indicating potential](#) student learning needs
- Identifying patterns and/or trends in learning for individual students or groups of students
- Providing an administrative level view for tracking progress toward critical milestones

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

Citations:

- Great Schools Partnership. "Interim Assessment Definition." *The Glossary of Education Reform*, 30 Oct. 2013, www.edglossary.org/interim-assessment/.
- MDE Statewide Testing (~~2021~~[2022](#)) - <https://education.mn.gov/mde/fam/tests/>.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
- University of Oregon Center on Teaching and Learning (2021). "UO DIBELS® Data System." *EasyCBM Reading: Using Oral Reading Fluency Measures*, Center on Teaching & Learning: University of Oregon, dibels.uoregon.edu/assessment/reading/.

Measurement Plan:

I. Description of the Measurement Tools

Proficient in Two of Three Aligned Reading Assessments: Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade.

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

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

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

MCA/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, **2022 2021**):

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

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

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

The FastBridge aReading assessments ~~is~~ **are** based on ~~ten~~ **twelve** years of research built upon the recommendations of the National Reading Panel (2000). **The FastBridge reading assessment** aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been cross validated with the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6. aReading is a universal screening tool to ~~(a)~~ **better** personalize instruction for each student and ~~(b)~~ identify students at risk for academic gaps.

FastBridge aReading Student Reading Achievement Levels **include:**

- Exceeds targets (**students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is** not available for earlyReading and earlyMath **assessments**)
- Low risk (**students show low risk of failure to meet grade level benchmarks and students are on track to meet for** grade level/~~developmental~~ benchmarks)
- Some risk (**students show some risk of failure to meet grade level benchmarks so** supports may be needed to meet grade level/~~developmental~~ benchmarks)
- High risk (**students show high risk of failure to meet grade level benchmarks so** additional supports **are likely** needed to meet grade level/~~developmental~~ benchmarks)

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

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

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

FastBridge aReading Student Reading Achievement Levels **include:**

- Exceeds targets (**students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is** not available for earlyReading and earlyMath **assessments**)
- Low risk (**students show low risk of failure to meet grade level benchmarks and students are on track to meet for** grade level/~~developmental~~ benchmarks)

- Some risk (*students show some risk of failure to meet grade level benchmarks so* supports may be needed to meet grade level/~~developmental~~ benchmarks)
- High risk (*students show high risk of failure to meet grade level benchmarks so* additional supports *are likely* needed to meet grade level/~~developmental~~ benchmarks)

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

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

II. Targets

Proficient in Two of Three Aligned Reading Assessments: Target for ~~2021-2022~~ 2022-2023

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

Citations:

- Center on Multi-Tiered System of Supports at the American Institutes for Research. (2021). *Academic Screening Tools Chart | Center on Multi-Tiered Systems of Support*. Academic Screening Tools Chart. <https://mtss4success.org/resource/academic-screening-tools-chart>.
- [Minnesota Department of Education \(MDE\)](#) Statewide Testing (2021) - <https://education.mn.gov/mde/fam/tests/>.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
- National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.
- University of Oregon Center on Teaching and Learning (2021). “UO DIBELS® Data System.” *EasyCBM Reading: Using Oral Reading Fluency Measures*, Center on Teaching & Learning: University of Oregon, dibels.uoregon.edu/assessment/reading/.

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Evidence:

Proficient in Two of Three Aligned Reading Assessments

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments

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Eden Prairie School District 272

Ends Policy Monitoring Report

Policy Name:

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

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Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 27, 2022

Evidence: October 2023

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

Operational Interpretation:

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not be predictable between racial and *within* service student groups.
2. I interpret *district growth expectations* to be at least a year's growth in a year's time for *each student* at or above grade level. *and For students performing below grade level expectations, I interpret this as* accelerated growth for students below grade level. I interpret *not limited to as including* include *Ssocial Sstudies, Wworld Llanguage, Ttechnology, Bbusiness, Ffine or Applied Aarts, Hhealth, and Pphysical Eeducation.*
3. I interpret *proficiency expectations annually in, but not limited to* *Llanguage Aarts, Mmath, and Sscience*, for each student identified at or above proficiency as measured by content area assessments in English *Llanguage Aarts, Mmath, and Sscience.*

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 *as* defined by the Minnesota Department of Education (MDE). 24

In Eden Prairie, we know that each student *must* possesses strong skills in English *Llanguage Aarts, Mmath, and Sscience needed in order* to excel in all other academic areas. In addition to English *Llanguage Aarts, Mmath, and Sscience*, it is our goal that all students will perform at or above grade level in all content areas, *which* including *Ssocial Sstudies, Wworld Llanguage, Ccareer Ttechnology Eeducation, Bbusiness, Ffine or Applied Aarts, Hhealth, and Pphysical Eeducation.* Measuring the academic achievement of the *MN Minnesota* and *Nnational Sstandards* in these content areas is as important as determining proficiency *as of in the MN Minnesota* Standards in English *Llanguage Aarts, Mmath, and Sscience.*

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

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

Long-cycle: State and national assessments

The MN Minnesota K-12 Academic Standards in English Language Arts define the proficiency requirement for reading, writing, speaking, viewing, listening, media literacy, and language standards for all school districts in the state and are measured by the Minnesota Comprehensive Assessment (MCA) or the Minnesota Test of Academic Skills (MTAS). The MN Minnesota K-12 Academic Standards in Mathematics define the proficiency requirement for numbers and operations, algebra, geometry and measurement, data analysis and probability and are measured by MCA/MTAS. The MN Minnesota K-12 Academic Standards in Science define the proficiency requirement for science and engineering practices, crosscutting concepts, and disciplinary core ideas including {physical sciences, life sciences and earth and space sciences} (MN State Academic Standards, 2021).

Mid-cycle: Universal screening and benchmark assessments

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

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

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

Short Cycle: Grades based on classroom assessments

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

District Growth Expectations

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

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Citations

- Great Schools Partnership. “Interim Assessment Definition.” *The Glossary of Education Reform*, 30 Oct. 2013, www.edglossary.org/interim-assessment/.
- ~~MN~~ Minnesota State Academic Standards (K-12). (n.d.). <https://education.mn.gov/mde/dse/stds/>.
- Minnesota Department of Education (MDE) Statewide Testing (2022+) - <https://education.mn.gov/mde/fam/tests/>.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.

Measurement Plan

I. Description of the Measurement Tools:

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

The Minnesota Comprehensive Assessment (MCA) and the Minnesota Test of Academic Skills (MTAS) are the state assessments that measure student progress toward Minnesota’s academic standards and meet federal and state legislative requirements. Most students take the MCA, 26 and while students who receive special education services and meet eligibility requirements may take the alternative, the MTAS. MCA/MTAS assessments are used to determine how well districts have aligned curriculum to, and instructed students in, the Minnesota Academic Standards in reading, math, and science.

The following table shows grade levels taking certain parts specific parts of the MCA/MTAS:

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

MCA/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, [2022 2021](#)):

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

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

Results will include the demographic breakdown by racial [groups](#) and [within](#) service student groups including 3-year trend data when available.

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

The FastBridge aReading assessment is based on ~~ten~~ [12](#) years of research built upon the recommendations of the National Reading Panel (2000). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been cross validated with the National Common Core 27 Standards (2010). Substantial research evidence shows that [the FastBridge aReading assessment](#) provides a robust estimate of broad reading achievement in grades 2-5. aReading is a universal screening tool to ~~(a)~~ [better](#) personalize instruction for each student and ~~(b)~~ identify students at risk for academic gaps. ~~earlyReading is the equivalent assessment of early literacy indicators for developing readers and is used in kindergarten and first grade. grades K and 1.~~

The FastBridge aMath assessment is based on the recommendations of the National Math Panel (2008) and National Common Core Standards (2010). The items on the assessment tap into a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry in grades 2-5 [universally](#) and [in grades](#) 6-8 for those performing below grade level. ~~earlyMath is the equivalent assessment of early numeracy indicators for developing mathematicians and is used in kindergarten and first grade. 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-[analyticalsis](#) 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~~ —in the fall, winter, and spring—and ~~we~~ [assesses](#) student growth in reading and math during the fall-to-spring interval.

FastBridge Student Growth Achievement Levels:

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

For FastBridge assessments, students who achieve grow at the levels of "typical" or "aggressive" are deemed to have one year's or more of growth. Results will include the demographic breakdown by racial [groups](#) and [within](#) service student groups including 3-year trend data when available.

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

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

Results will include the demographic breakdown by racial [groups](#) and [within](#) service student groups including 3-year trend data when available. 28

II. Targets

Long-Cycle Assessment Proficiency: Minnesota State MCA/MTAS Assessments: Target for 2022-2023 ~~2021-2022~~

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

Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments: Target for 2022-2023 ~~2021-2022~~

- The percentage of students (grades K-5) below grade level in reading who achieve aggressive growth from fall to spring will increase by 2% [percentage](#) points, from 40% in ~~2020-2022~~ [2021-2022](#) to 42% in [2022-2023](#) ~~2021-2022~~.
- The percentage of students (grades K-5) below grade level in math who achieve aggressive growth from fall to spring will increase by 2% [percentage](#) points, from 36% in ~~2020-2022~~ [2021-2022](#) to 38% in [2022-2023](#) ~~2021-2022~~.

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

Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments: Target for 2022-2023 ~~2021-2022~~

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

Note: Other curriculum areas include: ~~S~~ocial ~~S~~tudies, ~~W~~orld ~~L~~anguage, ~~C~~areer ~~T~~echnology ~~E~~ducation, ~~B~~usiness, ~~F~~ine or ~~A~~ppplied ~~A~~rts, ~~H~~ealth, and ~~P~~hysical ~~E~~ducation.

Citations:

- Center on Multi-Tiered System of Supports at the American Institutes for Research. (2021). *Academic Screening Tools Chart | Center on Multi-Tiered Systems of Support*. Academic Screening Tools Chart - <https://mtss4success.org/resource/academic-screening-tools-chart>.
- Minnesota Department of Education (MDE) Statewide Testing (2022-2024) - <https://education.mn.gov/mde/fam/tests/>.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.

Evidence:

Long-Cycle Assessment Proficiency: Minnesota State MCA/MTAS Assessments

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

Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments

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Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments

Eden Prairie School District 272

Ends Policy Monitoring Report

Policy Name:

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

Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 27, 2022

Evidence: October 2023

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

Operational Interpretation:

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not be predictable ~~between~~ *by* racial groups and *within* service student groups.
2. I interpret *broad-based education* as authentic learning experiences that leverage student interest, exploration, talent development, *and* career exploration, and prepares students ~~for the 21st Century and to become continuous learners. Not limited or narrow;~~ *A broad-based education is extensive in range or and scope.*
3. I interpret *exceeds* as ~~to~~ *going* beyond state expectations.
4. I interpret *Minnesota State Graduation Requirements* as the *following* three requirements ~~of the State of Minnesota:~~
 - a. Satisfactorily complete the state course credit requirements under Minnesota Statutes, *Chapter 120B, Section 120B.024.*
 - b. Satisfactorily complete all state academic standards or local academic standards where state standards do not apply.
 - c. Meet graduation assessment requirements.

Justification:

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

Developing a broad-based education requires extensive study, practice, and thinking in the areas of math and English Language Arts. Students must have opportunities to read, write, listen, and speak with an authentic purpose and audience. In doing so, students develop the ability to use broad communication/language skills expressively, informatively, and analytically across all content areas. We also know that broad-based educational opportunities allow students to discover their passions and interests, leading to continuous learning. K-12 Pathways programming provides authentic learning opportunities for students to explore, learn about and experience potential future careers. The Pathways programming enables students to purposefully plan for their future by offering K-12 coursework to prepare them for specific college, career, or civic opportunities *after* ~~post~~-graduation.

Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education *that exceeds* ~~the MN~~ Minnesota Graduation requirements. Some examples include *recognition of multiple language proficiency through obtaining a Bilingual Seal; Concurrent College Enrollment; through Post-Secondary Educational Opportunities (PSEO), World Language – College in the Schools, Advanced Placement (AP), and Career and Technical Education (CTE) courses.* Research shows that post-secondary experiences—and especially taking *meaningful* the right kinds of courses in high school—are key to persistence and graduation.

Measurement Plan:

I. Description of the Measurement Tools

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

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

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

Exceeding Minimum Graduation Requirements/Rigorous Course Enrollment: Assessed by Percentage of Student Course Enrollments in One or More of the Following:

- ~~Post-Secondary Options – Dual Enrollment~~
 - ~~Number of students enrolled in the Post-Secondary Enrollment Options program (PSEO). (Data obtained from MN Department of Education)~~
- ~~Students enrolled in rigorous course work~~
 - ~~Percentage of students enrolled in at least one Advanced Placement course.~~
 - ~~Percentage of scores 3 or higher on Advanced Placement exams.~~
- ~~Concurrent College Enrollment – College in the Schools (CIS) Spanish, French, German Normandale Calculus III, Algebra Trig, Intro to Education, Multicultural Education & Human Relations in Schools. Percentage of students enrolled and successfully completing Advanced course offerings in World Languages, Career & Tech Ed, Math, etc.~~
 - Post-Secondary Enrollment Options (PSEO) program
 - Concurrent College Enrollment – Spanish, French, German via College in the Schools: University of Minnesota; Entrepreneurship – University of Iowa; Intro to Engineering and Principles of Engineering – St. Cloud State University; Advanced Woodcrafting – Hennepin Technical College; Intro to Education; Multicultural Education, Algebra/Trigonometry, Calculus 3 – Normandale Community College; Advanced Accounting – Minnesota State University, Mankato
 - Successful completion of Advanced Placement (AP) course (C or higher and/or score of 3 or better on Advanced Placement exam)
 - Successful completion of Bilingual Seal
 - Successful completion of advanced course offerings in world languages, career & tech ed, math, etc.

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

Exceeding Minimum Graduation Requirements: Assessed by Course Enrollment Credits

- Percentage of graduating students who earned greater than 54 credits, above and beyond, ~~MIN~~ Minnesota state minimum graduation requirements.

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

II. Targets

Enrollment of Students Participating in Pathways Programming

- Baseline data will be collected for Inspire Choice 2022-2023
- The number of students participating in Capstone courses in grades 9-12 will increase 50 percent

Rigorous Coursework Enrollment

- Comparative data will be provided to identify trends

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

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Exceeding Minimum Graduation Requirements

- Comparative data will be provided to identify trends

Evidence:

Enrollment of Students Participating in Pathways Programming – baseline data

Rigorous Coursework Enrollment – comparative trend data

Minimum Graduation Requirements – comparative trend data

Policy Monitoring FOR BOARD USE ONLY

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

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

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Statement of Assertion

Board Member's Summarizing Comments
--

Eden Prairie School District 272

Ends Policy Monitoring Report

Policy Name:

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

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Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 27, 2022

Evidence: October 2023

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

Operational Interpretation:

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

Justification:

Eden Prairie's strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on "*each*"-learner shows a commitment to the success of each individual student and; that each learner's needs are met so that they may achieve personal and district expectations regardless of race, socio-economic group, or service group defined by the Minnesota Department of Education (MDE). 36

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

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

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

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Eden Prairie's implementation of this measurement is ongoing, and we will continue to make progress towards measuring each of the 4Cs with each student. An annual review and update of this measurement plan will ensure long-term success and sustainable change.

Citations:

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

Measurement Plan:

I. Description of the Measurement Tools

4Cs Proficiency: Assessed by the 4Cs Proficiency Scales

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

Eden Prairie's 4Cs Proficiency Scales:

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

Results will include the demographic breakdown by racial groups and within service student groups including 3-year trend data when available. 38

II. Targets

4Cs Proficiency: Target for ~~2021-2022~~ 2022-2023

- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Critical Thinking will increase by 2% percentage points over the 2021-2022 results.
- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Communication will increase by 2% percentage points over the 2021-2022 results.
- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Collaboration increase by 2% percentage points over the 2021-2022 results.
- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Creativity will increase by 2% percentage points over the 2021-2022 results.

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

Evidence:

4Cs Proficiency Scales

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments

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Eden Prairie School District 272

Ends Policy Monitoring Report

Policy Name:

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

40

Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 27, 2022

Evidence: October 2023

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

Operational Interpretation:

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not be predictable ~~between~~ *by* racial *groups* and *within* service student groups.
1. 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.
1. 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; *and a commitment* 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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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 *aligned with Minnesota state standards*. 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 *their* local, national, and global community. Daily interactions among students should be characterized as respectful ~~for~~ *of* one another regardless of ethnicity, race, gender, political *beliefs*, or social philosophies, ~~and/or~~ other characteristics and opinions. The systemic implementation of ~~Positive Behavior Interventions & Supports paradigm~~ *Multi-Tiered System of Supports (MTSS)* provides the instruction and reinforcement of the skills that students need to be responsible and respectful citizens.

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

Citations:

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

Measurement Plan:

I. Description of the Measurement Tools

Civics: Assessed by the MN Civics Test

In 2016, the Minnesota Legislature passed a law requiring Minnesota students in public schools to pass a civics test. The test consists of 50 out of the 100 questions in the United States Custom Citizenship and Immigration Services (USCIS) Naturalization Test. The 50 questions are selected by the Learning Law and Democracy Foundation, in consultation with civics teachers (MDE Social Studies, 2021).⁴²

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

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

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

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

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

Page Break

Digital Citizenship: Assessed by the 4Cs Proficiency Scales

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

Eden Prairie's 4Cs Proficiency Scales:

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

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

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

*Results will include the demographic breakdown by racial **groups** and **within** service student groups including 3-year trend data when available.* 43

Attendance Rate: Assessed by daily attendance.

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

I. Targets

Civics: Target for ~~2021-2022~~ 2022-2023

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

Responsible and Respectful Behavior: Target for ~~2021-2022~~ 2022- 2023

- K-5 Target:
 - 75% of students will receive a Proficient score on the end of the year report card for respectful behavior.
 - 75% of students will receive a Proficient score on the end of the year report card for responsible behavior.
- 6-8~~12~~ Target:
 - 60% of students will respond favorably on Panorama student survey questions focused on respectful behavior.

- 60% of students will respond favorably on Panorama student survey question focused on responsible behavior.
- 9-12 Target:
 - 60% of students will respond favorably on Panorama student survey questions focused on respectful behavior.
 - 60% of students will respond favorably on Panorama student survey question focused on responsible behavior.

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

Digital Citizenship: Target for ~~2021-2022~~ 2022-2023

- The percentage of students in grades EC-2, 3-56, 76-8, 9-12 proficient in the area Digital Citizenship will increase by 2% **percentage** points over the 2021-2022 results.

Self-Direction and Personal Motivation: Target for ~~2021-2022~~ 2022-2023

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

Attendance Rate: Target for ~~2021-2022~~ 2022-2023

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

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Evidence:

Civics:

Responsible and Respectful Behavior:

Digital Citizenship:

Self-Direction and Personal Motivation:

Attendance Rate:

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

June 27, 2022

To: Dr. Josh Swanson, Superintendent
From: The Business Office
Re: 2022-23 Adopted Budget

Attached you will find the 2022-23 Adopted Budget for your review. We appreciate the collaboration with you and the School Board which created the budget assumptions that were foundational to the development of this year's budget.

The budget includes the assumptions that the school board approved in March 2022. There have been no additional funding details provided by the state as of the printing of this report. There have also been no additional changes, therefore; the 2022-23 Adopted Budget reflects the same information presented to the school board in May 2022.

Throughout the pandemic, the federal government passed three bills that provided Eden Prairie Schools approximately \$16 million in COVID Relief funds. The district has currently spent over \$8 million of these funds to date. We expect to spend an additional \$2 million still in fiscal year 2021-22, \$3 million in fiscal year 2022-23, and the remaining \$3 million in fiscal year 2023-24 with all funds to be fully spent by September 2024.

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

- General Fund – State funding includes an increase of 2% to the formula
- General Fund – Class sizes have been reduced in grades 4 and 5
- General Fund – Transportation will be free for all students
- Food Service – We are anticipating that school meals will no longer be free for all students, meaning families will again need to pay for breakfast and lunch. Included in this budget are no fee increases for student breakfast or lunch prices, coupled with increasing food and labor costs, the fund balance will decline.
- Community Education participation continues to recover and fund balances are increasing.

Below are some pages to focus on in the document:

- Page 1 – Projected fund balances in all funds
- Pages 3-18 – Provides an executive summary of the budget. We look forward to continued collaboration with you and the School Board in providing for the fiscal health of Eden Prairie Schools.



2022-23 ADOPTED BUDGET



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Executive Summary

- **Plan to spend \$3,000,000 COVID-19 Relief Funds**
- **2% increase to Basic Formula Allowance**
- **Reduced Class Sizes in Grades 4 & 5**
- **Transportation will be free for all students**
- **Food Service:**
 - **We anticipate that School Meals will no longer be free for all students.**
 - **No fee increases for student breakfast or lunch prices**
- **Community Service: We continue to see participation growing**

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5 Year Financial Projection

	2020-21 Actual	2021-22 Budget	2022-23 Projected	2023-24 Projected	2024-25 Projected	2025-26 Projected	2026-27 Projected
Revenue	114,185,214	119,767,448	122,532,941	122,870,783	122,228,350	106,617,836	107,485,917
Expenditure	113,728,890	120,337,163	123,581,155	125,367,457	126,682,006	128,809,079	130,843,419
Surplus/(Deficit)	456,324	(569,715)	(1,048,214)	(2,496,674)	(4,453,656)	(22,191,243)	(23,357,502)
Unassigned Fund Balance (\$)	18,497,338	17,927,623	16,879,409	14,382,735	9,929,079	(12,262,164)	(35,619,666)
Unassigned Fund Balance (%)	16.26%	14.90%	13.66%	11.47%	7.84%	-9.52%	-27.22%

November 2022 Operating Referendum would take effect in the 2023-24 School Year



Revenues and Expenditures

Fund	Revenues & Transfers	Expenditures & Transfers
General	\$ 124,271,441	\$ 128,342,838
Food Service	\$ 5,219,310	\$ 5,386,011
Community Education	\$ 8,838,072	\$ 8,337,170 ⁵⁰
Capital & Building	\$ 15,463,106	\$ 18,389,919
Debt Service	\$ 8,188,625	\$ 8,213,156
Internal Service	\$ 14,450,000	\$ 14,850,000
Trust & Agency	\$ 250,000	\$ 500,000
Total	\$ 176,680,554	\$ 184,019,094

Comments/Questions



EDEN PRAIRIE SCHOOLS

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ADOPTED BUDGET



2022-2023

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



EDEN PRAIRIE SCHOOLS

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

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PROJECTED FUND BALANCES THROUGH JUNE 30, 2023

FUND DESCRIPTION	6/30/2022 PROJECTED BALANCE	2022-23 PROJECTED REVENUES	2022-23 PROJECTED EXPENDITURES	6/30/2023 PROJECTED BALANCE
GENERAL FUND				
A. UNASSIGNED	17,927,623	122,532,941	123,581,155	16,879,409
B. ASSIGNED				
Site Carryover	1,226,891	-	-	1,226,891
Construction	1,691,222	-	1,100,000	591,222
Curriculum Adoption	1,000,000	-	800,000	200,000
Student Activities/Fundraising	465,347	1,500,000	1,500,000	465,347
Budgeted Deficit	1,245,297	-	73,900	1,171,397
Enrollment	1,250,000	-	-	1,250,000
District Equipment	500,000	-	250,000	250,000
Designing Pathways	1,250,000	-	750,000	500,000
Program Initiatives	750,000	-	-	750,000
C. RESTRICTED/RESERVED				
Medical Assistance	46,782	150,000	196,783	-
Student Activities	47,894	80,000	80,000	47,894
Scholarships	44,518	8,500	11,000	42,018
TOTAL GENERAL FUND	27,445,573	124,271,441	128,342,838	23,374,177
CAPITAL				
Operating Capital	522,207	3,379,402	3,569,803	331,806
Long Term Facilities Maintenance (LTFM)	-	3,984,265	3,984,265	-
Capital Projects Levy	1,648,993	8,094,439	8,062,217	1,681,215
TOTAL CAPITAL OUTLAY	2,171,200	15,458,106	15,616,285	2,013,021
TOTAL FOOD SERVICE	495,894	5,219,310	5,386,011	329,193
COMMUNITY SERVICE				
Regular Community Education	82,968	4,139,098	3,836,716	385,350
Local Collaborative Time Study (LCTS)	(10)	271,000	270,990	-
Early Child Family Education (ECFE)	135,020	849,271	819,695	164,596
School Readiness	313,445	3,526,172	3,359,433	480,184
Non Public/Preschool Screening	11,667	52,531	50,336	13,862
TOTAL COMMUNITY SERVICE	543,089	8,838,072	8,337,170	1,043,991
BUILDING CONSTRUCTION FUNDS				
Long Term Facilities Maintenance (LTFM)	1,779,163	5,000	1,784,163	-
Designing Pathways	989,471	-	989,471	-
TOTAL BUILDING CONSTRUCTION FUNDS	2,768,634	5,000	2,773,634	-
TOTAL DEBT SERVICE	1,828,113	8,188,625	8,213,156	1,803,582
INTERNAL SERVICE FUND				
Self Funded Medical	7,970,647	13,200,000	13,600,000	7,570,647
Self Funded Dental	494,988	1,250,000	1,250,000	494,988
TOTAL INTERNAL SERVICE FUND	8,465,634	14,450,000	14,850,000	8,065,635
TRUST & AGENCY				
Post-Employment Benefits Irrevocable Trust (OPEB)	17,752,427	250,000	500,000	17,502,427
TOTAL TRUST & AGENCY	17,752,427	250,000	500,000	17,502,427
TOTAL	61,470,566	176,680,554	184,019,094	54,132,027
General Fund - Unassigned	17,927,623	122,532,941	123,581,155	16,879,409
General Fund Balance %	14.9%			13.7%

Budget Executive Summary

This budget of Independent School District No. 272, Eden Prairie Schools, is for the fiscal year beginning July 1, 2022 and ending June 30, 2023 (FY23). Prior year data is included for comparative purposes including budgeted amounts for 2021-22 and final audited amounts for fiscal years 2020-21.

The district anticipates ending the 2022-23 fiscal year with a 13.7% unassigned General Fund balance. This fund balance is in keeping with the School Board's Executive Limitation 2.5.3 which states that *"There will be no financial plan that allows the year-end unassigned general fund balance to fall below 8% of expenditures."*

Given this fiscal expectation, the School District has proactively planned by keeping a multi-year financial projection model current and has made adjustments in the proposed 2022-23 budget.

Assumptions and Timeline

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

For the budget being presented, the **2022-23 Budget Assumptions** were an important starting point. These assumptions, as discussed with the School Board, were as follows:

1. Estimated Enrollment

- Oct. 1, 2022 Kindergarten-12th grade estimated enrollment of 8,732 (includes 450 enrollments in EP Online).
- Estimates includes 620 kindergarten students, at the sites.

2. Classroom Teacher Staffing

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

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

- The class size targets for Grades 4 and 5 were reduced from 27 and 30, respectively.
- Assumed 40 teacher retirements at the end of fiscal year 2021-22, based on incentive being offered.

3. District Fees

- No increases to the Parking Fees for 2022-23, but we will no longer charge fees for 2-mile transportation:

Description	Amount
High School Parking	Lot A&B - \$350/year Lot C - \$200/year
Transportation	Free for All
Student Activities	See EPHS Fee Schedule

4. State General Funding

- The legislature approved a 2% formula increase for FY23.

5. Fund Balance

- Minimum General Fund balance maintained above 8% as directed by the School Board.

Organizational Overview

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

School Board of Directors



Adam Seidel
Chair
Term Expires
January 2023



Aaron Casper
Vice Chair
Term Expires
January 2023



Steve Bartz
Treasurer
Term Expires
January 2023



Debjyoti "DD" Dwivedy
Clerk
Term Expires
January 2023



Kim Ross
Director
Term Expires
January 2025



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



Francesca Pagan-Umar
Director
Term Expires
January 2023

Superintendent's Cabinet

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

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

FACILITIES

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

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

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

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

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

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

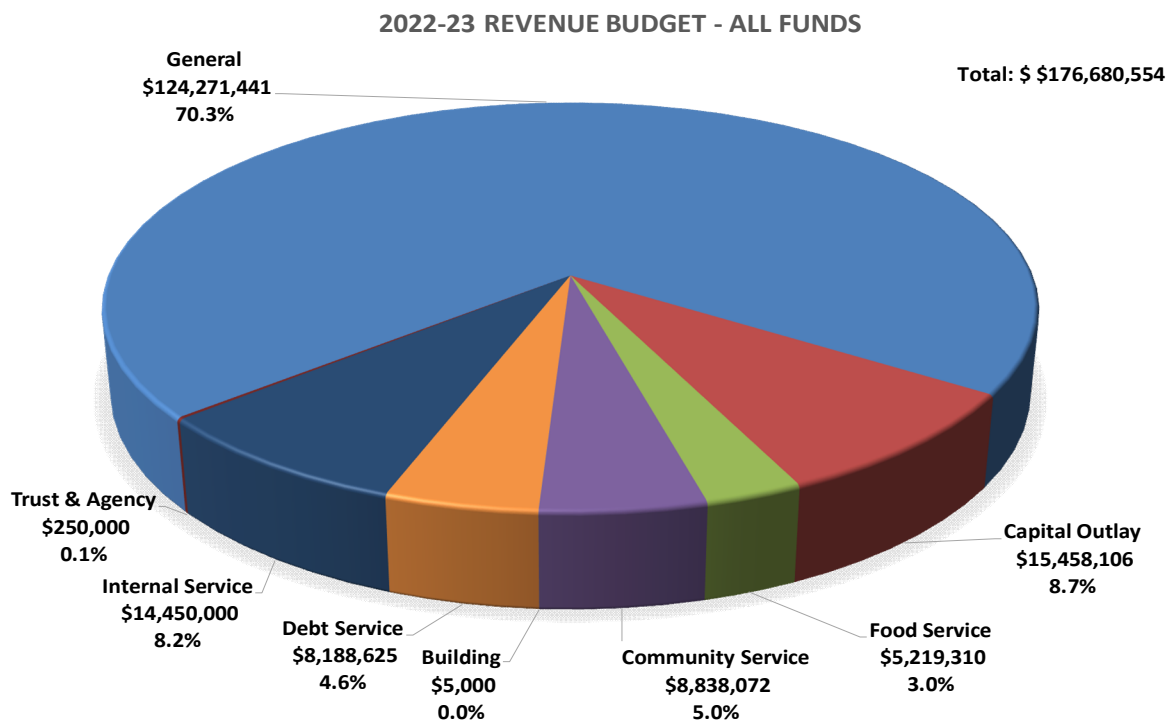
Financial Overview

OVERVIEW OF FUNDS

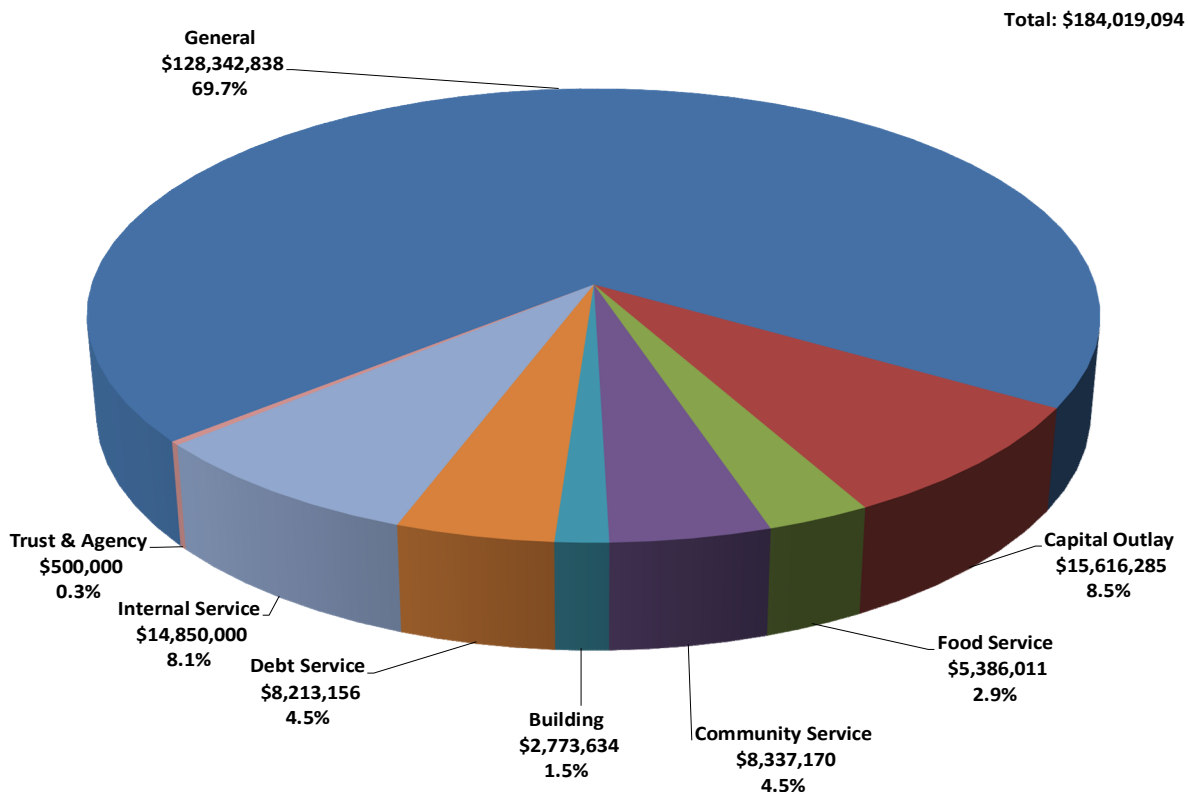
According to State Law, Eden Prairie Schools maintains a separation of funds. The **General Fund** is used to account for the basic K-12 educational operations of Eden Prairie Schools. The majority of this Executive Summary will focus on the General Fund's fiscal condition. Other funds which are a part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

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

The following graphs give an illustration of the proportional revenues and expenditures budgeted for each fund in the 2022-23 fiscal year:



2022-23 EXPENDITURE BUDGET - ALL FUNDS



COLLECTING INPUT

School Board Executive Limitation 2.5.4 states *“There will be no financial plan that does not collect appropriate input from various sources.”* The process to build the proposed 2022-23 budget included the following input opportunities:

1. **School Board** – The first official action that begins the process of budget development was the approval of the payable 2022 tax levy, which occurred on December 13, 2021. This levy accounts for 21.8% of General Fund revenue. The board also provided guidance and input to the budget development process as follows:
 - January 3, 2022 – Board workshop on 5-year financial model
 - January 24, 2022 – Mid-Year 2021-22 budget update, review budget timeline, discuss preliminary 2022-23 budget assumptions
 - March 28, 2022 – Review final 2022-23 budget assumptions, review proposed 2022-23 preliminary capital budget
 - April 25, 2022 – Review proposed 2022-23 School Board budget and approve 2022-23 capital budget
2. **Citizen Finance Advisory Committee** – This committee of community members and staff reviews the assumptions included in the financial projection model. These assumptions and committee discussion provide important input into the budget development process.
3. **Principals and Department Directors** – This group of leaders is essential to the budget development process. They provide input and shared decision making for budget adjustments, staffing and program needs.
4. **Community** – The district website, email list and publications contain continuous updates regarding the budget development process including timeline, assumptions, and proposed adjustments. Community feedback is an essential part of assessing the final budget recommendation.
5. **Superintendent’s Cabinet** – This group meets weekly. Some part of the budget development process, including discussion of staff and community feedback, is on the agenda each week.

Budget Timeline

The following timeline highlights the steps taken to create the 2022-23 budget with stakeholder input.

Eden Prairie Schools Budget Events Timeline Fiscal Year 2022-23		
Date	Budget Event	Group/Action
September 2021	Preliminary FY 2022-23 Levy Certification	Board - Required Action
	Preliminary FY 2021-22 Enrollment Update	Board - Sup't Incidental
	Preliminary FY 2020-21 Year-End Financial Report	Board - Sup't Incidental
October 2021	October 1 Enrollment	Board - Sup't Incidental
	October 1 Enrollment	Citizen Finance Advisory
	October 1 Enrollment	Leadership Team
	FY 2020-21 Audit Results	Leadership Team
	Preliminary FY 2022-23 Levy Certification	Citizen Finance Advisory
	FY 2020-21 Audit Results	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
November 2021	FY 2020-21 Audit Report	Board - Required Action
	Annual Budget Publication	Community
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
December 2021	Final Levy Certification (Payable 2022; FY 2022-23 Revenue)	Board - Required Action
	Truth in Taxation Presentation	Board - TNT Hearing
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
January 2022	Preliminary FY 2022-23 Budget Assumptions/Drivers & Budget Timeline	Board - Decision Prep
	Mid-Year Budget Update	Board - Required Action
	FY 2022-23 Capital items which require advance ordering (i.e. school buses)	Board - Required Action
	5-Year Financial Forecast	Board - Workshop Discussion
	Mid-Year Budget Update	Citizen Finance Advisory
	FY 2022-23 Budget Assumptions	Citizen Finance Advisory
	Fall Enrollment Projections & Staffing Allocations	Leadership Team
	Requests for FY 2022-23 Capital Funding due to Business Office	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
February 2022	Budget Development	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
March 2022	FY 2022-23 Capital Budget - 1st Reading	Board - Decision Prep
	Final FY 2022-23 Budget Assumptions/Drivers	Board - Required Action
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
April 2022	FY 2022-23 Capital Budget Adoption	Board - Required Action
	Review FY 2022-23 Capital Budget	Leadership Team
	5 Year Financial Outlook	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
May 2022	FY 2022-23 Budget Presentation - 1st Reading	Board - Decision Prep
	Review Potential Legislative Impacts	Citizen Finance Advisory
	Review Final FY 2022-23 Budget	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
June 2022	FY 2022-23 Budget Adoption	Board - Required Action
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Fall Enrollment Projections	Leadership Team

Informational Overview

Budget Forecast

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

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

This model currently includes the following assumptions beginning for projection year 2022-23:

1. 2.0% increase to state basic funding for 2022-23 and into the next biennium and 1.5% after
2. Employee salary settlements for upcoming contract negotiations
3. Flat to slightly declining enrollment projections
4. Staffing adjustments in keeping with enrollment and class size ranges
5. Minor adjustments to costs of property and other business insurances along with the cost of fuel and utilities.
6. Teacher retirement savings.

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

	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected	2024-25 Projected	2025-26 Projected	2026-27 Projected
Revenue	114,185,214	119,767,448	122,532,941	122,870,783	122,228,350	106,617,836	107,485,917
Expenditures	113,728,890	120,337,163	123,581,155	125,367,457	126,682,006	128,809,079	130,843,419
Surplus/Deficit	456,324	-569,715	-1,048,214	-2,496,674	-4,453,656	-22,191,243	-23,357,502
Unassigned Fund Balance (\$)	18,497,338	17,927,623	16,879,409	14,382,735	9,929,079	-12,262,164	-35,619,666
Unassigned Fund Balance (%)	16.26%	14.90%	13.66%	11.47%	7.84%	-9.52%	-27.22%

1. One of the District's commitments with the 2014 Referendum was to ensure the revenue received would last at least five years, ending with the 2019-2020 fiscal year. This model projects that there is no renewal to the 2014 Operating Referendum. The district must maintain at least an 8.0% unassigned Fund balance during that period.
2. In the Spring of 2022, the Board has started discussing the possibility of going to voters with an Operating Referendum renewal or possible increase.

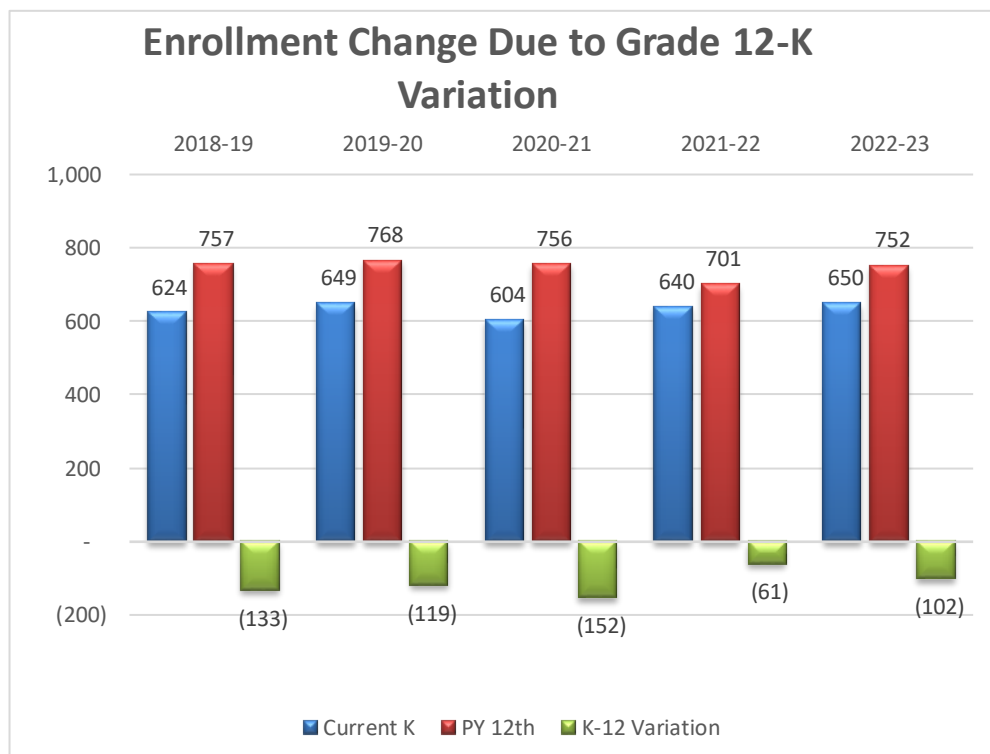
Enrollment Trend/Forecast

	2019-20	2020-21	2021-22	2022-23
Kindergarten	649	448	597	620
1st Grade	605	445	586	610
2nd Grade	637	408	591	584
3rd Grade	650	428	577	609
4th Grade	634	457	585	580
5th Grade	626	466	588	598
6th Grade	629	434	617	597
7th Grade	681	639	630	650
8th Grade	645	680	647	651
9th Grade	735	668	706	711
10th Grade	738	740	665	710
11th Grade	710	737	732	677
12th Grade	756	701	715	735
EP Distance Learning	0	1,228	0	0
EP Online	0	0	566	450
K-12th Grade *	8,695	8,479	8,802	8,732
% Change	-1.2%	-2.5%	3.8%	-0.8%

*Note - 50 Student transfer between Sites

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

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



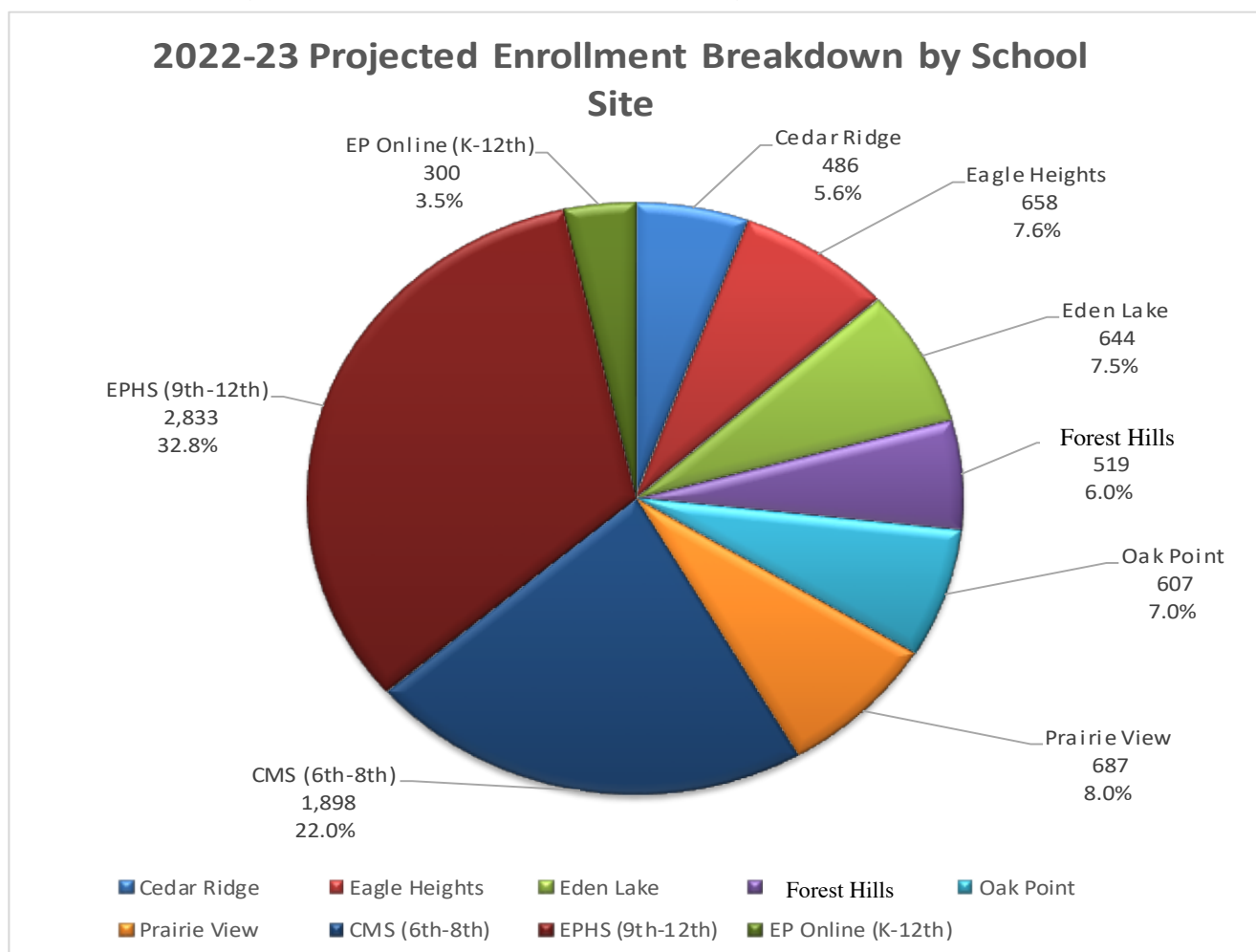
* The 650 kindergarteners referenced above includes 30 from EP Online.

Enrollment History & Projections by School Site

	2019-20	2020-21	2021-22	2022-23
Cedar Ridge Elementary	630	445	488	486
Eagle Heights Spanish Immersion	820	681	511	658
Eden Lake Elementary	783	552	628	644
Forest Hills Elementary	629	386	589	519
Oak Point Elementary	811	479	631	607
Prairie View Elementary	757	543	677	687
Total Elementary (K - 6th Grade)	4,430	3,086	3,524	3,601
Central Middle School (7th & 8th)	1,326	1,319	1,894	1,898
Eden Prairie High School (9th-12th)	2,939	2,846	2,818	2,833
Total Secondary (7th-12th Grade)	4,265	4,165	4,712	4,731
EP Distance Learning Option	-	1,228	-	-
EP Online (K - 12th Grade)	-	-	566	450
Total K-12th Grade *	8,695	8,479	8,802	8,732

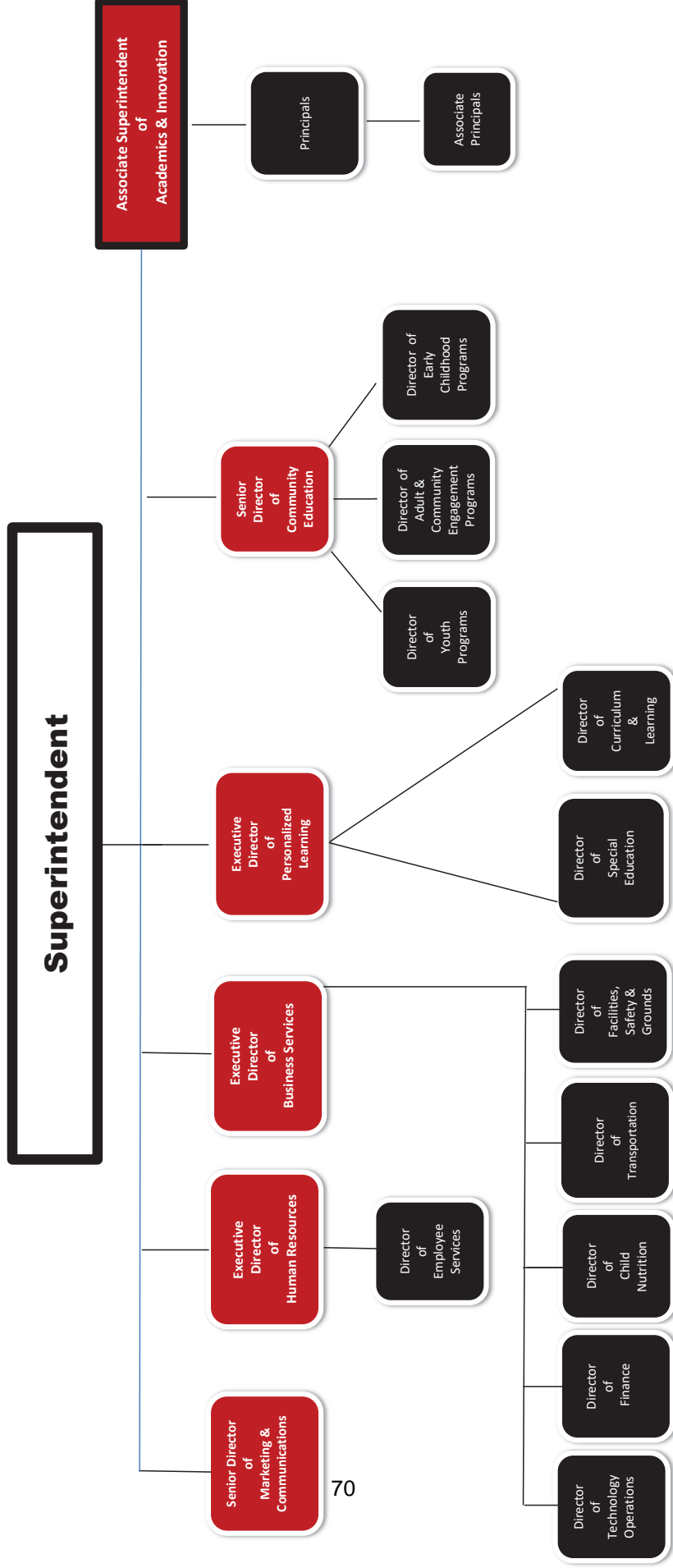
*Note - 50 Student transfer between Sites

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





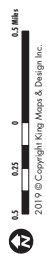
EDEN PRAIRIE SCHOOLS
Inspiring each student every day





**EDEN PRAIRIE SCHOOLS
ELEMENTARY SCHOOLS
BOUNDARIES**

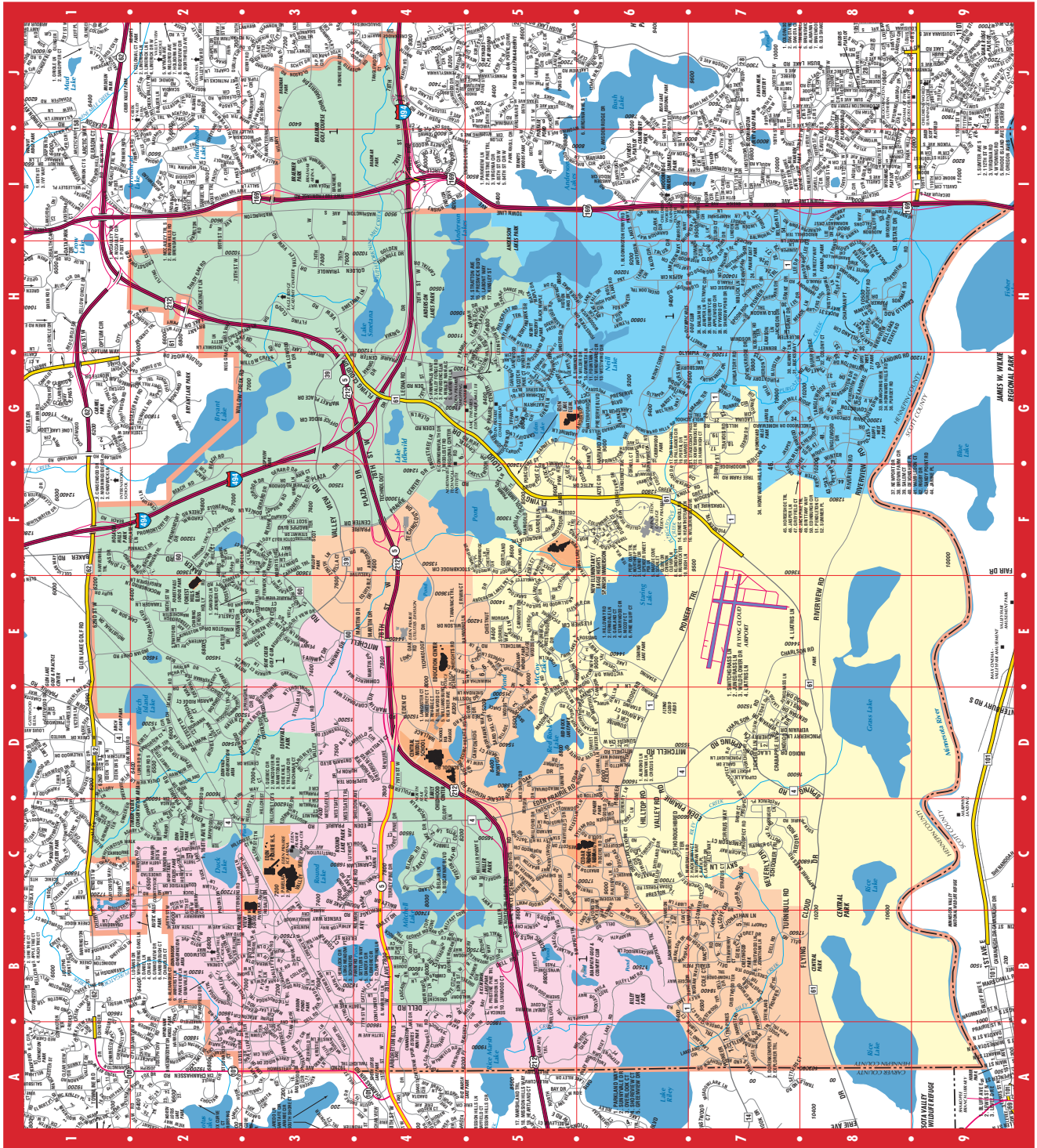
- PRAIRIE VIEW
- FOREST HILLS
- EDEN LAKE
- CEDAR RIDGE
- OAK POINT



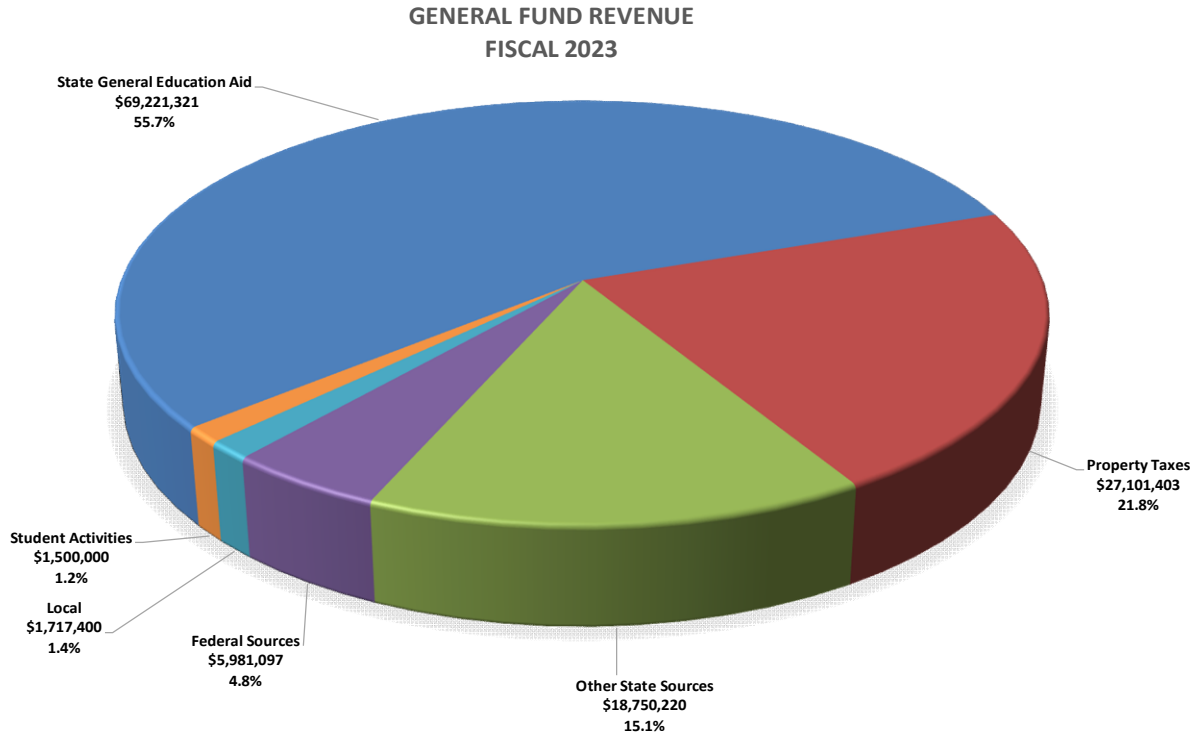
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For more detailed information,
including an electronic version
of the map, go to district
website, www.edenpr.org,
and click on the "Proposed
Elementary School
Boundaries" link in the upper
left corner of the page

District Phone Number
(952) 975-7000



GENERAL OPERATING FUND - REVENUES



GENERAL OPERATING FUND REVENUE	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
State General Education Aid	\$ 64,002,466	\$ 65,696,352	\$ 64,846,427	\$ 68,104,552	\$ 69,221,321	\$ 1,116,769	1.64%
Property Taxes	25,585,579	25,791,252	26,094,570	25,922,015	27,101,403	1,179,388	4.55%
Other State Sources	16,623,450	17,794,600	19,096,485	18,089,236	18,750,220	660,984	3.65%
Federal Sources	2,614,947	2,907,049	9,439,879	6,287,625	5,981,097	(306,528)	-4.88%
Local	2,635,734	2,094,258	1,773,275	1,602,520	1,717,400	114,880	7.17%
Student Activities	1,498,861	1,290,368	438,811	1,500,000	1,500,000	-	0.00%
TOTAL	\$ 112,961,037	\$ 115,573,879	\$ 121,689,447	\$ 121,505,948	\$ 124,271,441	\$ 2,765,493	2.28%

General Fund revenue is projected to increase by \$2,765,493 or 2.28% from 2021-22.

- State Basic General Education Aid** serves as the district's primary funding source, comprising 55.7% of the general fund revenue. State Basic General Education Aid is budgeted to increase by \$1,116,769 or 1.64% versus 2021-22. The majority of the State Basic Aid category is based upon the Basic Funding Formula. Projections for 2022-23 includes a 2% increase to the per pupil unit funding formula. The increased revenue generated from the funding formula increase is offset by a slight decrease in projected enrollment for October 1, 2023. The components of Basic General Education Aid are (1) the Funding Formula multiplied by (2) Pupil Units, as described below.

(1) Basic General Education Funding Formula - The per-pupil-unit allocation used in this budget is \$6,863 for 2022-23. The table below outlines historical per-pupil-unit funding.

Year	Amount	Explanation
2014-15	\$5,831	1.5% increase in funding formula + \$25
2015-16	\$5,948	2.0% increase in funding formula
2016-17	\$6,067	2.0% increase in funding formula
2017-18	\$6,188	2.0% increase in funding formula
2018-19	\$6,312	2.0% increase in funding formula
2019-20	\$6,438	2.0% increase in funding formula
2020-21	\$6,567	2.0% increase in funding formula
2021-22	\$6,728	2.45% increase in funding formula
2022-23	\$6,863	2.0% increase in funding formula

(2) Pupil Units (see Informational Overview section of this summary for more details) - The district anticipates enrollment for the 2022-23 budget year to be 8,732 for students in attendance in local district facilities (note: this differs from enrollment reported to the state for other purposes which will include students in attendance at facilities outside the district, such as Intermediate District 287, for which the district receives and passes along aid in the form of a tuition payment). The total enrollment of 8,732 is 70 students lower than the October 1st enrollment count for the 2021-22 school year. These enrollment numbers create the basis for the State Basic General Education Aid calculation.

Final pupil units are calculated by the Minnesota Department of Education approximately 6 months after the end of a fiscal year (January 2024 for the 2022-23 fiscal year) through a complex set of data and reporting which includes the following:

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

2. Property Tax Revenue

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

Property tax revenue in the General Fund is budgeted to increase by \$1,179,388 or 4.55%, mainly due to an increase in the referendum revenue due to inflation. This revenue category includes levies for the general operating referendum, alternative teacher compensation (Q-comp), safe schools, integration, and reemployment. A summary of the Final Levy Certification Payable 2022 is available in the Informational Section of this budget report.

3. Other State Sources

State supported programs are anticipated to be \$18,750,220.

- Special education aid accounts for the majority of the revenues in this category, totaling \$13.9 million, based upon district expenditures and state appropriations. This change for fiscal year represents a \$600,000 increase in special education aid for fiscal year 2022-23.
- The remainder of state supported programs includes other categorical programs such as achievement & integration, desegregation transportation, non-public pupil transportation, secondary vocational disabled aid, and Alternative Teacher Compensation (Q-Comp).

4. Federal Sources

Federal revenue is budgeted to decrease by \$306,528 or 4.88%. Federal revenue in the General Fund includes the following:

- Special Education (Section 611, Section 619, and Part C) makes up 24.96% of federal revenue or \$1,493,000 in 2022-23.
- Title I, II, III & IV funding in 2022-23 totals \$1,430,000, which is 23.91% of the federal revenue budget.
- COVID-19 funding makes up 50.26% of federal revenue, or \$3,005,857 in 2022-23.

- The remaining 0.87% consists of other grants including the Carl Perkins grant totaling \$52,240.

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

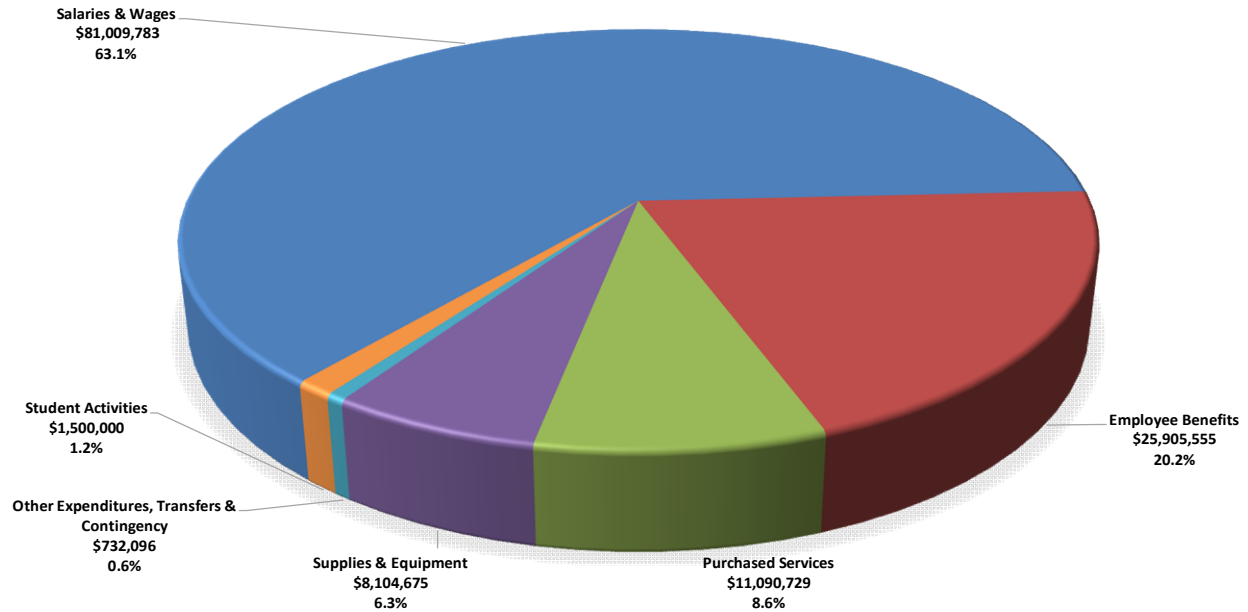
Revenue in this category is budgeted to increase by \$114,880 or 7.17% in the coming year. This increase is due to an expectation that interest income increases in fiscal year 2022-23 as interest rates continue to climb. Items included in this category are student parking fees, facility rentals and admission, fees for activities at Eden Prairie High School (EPHS), miscellaneous grants, interest earnings and scholarship payments.

6. Student Activities

The district will continue to budget for Student Activities in the 2022-23 fiscal year. The budget will be \$1,500,000. There will be an equal expenditure budget to offset.

GENERAL OPERATING FUND - EXPENDITURES

GENERAL FUND EXPENDITURES FISCAL 2023



GENERAL FUND EXPENDITURES	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries & Wages	\$ 73,369,204	\$ 74,681,756	\$ 73,997,147	\$ 78,977,194	\$ 81,009,783	\$ 2,032,589	2.57%
Employee Benefits	23,080,207	24,609,828	23,795,146	25,042,611	25,905,555	862,944	3.45%
Purchased Services	8,789,589	8,470,760	10,254,848	10,108,190	11,090,729	982,539	9.72%
Supplies & Equipment	3,711,769	3,801,920	4,792,959	5,857,920	8,104,675	2,246,755	38.35%
Other Expenditures, Transfers & Contingency	775,634	799,624	1,247,117	658,206	732,096	73,890	11.23%
Student Activities	1,552,509	1,261,615	421,235	1,500,000	1,500,000	-	0.00%
TOTAL	\$ 111,278,912	\$ 113,625,503	\$ 114,508,452	\$ 122,144,121	\$ 128,342,838	\$ 6,198,717	5.07%

General Fund expenditures is projected to increase by \$6,198,717 or 5.07% from 2021-22.

- The **salaries & wages and employee benefits** budget of \$106,915,338 include salaries and benefits for all employee groups. This budget represents 83.3% of the total General Fund budget. This budget includes:
 - Wage/benefit costs for existing employment agreements including allowances for longevity, education, health & dental benefits and pay rates.
 - An allowance for wage/benefit changes that may result from bargaining agreements that are being negotiated for the 2022-23 budget year.
 - A \$250,000 staffing contingency budget to address classroom needs that may arise in the fall.
 - The cost of statutory benefits (TRA, PERA, FICA, etc.).
 - Any changes to staffing levels.

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

Bargaining Unit	Current Contract Expiration	Status
Teachers (EPEA)	June 30, 2023	Settled
Bus Drivers	June 30, 2023	Settled
Buildings & Grounds	June 30, 2023	Settled
Superintendent	June 30, 2023	Settled
Superintendent's Cabinet	June 30, 2023	Settled
Principals	75 June 30, 2024	Settled

Administrators (AST/EPSS)	June 30, 2024	Settled
Clerical (CLASS)	June 30, 2022	Unsettled
Paraprofessionals (MSEA)	June 30, 2024	Settled
Confidential	June 30, 2024	Settled

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

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

* High School staffing levels are also driven by course registrations

2. The **purchased services** budget of \$11,090,729 represents an increase of \$982,539 or 9.72% from prior year. This budget includes tuition payments to other MN districts, contracted services, utilities, property insurance, professional service fees, travel & conferences, repairs and the special education tuition buy down. The increase is due to increased utility cost projections (\$600,000) and the projected spend down of assigned fund balances for construction (\$350,000).
3. The **supplies & equipment** budget of \$8,104,675 represents an increase of 2,246,755 or 38.35% from prior year. The budget includes both instructional and non-instructional supplies, fuel, and equipment. Most of the administrators' allocation for departmental and site budgets are included in this category. Budget managers can flex their allocations between categories and mostly do so between supplies and purchased services. The increase is due to projected spend down of assigned fund balances for construction (750,000), curriculum adoption (\$800,000), district equipment (\$250,000) and designing pathways (\$750,000).
4. The **other expenditures and student activities** budget of \$2,232,096 includes replenished contingency budgets, fund transfers, expenditures for dues & memberships and student activity expenditures.

GENERAL FUND EXPENDITURES (by Object)

	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET
SALARIES AND WAGES					
ADMINISTRATION	\$ 2,808,605	\$ 2,857,727	\$ 2,931,260	\$ 3,084,699	\$ 3,121,348
DISTRICT SUPPORT SERVICES	2,273,619	2,352,218	2,385,309	2,459,808	2,721,733
REGULAR INSTRUCTION	39,649,234	40,178,362	39,908,011	42,808,630	43,857,419
VOCATIONAL EDUCATION	1,257,733	1,278,424	1,144,982	1,217,181	1,226,057
SPECIAL EDUCATION INSTRUCT	13,660,985	13,913,577	13,657,963	14,281,514	13,951,159
INSTRUCTIONAL SUPPORT	3,495,930	3,766,438	3,976,982	4,485,325	4,620,909
PUPIL SUPPORT	5,819,461	5,910,428	5,654,034	5,947,523	6,319,030
SITE AND BUILDING	4,403,637	4,424,582	4,338,606	4,692,514	5,192,128
TOTAL SALARIES AND WAGES	\$ 73,369,204	\$ 74,681,756	\$ 73,997,147	\$ 78,977,194	\$ 81,009,783
EMPLOYEE BENEFITS					
ADMINISTRATION	\$ 868,145	\$ 887,703	\$ 864,649	\$ 885,697	\$ 906,096
DISTRICT SUPPORT SERVICES	732,957	740,408	809,081	667,946	804,002
REGULAR INSTRUCTION	11,945,986	12,791,308	12,129,146	12,961,610	13,232,334
VOCATIONAL EDUCATION	351,648	384,668	364,772	378,293	400,903
SPECIAL EDUCATION INSTRUCT	4,261,709	4,624,938	4,653,343	4,725,490	4,656,142
INSTRUCTIONAL SUPPORT	964,623	1,240,665	1,090,806	1,225,606	1,329,379
PUPIL SUPPORT	2,478,531	2,417,619	2,445,265	2,459,276	2,706,832
SITE AND BUILDING	1,476,608	1,522,519	1,438,084	1,738,693	1,869,867
TOTAL EMPLOYEE BENEFITS	\$ 23,080,207	\$ 24,609,828	\$ 23,795,146	\$ 25,042,611	\$ 25,905,555
PURCHASED SERVICES					
ADMINISTRATION	\$ 72,453	\$ 46,771	\$ 98,348	\$ 181,810	\$ 342,720
DISTRICT SUPPORT SERVICES	1,284,432	1,104,852	1,028,398	1,189,242	1,218,629
REGULAR INSTRUCTION	938,978	782,332	603,192	999,640	862,393
VOCATIONAL EDUCATION	863,315	969,684	1,017,648	951,000	968,600
SPECIAL EDUCATION INSTRUCT	1,988,033	2,049,530	2,687,337	2,945,730	2,650,889
INSTRUCTIONAL SUPPORT	1,143,282	1,055,866	830,109	821,735	1,130,036
PUPIL SUPPORT	212,665	242,434	602,158	735,153	676,666
SITE AND BUILDING	1,809,613	1,839,032	2,989,555	1,893,880	2,842,996
FISCAL & FIXED COSTS	476,818	380,259	398,103	390,000	397,800
TOTAL PURCHASED SERVICES	\$ 8,789,589	\$ 8,470,760	\$ 10,254,848	\$ 10,108,190	\$ 11,090,729
STUDENT ACTIVITIES					
TOTAL STUDENT ACTIVITIES	\$ 1,552,509	\$ 1,261,615	\$ 421,235	\$ 1,500,000	\$ 1,500,000
SUPPLIES & EQUIPMENT					
ADMINISTRATION	\$ 9,087	\$ 4,584	\$ 3,226	\$ 3,850	\$ 4,100
DISTRICT SUPPORT SERVICES	324,155	328,939	456,026	139,900	122,240
REGULAR INSTRUCTION	956,062	967,322	1,750,314	3,602,428	3,929,064
VOCATIONAL EDUCATION	35,329	56,178	53,428	37,753	29,013
SPECIAL EDUCATION INSTRUCT	274,644	93,676	87,825	133,350	88,700
INSTRUCTIONAL SUPPORT	84,889	166,357	386,727	101,210	98,764
PUPIL SUPPORT	857,008	677,040	669,017	858,460	850,270
SITE AND BUILDING	1,170,595	1,507,824	1,386,396	980,969	2,982,524
TOTAL SUPPLIES & EQUIPMENT	\$ 3,711,769	\$ 3,801,920	\$ 4,792,959	\$ 5,857,920	\$ 8,104,675
OTHER EXPENDITURES					
ADMINISTRATION	\$ 63,015	\$ 69,333	\$ 65,703	\$ 82,460	\$ 83,288
DISTRICT SUPPORT SERVICES	18,951	17,348	24,083	31,768	31,479
REGULAR INSTRUCTION	340,789	275,587	319,993	309,146	309,270
VOCATIONAL EDUCATION	7,489	8,400	14,319	8,572	8,894
SPECIAL EDUCATION INSTRUCT	94,018	81,885	81,161	104,581	94,941
INSTRUCTIONAL SUPPORT	50,751	55,269	68,667	35,788	37,321
PUPIL SUPPORT	27,613	32,025	29,701	27,714	28,446
SITE AND BUILDING	21,751	26,639	17,552	27,134	27,457
FISCAL & FIXED COSTS	-	11,500	11,500	11,000	11,000
TOTAL OTHER EXPENDITURES	\$ 624,377	\$ 577,986	\$ 632,679	\$ 638,163	\$ 632,096
OTHER FINANCING USES					
OTHER CONTINGENCY, TRANSFERS, RESERVE	\$ 151,257	\$ 221,638	\$ 614,438	\$ 20,043	\$ 100,000
TOTAL OTHER FINANCING USES	\$ 151,257	\$ 221,638	\$ 614,438	\$ 20,043	\$ 100,000
GENERAL FUND TOTAL	\$ 111,278,912	\$ 113,625,503	\$ 114,508,452	\$ 122,144,121	\$ 128,342,838

GENERAL FUND EXPENDITURES (by Program)

	2018-19	2019-20	2020-21	2021-22	2022-23
	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
District & School Administration					
School Board	\$ 63,637	\$ 72,915	\$ 65,258	\$ 78,000	\$ 79,100
Office of the Superintendent	486,866	455,412	469,934	508,265	516,570
Instructional Administration	342,859	356,525	218,658	211,687	94,904
School Administration	2,927,943	2,981,266	3,209,336	3,440,564	3,766,978
Total District & School Administration	\$ 3,821,305	\$ 3,866,118	\$ 3,963,186	\$ 4,238,516	\$ 4,457,552
District Support Services					
General Administrative Support	\$ 1,508,330	\$ 1,386,779	\$ 1,181,492	\$ 1,141,526	\$ 1,454,406
Other Administrative Support	1,156,073	1,427,655	1,580,238	1,351,017	1,367,956
Administrative Technology	115,201	99,313	182,530	128,845	130,094
Business Support Services	1,854,397	1,630,017	1,758,637	1,857,276	1,935,427
Cooperative Purchasing & Services	114	-	-	10,000	10,200
Total District Support Services	\$ 4,634,115	\$ 4,543,764	\$ 4,702,897	\$ 4,488,664	\$ 4,898,083
Regular Instruction					
School Readiness Plus	\$ 200,870	\$ -	\$ -	\$ -	\$ -
Kindergarten Education	3,458,075	3,681,732	2,830,088	3,808,768	3,865,681
Elementary Education	19,218,004	19,740,640	21,803,293	20,282,078	20,031,449
Title II, Part A - Improve Teacher Quality	190,943	199,030	159,507	180,000	180,000
Title III, Part A - English Language	111,937	80,872	111,928	100,000	100,000
Title IV, Part A - Student Support	-	33,850	100,003	50,000	50,000
Secondary Education	3,702,695	3,628,267	3,437,083	4,672,324	5,164,487
Visual Art	1,072,186	1,084,285	975,040	1,245,220	1,306,280
Business	328,770	217,292	7,309	566,296	679,969
Title I - Educationally Disadvantaged	658,736	793,111	976,337	1,100,000	1,100,000
Basic Skills	321	338	498	665	665
Gifted and Talented	2,098,667	2,118,902	1,970,092	1,893,646	1,952,480
Limited English Proficiency	2,340,065	2,305,819	2,156,252	2,575,129	2,719,260
English (Language Art)	3,368,398	3,373,512	2,950,970	3,742,633	4,304,890
Foreign/Native language	2,128,817	2,323,548	2,186,240	2,480,905	2,365,126
Health & Physical Education	2,018,499	2,133,174	1,818,209	2,271,413	2,374,426
Family Living Science	9,544	26,481	68,561	76,154	1,330
Industrial Education	114,291	137,549	242,545	575,097	606,741
Mathematics	3,074,229	3,097,570	3,101,873	3,812,276	3,978,640
Computer Science	-	-	7,430	-	31,126
Music	2,260,544	2,410,008	2,302,468	2,652,235	2,366,792
Natural Sciences	2,877,829	2,921,849	2,872,554	3,446,330	3,518,849
Social Studies	2,659,293	2,744,528	2,518,362	2,927,436	3,193,783
Total Regular Instruction	\$ 51,892,713	\$ 53,052,357	\$ 52,596,642	\$ 58,458,605	\$ 59,891,974
Co-Curricular & Extra-Curricular					
Co-curricular Activities	\$ 611,565	\$ 743,028	\$ 300,573	\$ 265,897	\$ 266,123
Boys & Girls Athletics	1,527,657	1,384,852	1,314,429	2,714,187	2,788,976
Boys Athletics	623,668	499,813	456,073	375,684	376,091
Girls Athletics	511,243	450,823	375,846	287,081	287,316
Extra-curricular Activities	73,981	24,010	71,818	80,000	80,000
Total Co-Curricular & Extra-Curricular	\$ 3,348,114	\$ 3,102,526	\$ 2,518,739	\$ 3,722,849	\$ 3,798,506
Vocational Education					
Distributive Education	\$ 122,882	\$ 124,981	\$ 131,515	\$ 131,968	\$ -
Home Economics/ Consumer Ed.	390,249	388,585	392,476	314,769	361,871
Business & Office	659,640	741,018	823,654	836,656	903,728
Trade & Industry	212,183	204,932	109,398	105,764	123,930
Special Needs	339,963	319,590	187,958	301,569	323,587
Vocational-General	896,890	989,146	963,996	902,073	920,351
Total Vocational Education	\$ 2,621,807	\$ 2,768,252	\$ 2,608,997	\$ 2,592,799	\$ 2,633,467

GENERAL FUND EXPENDITURES (by Program)

	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET
Special Education Instruction					
Speech/Language Impaired	\$ 1,480,903	\$ 1,448,163	\$ 1,611,908	\$ 1,895,950	\$ 1,553,349
Mild-Moderate Impaired	1,748,872	1,541,069	1,584,421	1,795,743	1,516,186
Moderate-Severe Impaired	1,035,259	1,081,930	1,046,029	992,294	1,060,982
Physically Impaired	888,211	958,580	1,091,547	1,099,388	1,022,722
Deaf-Hard of Hearing	214,931	265,532	247,918	218,227	218,108
Visually Impaired	98,357	36,394	30,460	78,000	78,000
Specific Learning Disability	2,606,286	2,847,786	2,383,790	2,326,470	2,152,845
Emotional/Behavioral Disorder	2,345,581	2,327,354	2,730,703	3,050,822	2,739,866
Other Health Impaired	507,012	413,071	581,522	484,731	537,642
Autistic	2,642,782	2,659,847	2,033,172	2,303,410	2,186,844
ECSE	1,941,524	2,129,794	1,870,291	1,975,355	1,783,187
Traumatic Brain Injury	55,422	33,931	35,306	1,000	1,000
Severely Multiple Impaired	13,845	125,146	188,784	227,673	237,362
Spec Educ-General	4,441,961	4,426,654	5,490,083	5,367,875	5,972,732
Care and Treatment	258,442	468,356	241,696	373,727	381,006
Total Special Education Instruction	\$ 20,279,388	\$ 20,763,607	\$ 21,167,630	\$ 22,190,665	\$ 21,441,831
Instructional Support					
General Instructional Support	\$ 3,543,889	\$ 4,307,754	\$ 4,186,467	\$ 4,540,091	\$ 5,081,624
Curriculum Consult/Development	454,630	452,798	281,065	645,108	402,758
Educational Media	569,523	587,842	480,748	482,642	498,693
Instruction Related Technology	27,140	22,298	295,470	32,154	32,718
Staff Development	1,180,732	944,648	1,112,200	969,669	1,200,616
Total Instructional Support	\$ 5,775,914	\$ 6,315,340	\$ 6,355,950	\$ 6,669,664	\$ 7,216,409
Pupil Support					
Counseling & Guidance	\$ 1,147,581	\$ 1,234,563	\$ 1,289,087	\$ 1,425,239	\$ 1,443,170
School Security	-	-	519,039	464,023	470,888
Other School Safety	-	-	124,169	165,000	168,300
Health Services	537,525	638,722	671,905	647,557	725,093
Psychological Services	53,266	-	-	100	100
Attend/Soc Work	892,582	962,326	858,651	862,156	812,108
Pupil Transportation Regular	6,760,364	6,429,670	5,931,949	6,425,483	6,858,032
Other Pupil Support Services	3,959	14,265	5,374	38,568	103,553
Total Pupil Support	\$ 9,395,277	\$ 9,279,546	\$ 9,400,174	\$ 10,028,126	\$ 10,581,244
Site & Building					
Operations & Maintenance	\$ 8,882,204	\$ 9,320,595	\$ 10,170,193	\$ 9,333,190	\$ 12,914,972
Total Site and Building	\$ 8,882,204	\$ 9,320,595	\$ 10,170,193	\$ 9,333,190	\$ 12,914,972
Fiscal & Other					
Property & Other Insurance	\$ 476,818	\$ 380,259	\$ 398,103	\$ 390,000	\$ 397,800
Contingencies & Reserves	151,257	221,639	614,441	20,043	100,000
Scholarships	-	11,500	11,500	11,000	11,000
Total Fiscal & Other	\$ 628,075	\$ 613,398	\$ 1,024,044	\$ 421,043	\$ 508,800
Total General Fund Expenditures	\$ 111,278,912	\$ 113,625,503	\$ 114,508,452	\$ 122,144,121	\$ 128,342,838

CEDAR RIDGE ELEMENTARY

8905 Braxton Drive, Eden Prairie, MN 55347

Principal: Valora Unowsky
Assoc Principal: Stephen Shepherd

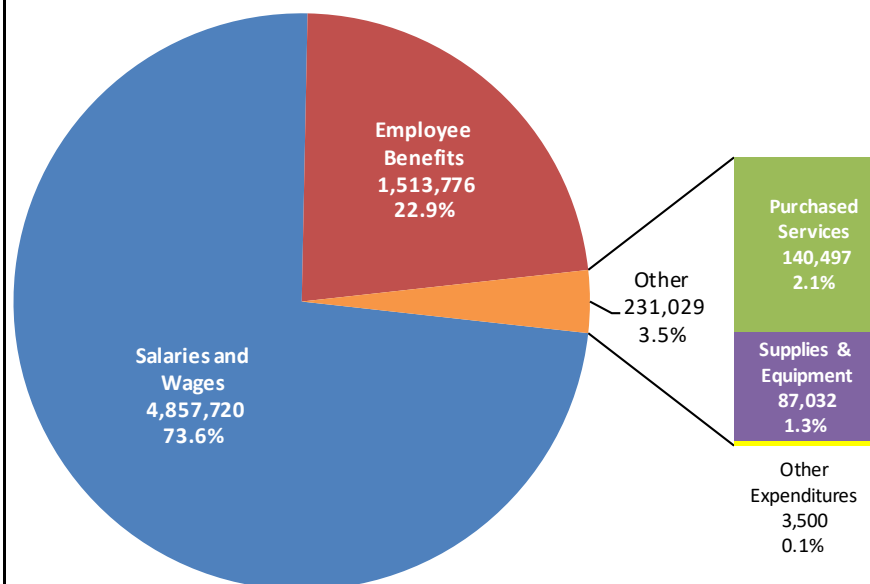
Cedar Ridge Elementary School's enrollment decreased from 628 students October 1, 2017 to 488 on October 1, 2021. The projected student count for the 2022-23 school year is 486 students. This is a decrease of 22.6% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased slightly from 18.9% in 2017-18 to a projected 19.6% in 2022-23. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1

Grade	17-18	18-19	19-20	20-21	21-22	22-23
K	67	86	91	58	74	77
1	97	73	82	65	80	79
2	85	104	81	58	92	84
3	89	82	105	66	69	91
4	101	90	87	73	84	70
5	101	105	78	64	89	85
6	88	114	106	61	0	0
TOTAL	628	654	630	445	488	486

F/R	18.9%	19.0%	22.1%	21.8%	19.5%	19.6%
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	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET
EXPENDITURES						
Salaries & Wages	5,472,320	5,318,292	5,413,635	4,565,197	4,953,938	4,857,720
Employee Benefits	1,547,190	1,573,218	1,796,352	1,468,322	1,536,798	1,513,776
Purchased Services	129,873	136,920	115,891	118,748	115,049	140,497
Supplies & Equipment	194,625	141,555	77,248	74,631	81,894	87,032
Other Expenditures	4,860	7,255	1,221	1,320	3,500	3,500
TOTAL EXPENDITURES	7,348,868	7,177,239	7,404,348	6,228,219	6,691,179	6,602,525
TOTAL STUDENTS	628	654	630	445	488	486



The pie chart at left shows the school's 2022-23 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.5% of the total budget. Purchased Services account for the next largest share of the budget at 2.1%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment at 1.3%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

EAGLE HEIGHTS SPANISH IMMERSION ELEMENTARY

13400 Staring Lake Parkway, Eden Prairie, MN 55347

Principal:

Hernan Moncada

Assoc Principal:

Mitch Heglund

Eagle Heights Spanish Immersion School's enrollment decreased from 831 students October 1, 2017 to 677 on October 1, 2021. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2022-23 school year is 658 students. This is a decrease of 20.8% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund. The percentage of students eligible for free or reduced meals decreased from 7.7% in 2017-18 to a projected 3.8% in 2022-23. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

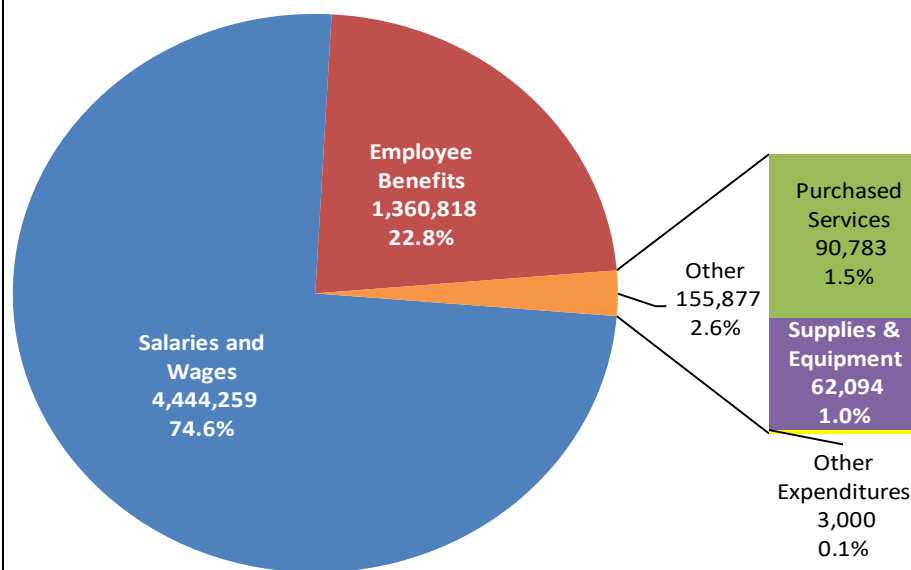
ENROLLMENT AS OF OCTOBER 1

Grade	17-18	18-19	19-20	20-21	21-22	22-23
K	131	134	130	118	130	132
1	130	122	128	99	124	120
2	125	125	117	97	117	114
3	129	125	119	87	106	101
4	107	126	110	98	99	94
5	94	105	117	85	101	97
6	115	93	99	97	0	0
TOTAL	831	830	820	681	677	658

F/R	7.7%	7.2%	6.6%	5.1%	4.6%	3.8%
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	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET
EXPENDITURES						
Salaries & Wages	4,240,705	4,367,058	4,514,387	4,382,418	4,312,246	4,444,259
Employee Benefits	1,265,076	1,352,152	1,450,968	1,362,782	1,311,211	1,360,818
Purchased Services	137,548	78,678	47,428	67,132	58,804	90,783
Supplies & Equipment	107,709	96,095	49,872	66,990	59,623	62,094
Other Expenditures	4,234	7,590	2,848	4,907	3,000	3,000
TOTAL EXPENDITURES	5,755,272	5,901,573	6,065,503	5,884,229	5,744,884	5,960,954

TOTAL STUDENTS	831	830	820	681	677	658
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The pie chart at left shows the school's 2022-23 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.4% of the total budget. Purchased services account for 1.5% including professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 1.0%. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

EDEN LAKE ELEMENTARY

12000 Anderson Lakes Parkway, Eden Prairie, MN 55344

Principal:

Tim Beekmann

Assoc Principal:

Meghan Gasdick

Eden Lake Elementary School's enrollment decreased from 827 students October 1, 2017 to 628 on October 1, 2021. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2022-23 school year is 644 students. This is a decrease of 22.1% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals decreased from 34.7% in 2017-18 to a projected 32.3% in 2022-23. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

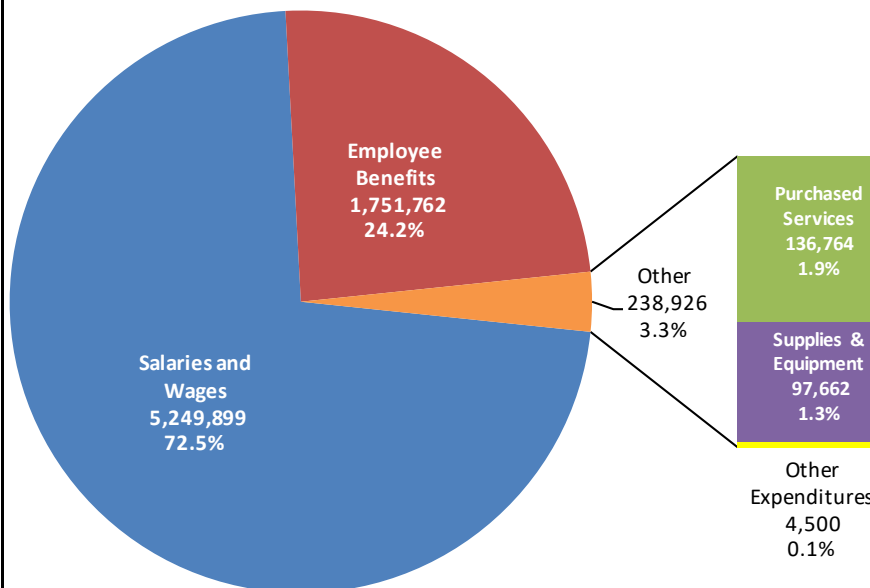
ENROLLMENT AS OF OCTOBER 1

Grade	17-18	18-19	19-20	20-21	21-22	22-23
K	116	82	117	77	87	88
1	96	108	80	87	99	92
2	97	93	124	62	109	103
3	119	97	110	78	100	122
4	114	116	109	84	122	104
5	162	123	121	73	111	135
6	123	155	122	91	0	0
TOTAL	827	774	783	552	628	644

F/R	34.7%	35.8%	37.0%	32.8%	23.9%	32.3%
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	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET
EXPENDITURES						
Salaries & Wages	5,701,109	5,384,547	5,715,595	4,940,365	4,985,723	5,249,899
Employee Benefits	1,668,928	1,712,544	1,965,890	1,696,162	1,593,121	1,751,762
Purchased Services	145,771	128,030	121,621	126,533	118,146	136,764
Supplies & Equipment	163,751	121,516	87,205	73,251	93,379	97,662
Other Expenditures	7,309	8,316	1,852	1,183	4,500	4,500
TOTAL EXPENDITURES	7,686,868	7,354,953	7,892,163	6,837,494	6,794,869	7,240,587

TOTAL STUDENTS	827	774	783	552	628	644
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The pie chart at left shows the school's 2022-23 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.7% of the total budget. Purchased services, at 1.9%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 1.3%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

FOREST HILLS ELEMENTARY

13708 Holly Road, Eden Prairie, MN 55346

Principal:

Joel Knorr

Assoc Principal:

Tom Walters

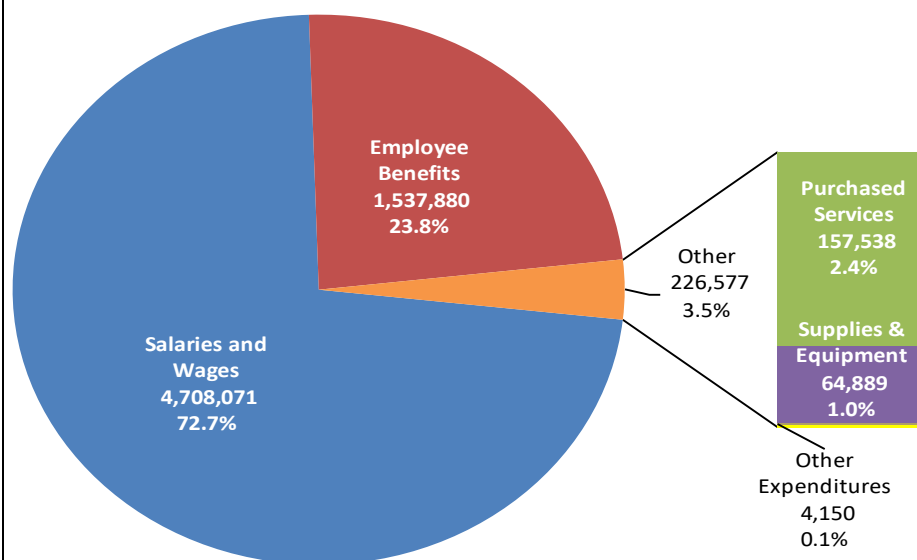
Forest Hills Elementary School's enrollment decreased from 657 students October 1, 2017 to 511 on October 1, 2021. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2022-23 school year is 519 students. This is a decrease of 21.0% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals decreased from 24.8% in 2017-18 to a projected 23.3% in 2022-23. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1

Grade	17-18	18-19	19-20	20-21	21-22	22-23
K	97	122	95	67	105	100
1	105	106	99	60	85	103
2	111	89	99	66	79	84
3	98	102	75	48	94	77
4	92	97	83	44	72	89
5	87	97	89	57	76	66
6	67	91	89	44	0	0
TOTAL	657	704	629	386	511	519

F/R	24.8%	26.0%	23.7%	23.6%	18.4%	23.3%
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	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET
EXPENDITURES						
Salaries & Wages	5,434,437	5,157,391	5,271,943	3,847,494	4,392,950	4,708,071
Employee Benefits	1,564,552	1,541,881	1,703,611	1,222,673	1,386,032	1,537,880
Purchased Services	160,798	150,411	128,351	120,163	137,474	157,538
Supplies & Equipment	114,185	147,146	101,548	74,179	63,302	64,889
Other Expenditures	8,342	7,993	2,218	2,601	4,150	4,150
TOTAL EXPENDITURES	7,282,314	7,004,822	7,207,671	5,267,110	5,983,908	6,472,528
TOTAL STUDENTS	657	704	629	386	511	519



The pie chart at left shows the school's 2022-23 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.5% of the total budget. Purchased Services, at 2.4%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for, at 1.0%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

OAK POINT ELEMENTARY

13400 Staring Lake Parkway, Eden Prairie, MN 55347

Principal:

Chris Rogers

Assoc Principal:

Aaron Monson

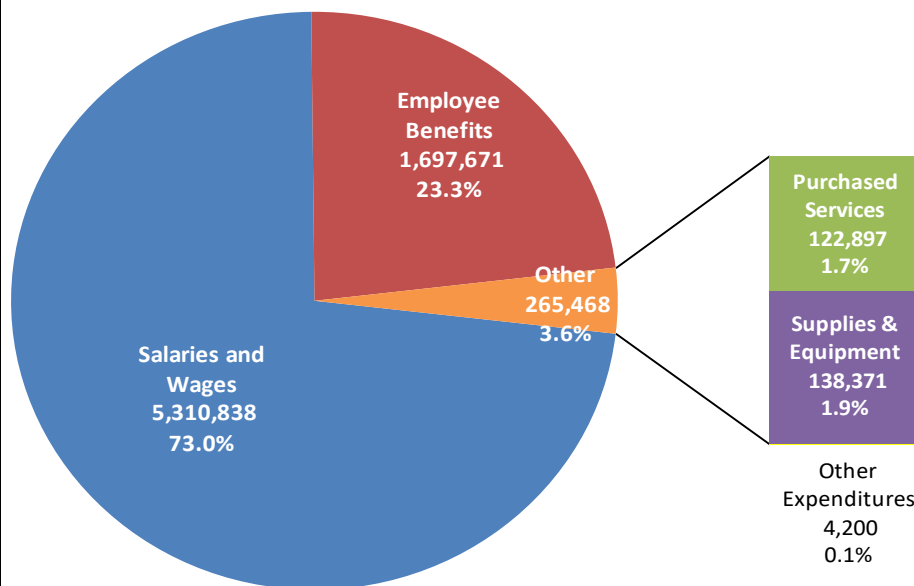
Oak Point Elementary School's enrollment decreased from 722 students October 1, 2017 to 589 on October 1, 2021. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2022-23 school year is 607 students. This is a decrease of 15.9% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased from 24.8% in 2017-18 to a projected 25.1% in 2022-23. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1

Grade	17-18	18-19	19-20	20-21	21-22	22-23
K	86	114	125	71	97	105
1	111	107	123	59	111	106
2	112	116	102	62	105	110
3	105	115	125	61	98	107
4	98	107	126	75	79	99
5	89	103	100	91	99	80
6	121	83	110	60	0	0
TOTAL	722	745	811	479	589	607

F/R	24.8%	24.4%	23.7%	25.1%	19.5%	25.1%
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	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET
EXPENDITURES						
Salaries & Wages	6,052,890	6,227,568	6,367,498	5,222,260	5,618,553	5,310,838
Employee Benefits	1,781,315	1,922,573	2,053,673	1,659,115	1,721,057	1,697,671
Purchased Services	172,785	78,910	87,152	98,911	95,966	122,897
Supplies & Equipment	201,336	239,255	141,068	123,018	162,264	138,371
Other Expenditures	6,416	8,519	3,362	530	4,200	4,200
TOTAL EXPENDITURES	8,214,742	8,476,825	8,652,753	7,103,834	7,602,040	7,273,977
TOTAL STUDENTS	722	745	811	479	589	607



The pie chart at left shows the school's 2022-23 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.3% of the total budget. Supplies and equipment account for 1.9%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. Purchased Services, at 1.7%, including professional fees, utilities, postage, communication, etc. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

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

PRAIRIE VIEW ELEMENTARY
17255 Peterborg Road, Eden Prairie, MN 55346

Principal: **Quennel Cooper**
 Assoc Principal: **Brett Lobben**

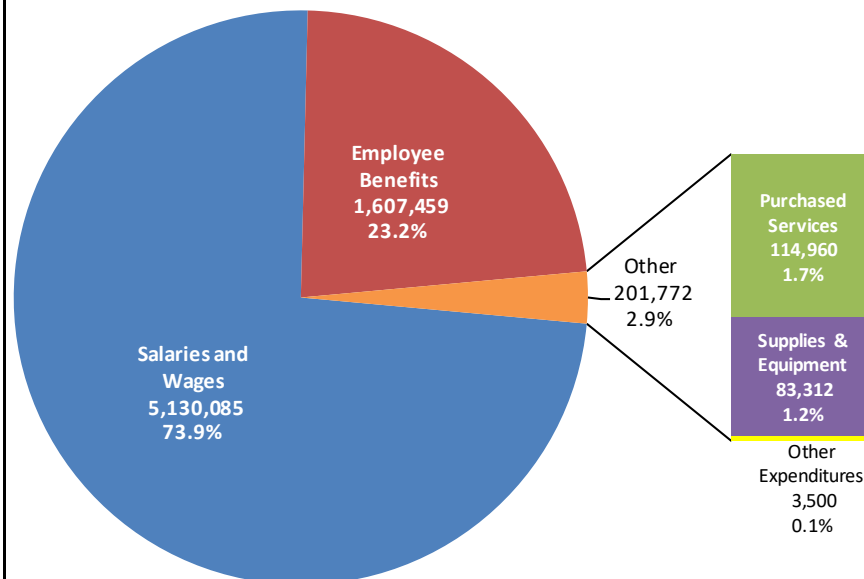
Prairie View Elementary School's enrollment decreased from 729 students October 1, 2017 to 631 on October 1, 2021. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2022-23 school year is 687 students. This is a decrease of 5.8% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals decreased from 25.7% in 2017-18 to a projected 22.2% in 2022-23. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	17-18	18-19	19-20	20-21	21-22	22-23
K	114	86	91	57	104	118
1	91	114	93	75	87	110
2	99	97	114	63	89	89
3	112	109	116	88	110	111
4	98	120	119	83	129	124
5	106	102	121	96	112	135
6	109	107	103	81	0	0
TOTAL	729	735	757	543	631	687

F/R	25.7%	26.1%	26.8%	23.6%	22.8%	22.2%
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	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET
EXPENDITURES						
Salaries & Wages	5,272,766	5,357,809	5,322,659	4,767,572	5,036,695	5,130,085
Employee Benefits	1,498,062	1,647,186	1,677,451	1,466,573	1,489,319	1,607,459
Purchased Services	156,983	109,786	125,884	105,907	102,296	114,960
Supplies & Equipment	125,623	135,034	109,007	84,989	78,657	83,312
Other Expenditures	7,060	7,016	137	1,062	3,500	3,500
TOTAL EXPENDITURES	7,060,494	7,256,831	7,235,138	6,426,103	6,710,467	6,939,316

TOTAL STUDENTS	729	735	757	543	631	687
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The pie chart at left shows the school's 2022-23 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.1% of the total budget. Purchased Services, at 1.7%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 1.2%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

CENTRAL MIDDLE SCHOOL
8025 School Road, Eden Prairie, MN 55344

Principal: **Felicia Thames**
Assoc Principal: **Cedric Fuller**
Assoc Principal: **Shannon Kubicek**

Central Middle School's enrollment increased from 1,341 students October 1, 2017 to 1894 on October 1, 2021. The projected student count for the 2022-23 school year is 1,898 students. This is an increase of 41.5% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School, instead of an elementary site. The percentage of students eligible for free or reduced meals increased from 20.9% in 2017-18 to a projected 21.4% in 2022-23. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

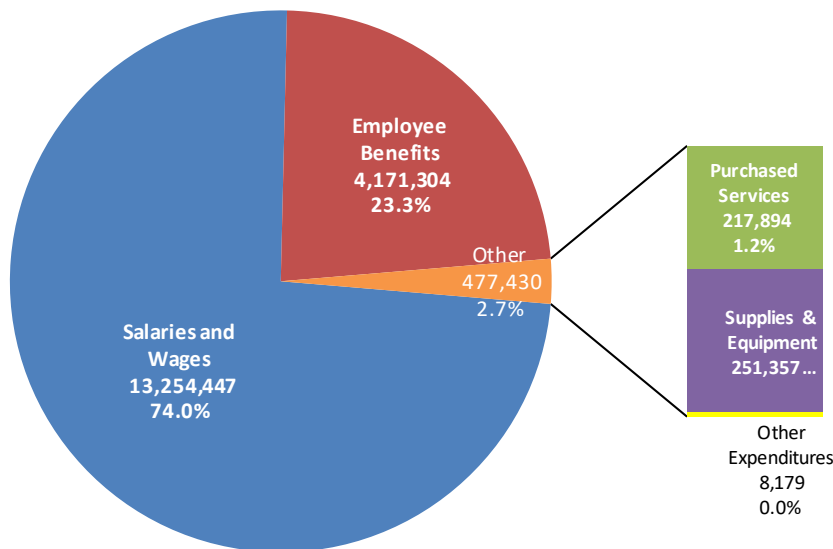
ENROLLMENT AS OF OCTOBER 1

Grade	17-18	18-19	19-20	20-21	21-22	22-23
6	0	0	0	0	617	597
7	645	668	681	639	630	650
8	696	671	645	680	647	651
TOTAL	1341	1339	1326	1319	1894	1898

F/R	20.9%	21.9%	22.7%	21.3%	18.6%	21.4%
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	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET
EXPENDITURES						
Salaries & Wages	8,967,560	9,007,623	9,357,565	9,401,080	12,500,390	13,254,447
Employee Benefits	2,579,971	2,725,273	2,943,152	2,881,363	3,829,807	4,171,304
Purchased Services	399,914	281,357	194,872	127,700	203,523	217,894
Supplies & Equipment	311,059	299,952	260,051	286,284	290,219	251,357
Other Expenditures	10,938	12,282	3,737	3,201	8,179	8,179
TOTAL EXPENDITURES	12,269,442	12,326,487	12,759,377	12,699,628	16,832,118	17,903,181

TOTAL STUDENTS	1,341	1,339	1,326	1,319	1,894	1,898
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The pie chart at left shows the school's 2022-23 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.3% of the total budget. Purchased Services account for 1.2%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment, at 1.4%. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

EDEN PRAIRIE HIGH SCHOOL
17185 Valley View Road, Eden Prairie, MN 55346

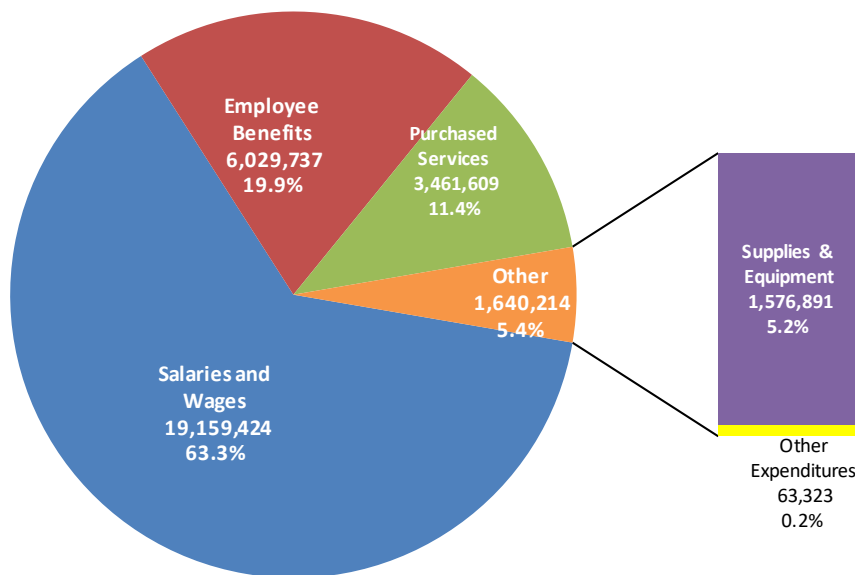
Principal: Nate Gibbs
Assoc Principal: Meagan Bennett
Assoc Principal: Victor Johnson
Assoc Principal: Russell Reetz
Assoc Principal: OPEN

Eden Prairie High School's enrollment decreased from 2,991 students October 1, 2017 to 2,818 on October 1, 2021. The projected student count for the 2021-22 school year is 2,833 students. This is a decrease of 5.3% over the six year period. The percentage of students eligible for free or reduced meals decreased from 18.6% in 2017-18 to a projected 16.5% in 2022-23. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	17-18	18-19	19-20	20-21	21-22	22-23
9	725	781	735	668	706	711
10	755	705	738	740	665	710
11	754	762	710	737	732	677
12	757	768	756	701	715	735
TOTAL	2991	3016	2939	2846	2818	2833

F/R	18.6%	18.2%	19.5%	16.3%	16.9%	16.5%
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	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET
EXPENDITURES						
Salaries & Wages	19,348,757	19,446,336	19,537,716	19,120,666	19,427,169	19,159,424
Employee Benefits	5,501,243	5,871,742	6,273,512	5,832,900	5,999,052	6,029,737
Purchased Services	2,525,306	2,412,647	2,138,605	1,674,520	3,404,496	3,461,609
Supplies & Equipment	1,357,515	1,295,463	1,236,715	1,210,672	928,344	1,576,891
Other Expenditures	73,594	49,084	56,954	57,775	63,001	63,323
TOTAL EXPENDITURES	28,806,415	29,075,272	29,243,502	27,896,533	29,822,062	30,290,984
TOTAL STUDENTS	2,991	3,016	2,939	2,846	2,818	2,833



The pie chart at left shows the school's 2022-23 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 83.2% of the total budget. Purchased services at 11.4% make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 5.2%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining portion is planned for other expenditures, such as equipment, dues, membership and license fees.

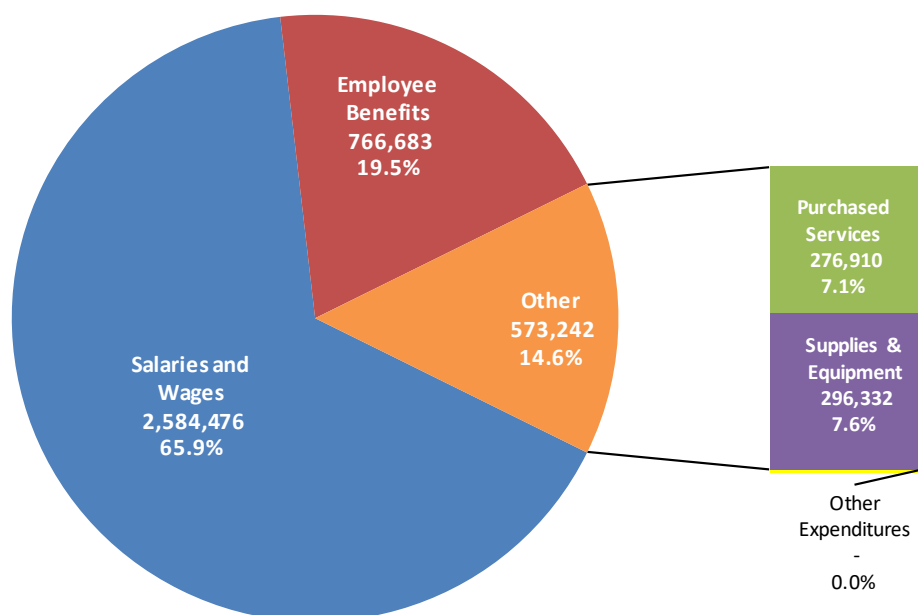
The 2021-22 school year was the first year the Eden Prairie Shools offered a full K-12 comprehensvie online option for student living in Minnesota. The District reported an October 1, 2021 enrollment of 566 students. Based on conservative enrollment projections and uncertainty in future enrollment trends, that district has budgeted for 300 students enrolled at EP Online for October 1, 2022. The table at the right shows the breif history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's budget by object series for the same time period.

	2021-22 BUDGET	2022-23 BUDGET
EXPENDITURES		
Salaries & Wages	2,771,419	2,584,476
Employee Benefits	695,000	766,683
Purchased Services	137,250	276,910
Supplies & Equipment	169,906	296,332
Other Expenditures	-	-
TOTAL EXPENDITURES	3,773,575	3,924,401

TOTAL STUDENTS	566	450
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ENROLLMENT AS OF OCTOBER 1		
Grade	21-22	22-23
K	43	45
1	55	45
2	61	45
3	40	45
4	48	45
5	53	45
6	46	30
7	36	30
8	42	30
9	37	23
10	40	23
11	28	22
12	37	22
TOTAL	566	450

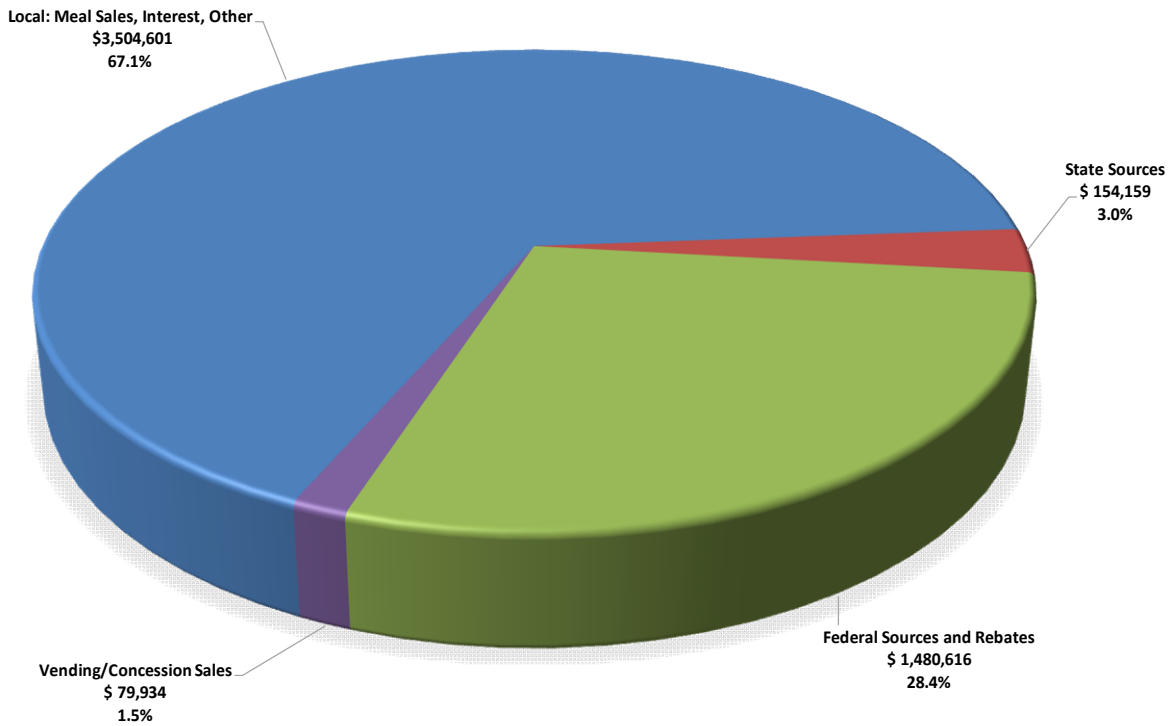
F/R	21.0%	21.0%
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The pie chart at left shows the school's 2022-23 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 85.4% of the total budget. Purchased services account for 7.1%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 7.6%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining portion is planned for other expenditures, such as equipment, dues, membership and license fees.

FOOD SERVICE FUND - REVENUES

FISCAL 2023 REVENUE



FOOD SERVICE FUND REVENUE	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Local: Meal Sales, Interest, Other	\$ 3,302,577	\$ 2,393,409	\$ 552,199	\$ 802,971	\$ 3,504,601	\$ 2,701,630	336.45%
State Sources	147,729	150,561	16,475	156,000	154,159	(1,841)	-1.18%
Federal Sources and Rebates	1,479,599	1,752,502	3,041,000	4,276,307	1,480,616	(2,795,691)	-65.38%
Vending/Concession Sales	76,600	59,466	-	58,000	79,934	21,934	37.82%
TOTAL	\$ 5,006,505	\$ 4,355,938	\$ 3,609,674	\$ 5,293,278	\$ 5,219,310	\$ (73,968)	-1.40%

Food Service fund revenue is projected to decrease by \$73,968 or 1.40%. The Federal and State have not extended free meals for all students into the 2022-23 school year. At this time we are projecting that our local revenues will increase, and federal revenues will decrease. The following assumptions are included:

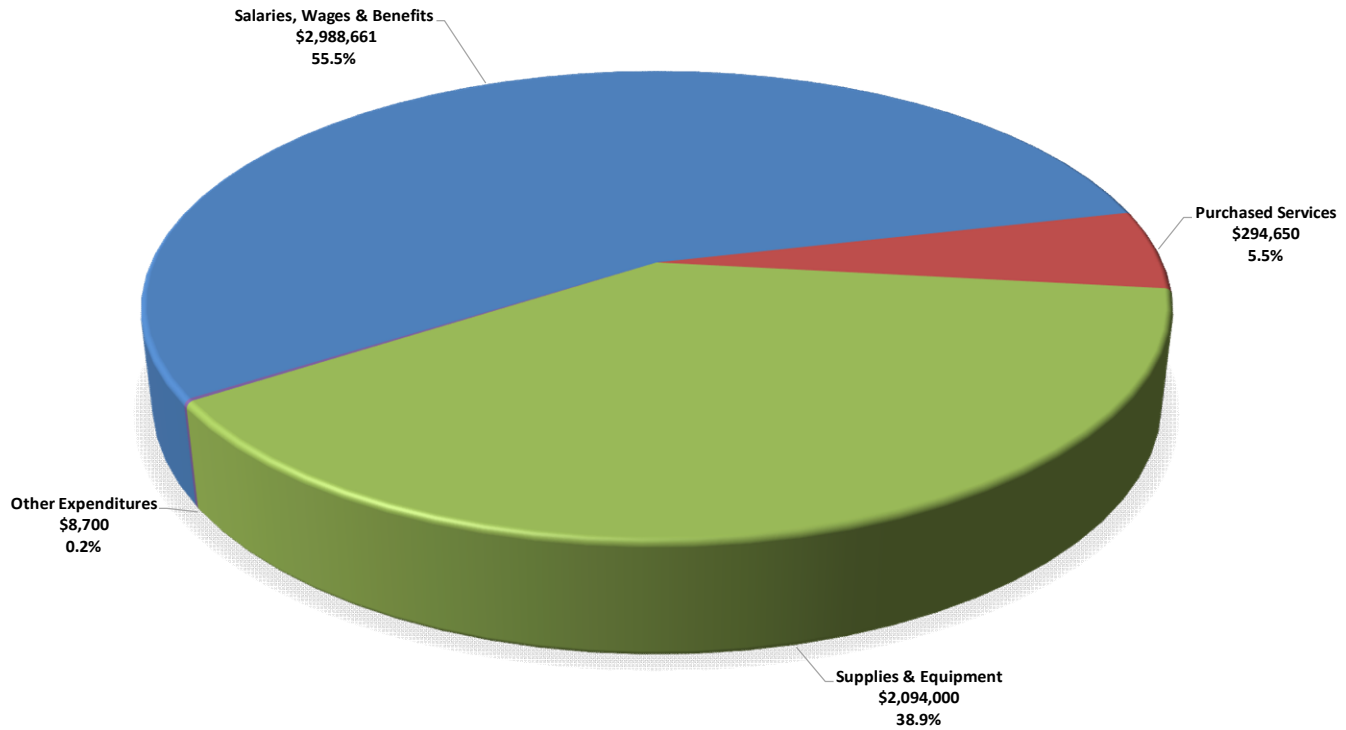
1. **Local Revenue** is increasing by \$2,701,630 for 2022-23. Prices included in the budget are listed below with no change for the 2022-23 school year.

	Breakfast	Lunch
Elementary	\$ 1.80	\$ 3.00
CMS/EPHS	\$ 2.05	\$ 3.35
Adult	\$ 2.30	\$ 4.50
Milk	\$ 0.55	\$ 0.55

2. **Federal and State Revenue** sources are decreasing by \$2,797,532, based on the assumption that meals will no longer be free for all students.
3. **Vending and Concession** sales are projected to increase by \$21,934 for the 2022-23 school year. The budget assumes this revenue will return to pre-COVID-19 amounts.

FOOD SERVICE FUND – EXPENDITURES

FISCAL 2023 EXPENDITURES



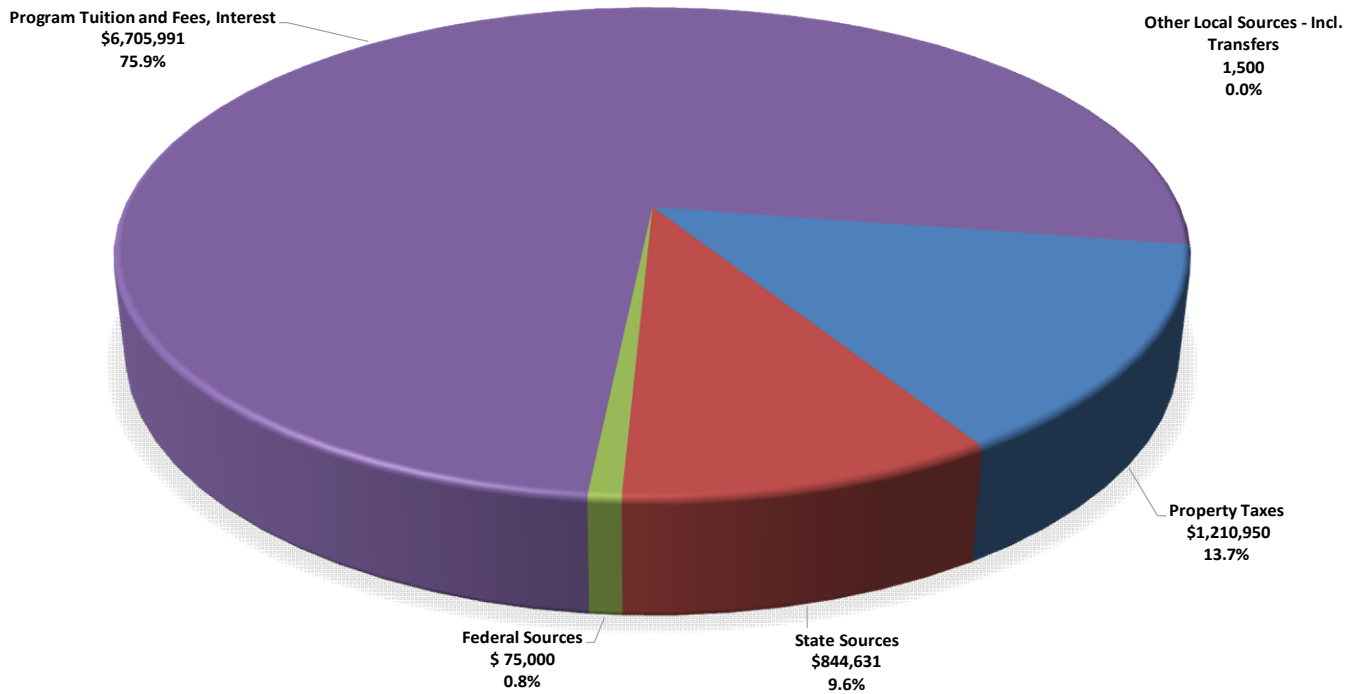
FOOD SERVICE FUND EXPENDITURES	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	\$ 2,807,257	\$ 2,859,012	\$ 2,328,149	\$ 2,802,373	\$ 2,988,661	\$ 186,288	6.65%
Purchased Services	281,311	196,937	152,098	280,150	294,650	14,500	5.18%
Supplies & Equipment	1,994,680	1,678,894	1,145,617	1,977,930	2,094,000	116,070	5.87%
Other Expenditures	11,790	4,831	4,694	8,700	8,700	-	0.00%
TOTAL	\$ 5,095,038	\$ 4,739,674	\$ 3,630,558	\$ 5,069,153	\$ 5,386,011	\$ 316,858	6.25%

Food Service fund expenditures are projected to increase by \$316,858 or 6.25%.

1. **Salaries & wages and employee benefits** budget of \$2,988,661 include salary and benefits for Food Service employees. This budget represents 55.5% of the total Food Service Budget and includes:
 - Wage/benefit costs for existing employment agreements including allowances for longevity, education, health & dental benefits and pay rates.
 - The cost of statutory benefits (PERA, FICA, etc.)
 - The status of the Food Service Bargaining Agreement is currently settled and expires on June 30, 2023.
2. The **purchased services** budget of \$294,650, an increase of \$14,500 or 5.18% includes payments for equipment repairs and maintenance, credit card fees, conferences, etc.
3. The **supplies & equipment** budget of \$2,094,000 represents a 5.87% increase from prior year. This category includes costs for food supplies, kitchen supplies, and cafeteria supplies. The budget does assume participation will decrease if meals are not free for students, but those cost savings will be offset by high inflation of food costs.
4. The **other expenditures** budget of \$8,700, a slight increase from prior year, includes the costs of professional dues and memberships, and licenses for food service staff.

COMMUNITY SERVICE FUND – REVENUES

FISCAL 2023 REVENUE



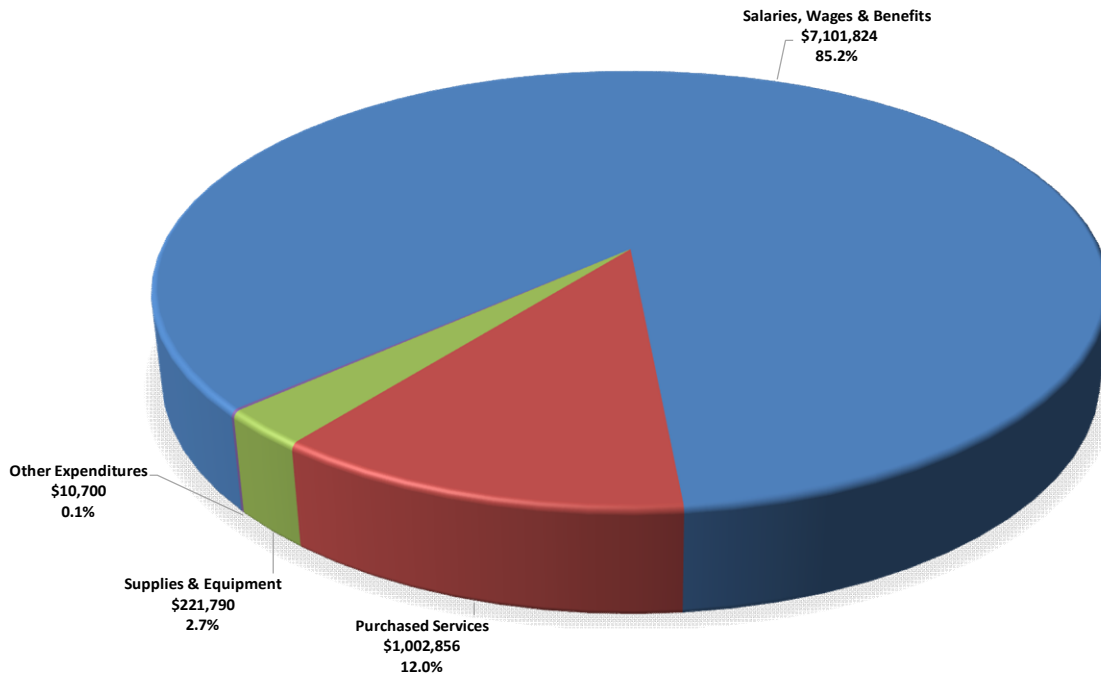
COMMUNITY SERVICE FUND REVENUE	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	\$ 837,071	\$ 973,574	\$ 1,068,589	\$ 1,146,363	\$ 1,210,950	\$ 64,587	5.63%
State Sources	766,149	811,670	779,915	773,851	844,631	70,780	9.15%
Federal Sources	-	21,756	430,852	-	75,000	75,000	NA
Program Tuition and Fees, Interest	6,248,610	5,183,598	3,513,378	4,502,550	6,705,991	2,203,441	48.94%
Other Local Sources - Incl. Transfers	151,257	221,638	364,438	2,250	1,500	(750)	-33.33%
TOTAL	\$ 8,003,087	\$ 7,212,236	\$ 6,157,172	\$ 6,425,014	\$ 8,838,072	\$ 2,413,058	37.56%

The Community Service fund revenues are projected to increase by \$2,413,058 or 37.56%. The Community Service Fund includes community education and early childhood family education (ECFE). Changes in this revenue component include the following assumptions:

1. **Property taxes** for Community Education and Family Education programs are increasing by \$64,587 or 5.63%.
2. **State revenue** is increasing in 2022-23 by \$70,780 or 9.15%.
3. **Local tuition and fees** will increase by \$2,203,441 or 48.94%. The district is seeing participation numbers at or above pre-covid numbers for both 2021-22 and commitments made for 2022-23.
4. **Other revenues** are budgeted at \$76,500 for the 2022-23 school year. The district is anticipates receiving \$75,000 in federal revenue to support the school age program.

COMMUNITY SERVICE FUND – EXPENDITURES

FISCAL 2023 EXPENDITURES



COMMUNITY SERVICE FUND EXPENDITURES	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	\$ 6,329,760	\$ 6,544,697	\$ 5,033,966	\$ 5,045,972	\$ 7,101,824	\$ 2,055,852	40.74%
Purchased Services	1,250,449	1,129,966	779,674	698,625	1,002,856	304,231	43.55%
Supplies & Equipment	298,919	182,576	109,421	219,758	221,790	2,032	0.92%
Other Expenditures	3,011	9,648	5,784	7,700	10,700	3,000	38.96%
TOTAL	\$ 7,882,139	\$ 7,866,887	\$ 5,928,845	\$ 5,972,055	\$ 8,337,170	\$ 2,365,115	39.60%

The Community Service fund expenditures are projected to increase by \$2,365,115 or 39.60%. This increase is based on the expected recovery of participation in Community Education programming. Expenditure changes by category include the following:

- Salaries & wages and employee benefits** budget of \$7,101,824 or 85.20% of the Community Service budget reflect:
 - Wage/benefit costs for existing employment agreements including allowances for pay rates, health, dental and other benefits.
 - The cost of statutory benefits (TRA, PERA, FICA, etc.).
 - The status of the Preschool Teacher Agreement is currently unsettled and expires on June 30, 2022. An allowance for wage/benefit changes that may result from negotiations is budgeted for in 2022-23.
- The **purchased services** budget of \$1,002,856 represents an increase of \$304,231 or 43.55%. Items included in this category include contracted services for vendors teaching classes, use of space, registration software, marketing and repairs, transportation and travel.
- The **supplies & equipment** budget of \$221,790 increased by \$2,032 or 0.92%.
- The **other expenditures** budget of \$10,700 represents an increase of \$3,000 from the prior year.

CAPITAL & BUILDING FUND

CAPITAL & BUILDING FUND REVENUES	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Capital Outlay - Operating Capital	\$ 3,492,150	\$ 3,430,578	\$ 3,055,842	\$ 3,046,863	\$ 3,379,402	\$ 332,539	10.91%
Capital Outlay - Long Term Facilities Maint	1,020,417	2,555,184	1,795,514	3,586,499	3,984,265	397,766	11.09%
Capital Outlay - Capital Projects Levy	6,860,135	7,108,800	8,173,452	7,791,202	8,094,439	303,237	3.89%
Long-Term Facility Maintenance	9,780,286	132,213	10,825,613	5,000	5,000	-	0.00%
Designing Pathways	-	41,000,970	110,495	50,000	-	(50,000)	-100.00%
TOTAL	\$ 21,152,988	\$ 54,227,745	\$ 23,960,916	\$ 14,479,564	\$ 15,463,106	\$ 983,542	6.79%
CAPITAL & BUILDING FUND EXPENDITURES	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Operating Capital	\$ 3,729,640	\$ 3,639,045	\$ 2,948,472	\$ 3,038,893	\$ 3,569,803	\$ 530,910	17.47%
Long Term Facilities Maint (Capital Outlay)	1,113,095	2,555,184	1,795,514	3,586,499	3,984,265	397,766	11.09%
Capital Projects Levy	6,840,408	7,100,925	7,209,446	7,618,913	8,062,217	443,304	5.82%
Long-Term Facility Maintenance (LTFM)	5,778,029	4,283,829	10,124,443	4,344,944	1,784,163	(2,560,781)	-58.94%
Designing Pathways	-	7,653,843	24,486,352	8,031,799	989,471	(7,042,328)	-87.68%
TOTAL	\$ 17,461,172	\$ 25,232,826	\$ 46,564,227	\$ 26,621,048	\$ 18,389,919	\$ (8,231,129)	-30.92%

The Capital and Building fund revenues are projected to increase by \$983,542 or 6.79%, while expenditures are projected to decrease by \$8,231,129 or 30.92%. The Capital and Building fund is made up of five different funding streams: Operating Capital, Long Term Facilities Maintenance Levy, Capital Projects Levy (Tech Levy), Long-term Facility Maintenance Bonds and Designing Pathways bonds.

1. **Operating Capital** revenue and expenditures increased \$332,539 or 10.91% and \$530,910 or 17.47%, respectively. Revenues consist mostly of state aid and levy (including **Building Lease Levies**), but also includes a small amount of local revenues from cell tower rent. Each year a capital request process is completed by each site and department. These requests are prioritized, and final recommendations are brought forward for school board approval.
2. **Long Term Facilities Maintenance (Capital Outlay)** revenue and expenditures both increased \$397,766 or 11.09% and \$397,766 or 11.09%, respectively. LTFM (Capital Outlay) funding is levy revenue based on the pupil units, average building age and the state designated formula allowance. The expenditure budget includes state-approved Health & Safety projects, along with deferred maintenance projects. These expenditures aim to remove hazardous substances, repair and upgrade fire and life safety codes and improve the management of facilities' health, safety, environmental and air quality. Projects can also include window replacements and mechanical work, roof projects, and district-wide pavement projects. These projects are approved with the Capital Budget in April.
3. The **Capital Projects Levy (Tech Levy)** revenue and expenditures both increased \$303,237 or 3.89% and \$443,304 or 5.82%, respectively. The Levy makes up 97.7% of revenues in this category, with the remaining funds coming from lost/broken tech fees, trade-ins, and e-rate funding. The anticipated expenditures continue the integration of technology into the classroom in early childhood through 12th grade. The Board has started discussions about bringing a renewal of the Tech Levy to voters in the fall of 2022.
4. The district sold **Long Term Facilities Maintenance (LTFM)** bonds in November 2020 to fund expenditures in fiscal 2021-22 and 2022-23. The district plans to spend the remaining bond funds in fiscal year 2022-23. The district plans to sell additional long term facility maintenance bonds in the winter of 2023.
5. The district sold General Obligation School Buildings Bonds for **Designing Pathways** in July 2019. With the CMS remodel and addition close to completion, the remaining funds will be spent on safety and security upgrades, along with media center upgrades.

Capital and Building Funds
Summary of Revenue, Expenditures and Fund Balance
Fiscal Year 2022-23

Description	(A) Operating Capital	(B) Capital Projects (Tech Levy)	(C) Long-Term Facility (LTFM)	(D) Designing Pathways (Bond)	Capital and Building Fund Totals
6/30/22 Projected Fund Balance	\$ 522,207	\$ 1,648,993	\$ 1,779,163	\$ 989,471	\$ 4,939,834
Revenues					
Local Levy	\$ 1,297,293	\$ 7,904,789	\$ 3,887,752	\$ -	\$ 13,089,834
Local Levy (Intermediate District #287 Projects)	-	-	96,512	-	96,512
State Aid	932,380	-	-	-	932,380
Building Lease Levy	1,041,198	-	-	-	1,041,198
Operating Capital (FY 2022 Adjustment)	55,297	-	-	-	55,297
Operating Capital (FY 2020 Adjustment)	4,319	-	-	-	4,319
Building Lease Levy (Pay19 Adjustment)	(2,548)	-	-	-	(2,548)
Cell Tower Lease Revenue	51,464	-	-	-	51,464
Investment Earnings	-	-	5,000	-	5,000
Misc Revenue for Lost/Broken Equipment	-	10,000	-	-	10,000
Device Asset Recovery (Trade in value of devices)	-	100,000	-	-	100,000
E-rate (Telecommunications and Internet Access)	-	79,650	-	-	79,650
Subtotal Revenue	\$ 3,379,402	\$ 8,094,439	\$ 3,989,265	\$ -	\$ 15,463,106
Funds Available	\$ 3,901,609	\$ 9,743,432	\$ 5,768,428	\$ 989,471	\$ 20,402,940
Expenditures					
High School	\$ 75,000	\$ -	\$ 2,180,000	\$ 771,952	\$ 3,026,952
High School Activities	100,000	-	-	-	100,000
Central Middle School	54,000	-	570,000	-	624,000
EHSI/Oak Point Elementary	16,000	-	542,000	-	558,000
Cedar Ridge Elementary	5,000	-	12,000	-	17,000
Eden Lake Elementary	6,000	-	47,000	-	53,000
Forest Hills Elementary	38,000	-	240,000	-	278,000
Prairie View Elementary	10,000	-	107,000	-	117,000
Administrative Services Center	12,000	-	-	-	12,000
Lower Campus	-	-	8,000	-	8,000
Education Center	-	-	-	-	-
District Wide	245,000	-	1,882,428	217,519	2,344,947
Grounds Equipment	65,000	-	-	-	65,000
Transportation - School Buses, Vehicles, Building	919,000	-	180,000	-	1,099,000
Personalized Learning & Instruction	883,605	-	-	-	883,605
Subtotal Expenditures	\$ 2,428,605	\$ -	\$ 5,768,428	\$ 989,471	\$ 9,186,504
Lease Levy Expenditures					
Intermediate District #287 Programs	\$ 516,261	\$ -	\$ -	\$ -	\$ 516,261
University of MN - Graduation Venue	17,000	-	-	-	17,000
Golf Program Green Fees	5,000	-	-	-	5,000
Ski Fees	25,000	-	-	-	25,000
City of EP Community Center- Pool and Ice Arena	125,000	-	-	-	125,000
City of Eden Prairie - Com Ed & Transition Programs	230,208	-	-	-	230,208
Hennepin Technical College - Transition Program	13,824	-	-	-	13,824
Metro South Collaborative	105,148	-	-	-	105,148
Hopkins Schools - Other Community Education Program	3,757	-	-	-	3,757
Subtotal Expenditures	\$ 1,041,198	\$ -	\$ -	\$ -	\$ 1,041,198
District-Wide Contingency	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
Capital Projects (also known as Technology) Levy	\$ -	\$ 8,062,217	\$ -	\$ -	\$ 8,062,217
Total 2022-23 Capital Expenditures	\$ 3,569,803	\$ 8,062,217	\$ 5,768,428	\$ 989,471	\$ 18,389,919
Restricted Fund Balance Estimate @ 6/30/23	\$ 331,806	\$ 1,681,215	\$ -	\$ -	\$ 2,013,021
Fund Balance as a Percentage of Expenditures	9.29%	20.85%	0.00%	0.00%	10.95%

DEBT SERVICE FUND

DEBT SERVICE FUND REVENUE	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	\$ 8,892,896	\$ 7,898,084	\$ 10,117,062	\$ 9,239,967	\$ 8,168,625	\$ (1,071,342)	-11.59%
State Sources	592	1,045	1,656	-	-	-	0.00%
Other Local Sources	84,702	56,752	4,758	20,000	20,000	-	0.00%
Transfers In	749,994	-	-	-	-	-	0.00%
Refunding Bond Proceeds	9,310,275	548,652	17,272,744	-	-	-	0.00%
TOTAL	\$ 19,038,459	\$ 8,504,533	\$ 27,396,220	\$ 9,259,967	\$ 8,188,625	\$ (1,071,342)	-11.57%

DEBT SERVICE FUND EXPENDITURES	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Bond Principal	\$ 6,460,000	\$ 5,810,000	\$ 6,295,000	\$ 6,030,000	\$ 5,110,000	\$ (920,000)	-15.26%
Bond Interest	2,263,369	2,991,337	3,364,800	3,550,711	3,096,156	(454,555)	-12.80%
Other Debt Services	125,962	4,750	93,816	5,000	7,000	2,000	40.00%
Transfer Out	749,994	-	-	-	-	-	0.00%
Refunding Payments	8,960,000	-	16,910,000	-	-	-	0.00%
TOTAL	\$ 18,559,325	\$ 8,806,087	\$ 26,663,616	\$ 9,585,711	\$ 8,213,156	\$ (1,372,555)	-14.32%

The Debt Service fund revenues and expenditures are projected to decrease by \$1,071,342 or 11.59% and \$1,372,555 or 14.32%, respectively.

The majority of Debt Service fund revenue is generated through the debt service levy. The district is required to levy 105% of debt service principal and interest payments. The levy also includes adjustments for debt excess adjustments and abatement adjustments. The district made final payments on the 2018A Bonds in February 2022, which is why we are seeing slight decreases in both debt service revenues and expenditures for fiscal year 2022-23. The Informational Tab contains details from property tax levy effective for the fiscal year 2021-22.

Below is a list of the district's outstanding bonded debt as anticipated for June 30, 2022.

Capital and Building Funds Outstanding Bonded Debt (As of 6/30/2022)

	Original Par Amount	Current Outstanding	Final Maturity	Optional Redemption	Callable Coupon Range	Callable Amount	FY23 Principal & Interest
General Obligation							
General Obligation Alternative Facilities Bonds, Series 2015A	\$ 10,310,000	\$ 10,310,000	2/1/2028	2/1/2024	3.00% - 3.00%	\$ 10,310,000	\$ 309,300
General Obligation Facilities Maintenance Bonds, Series 2017A	\$ 10,940,000	\$ 10,940,000	2/1/2032	2/1/2027	3.00% - 4.00%	\$ 10,940,000	\$ 368,038
General Obligation Facilities Maintenance Bonds, Series 2019A	\$ 9,995,000	\$ 9,995,000	2/1/2036	2/1/2028	2.88% - 4.00%	\$ 9,995,000	\$ 309,844
General Obligation School Building Bonds, Series 2019B	\$ 37,765,000	\$ 37,225,000	2/1/2040	2/1/2028	3.00% - 5.00%	\$ 30,050,000	\$ 2,129,500
General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A*	\$ 26,285,000	\$ 26,285,000	2/1/2041	2/1/2028	2.00% - 2.13%	\$ 10,925,000	\$ 5,089,475
Total Outstanding		\$ 94,755,000					\$ 8,206,157

* The Series 2020A current refunded Series 2011A (G.O. Alt Fac. Bds) and Series 2013A (G.O. Alt Fac Bds)

INTERNAL SERVICE FUND

INTERNAL SERVICE FUND REVENUE	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Premiums	\$ 12,986,425	\$ 13,448,250	\$ 13,164,815	\$ 12,900,000	\$ 13,200,000	\$ 300,000	2.33%
Dental Premiums	1,274,336	1,283,910	1,220,873	1,260,000	1,250,000	(10,000)	-0.79%
Interest	68,575	65,106	2,693	-	-	-	0.00%
TOTAL	\$ 14,329,336	\$ 14,797,266	\$ 14,388,381	\$ 14,160,000	\$ 14,450,000	\$ 290,000	2.05%

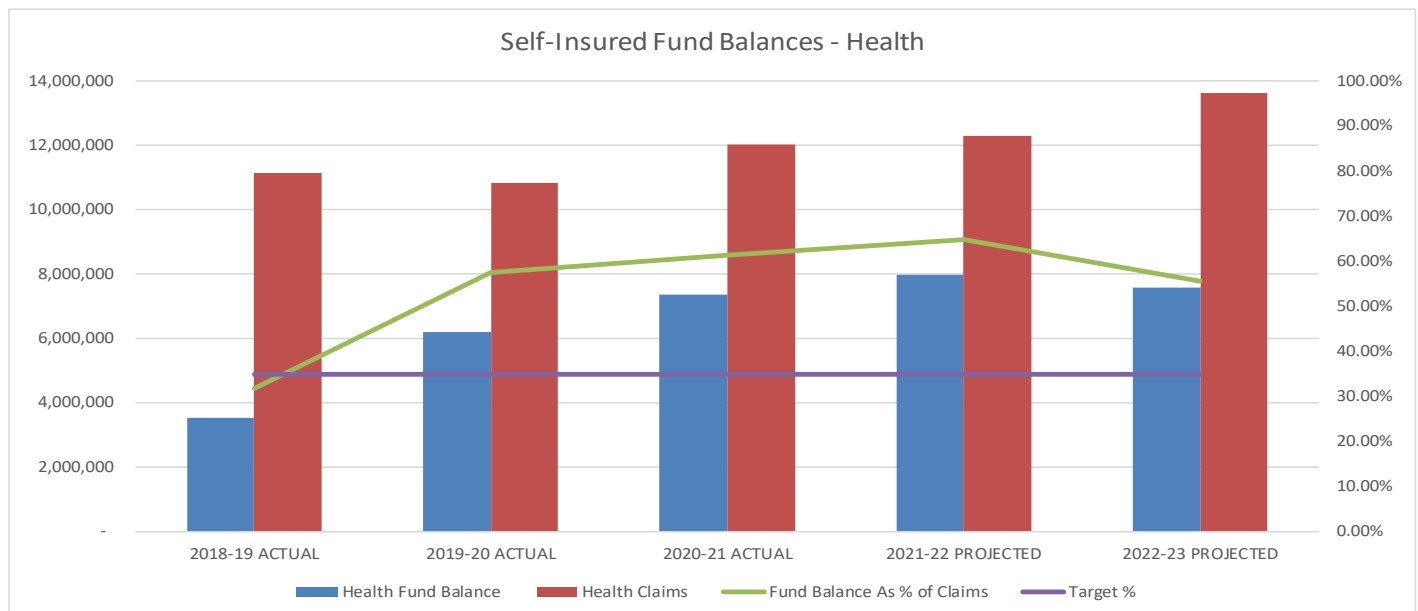
INTERNAL SERVICE FUND EXPENDITURES	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Claims	\$ 11,107,101	\$ 10,820,462	\$ 12,010,339	\$ 12,300,000	\$ 13,600,000	\$ 1,300,000	10.57%
Dental Claims	1,255,773	1,081,607	1,254,520	1,275,000	1,250,000	(25,000)	-1.96%
TOTAL	\$ 12,362,874	\$ 11,902,069	\$ 13,264,859	\$ 13,575,000	\$ 14,850,000	\$ 1,275,000	9.39%

The Internal Service fund revenues and expenditures are projected to increase by \$290,000 or 2.05% and \$1,275,000 or 9.39%, respectively.

The district established an Internal Service Fund to account for and finance its uninsured risk of loss for employee dental and health insurance plans. Under these plans, the Internal Service Fund provides coverage to participating employees and their dependents for various dental and health costs as described in the plan.

The **Dental Fund** was started in the 2012-13 fiscal year. The dental fund balance has maintained a 25% or greater since the 2016-17 fiscal year. As a benefit to maintaining a health fund balance, the district has not raised the Dental Premium since becoming self-insured.

The **Health Fund** was started in the 2016-17 fiscal year. The health fund balance has a target fund balance percentage of 35% and has been able to maintain the percentage or higher since the 2019-20 fiscal year. We are projecting this percentage to be at 55% at the end of the 2022-23 fiscal year. The success of this fund has allowed the district to hold health insurance premiums steady for the 2021-22 and 2022-23 fiscal years, while some districts are receiving double digit percent increases from their insurance providers. The steady premiums are a great benefit for both employees and administration. Below is a graph showing the health insurance claims for each year and the corresponding fund balance as percentage of claims.



TRUST AND AGENCY FUND

TRUST & AGENCY FUND REVENUE	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Other Post Employment Benefits	\$ 813,574	\$ 709,435	\$ 3,458,794	\$ 500,000	\$ 250,000	\$ (250,000)	-50.00%
Flexible Benefits	636,683	-	-	-	-	-	0.00%
Scholarships Account	12,488	-	-	-	-	-	0.00%
TOTAL	\$ 1,462,745	\$ 709,435	\$ 3,458,794	\$ 500,000	\$ 250,000	\$ (250,000)	-50.00%

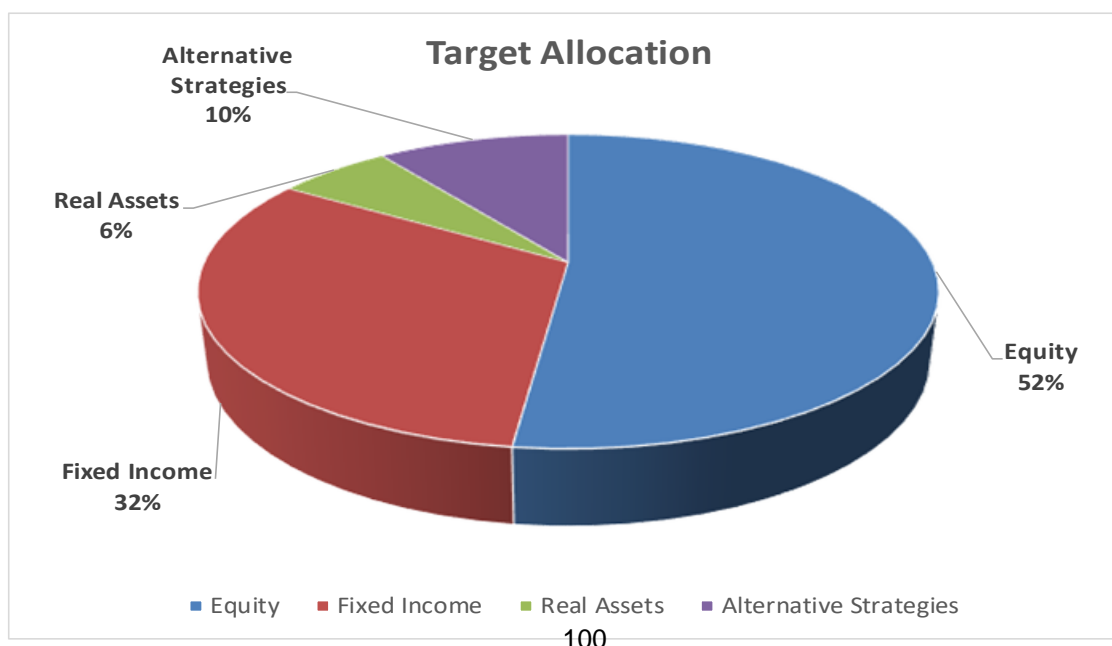
TRUST & AGENCY FUND EXPENDITURES	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 BUDGET	2022-23 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Other Post Employment Benefits	\$ 702,747	\$ 364,518	\$ 1,042,563	\$ 2,000,000	\$ 500,000	\$ (1,500,000)	-75.00%
Flexible Benefits	683,671	-	-	-	-	-	NA
Scholarships Account	8,000	-	-	-	-	-	NA
TOTAL	\$ 1,394,418	\$ 364,518	\$ 1,042,563	\$ 2,000,000	\$ 500,000	\$ (1,500,000)	-75.00%

The Trust and Agency fund revenues and expenditures are projected to decrease by \$250,000 or 50% and \$1,500,000 or 75%, respectively. The decrease in expenditures is due 40 teacher retirements in fiscal year 2021-22.

The Trust and Agency fund currently includes only the Other Post Employment Benefits (OPEB) fund. In the past, the district held separate funds for Flexible Benefits and Scholarship Accounts. Due to changes in Governmental Accounting Standards, we now house these funds within the General Fund.

The Other Post-Employment Benefits (OPEB) Trust was created in fiscal year 2008-09. The district issued bonds on January 14, 2009, for \$15 million to fund the payment of employee retirement benefits. The final payment of these bonds was made on February 1, 2019.

The OPEB Trust has paid out a total of \$8,169,517 in benefits to staff through June 30, 2021, while maintaining a balance in the Trust over the original bond proceeds of \$15 million. On June 30, 2021, the ending value of the trust was \$20,294,990. The state statutes governing the OPEB Trust allows the district to invest these funds into a wide range of investment vehicles, which has benefited the district greatly. Below are the current investment allocation targets.



Eden Prairie Schools
Final Levy Certification Payable 2022

Categories		2020 Pay 21 FY 22	2021 Pay 22 FY 23	Dollar Change	Comments
1	GENERAL FUND				
2	Equity	\$ 786,690	\$ 824,536	\$ 37,846	Increasing enrollment
3	Achievement & Integration	467,681	494,463	26,782	Increasing enrollment
4	Alternative Teacher Compensation	840,298	781,911	(58,387)	Similar to last year, large prior year adjustment
5	Referendum	22,151,939	23,440,449	1,288,509	4.92% inflation increase (CPI)
6	Transition	53,942	55,317	1,376	Similar to last year
7	Re-employment Ins.	61,897	278,523	216,625	Anticipated unemployment increases due to the pandemic staff layoffs
8	Safe Schools	492,871	505,788	12,917	Similar to prior years
9	Career Technical	466,501	470,060	3,559	35% of estimated expenditures, increased investments into CTE prgm
10	Abatement/Other Adjustments	401,088	(9,275)	(410,363)	Significant negative property tax abatements this year
11	Building/ Lease	820,930	1,038,650	217,719	Expanded transitional special education space, increased costs
12	Operating Capital	1,193,885	1,356,908	163,023	Increased levy due to aging buildings
13	Capital Projects	7,599,850	7,904,789	304,939	Technology levy, increase in adjusted net tax capacity
14	Long Term Facility Maintenance (LTFM)	3,586,499	3,887,752	301,254	Pay-as-you-go increased over prior year & negative adjustments carried forward
15	LEVY TOTAL	\$ 38,924,070	\$ 41,029,870	\$ 2,105,799	5.41%
16	COMMUNITY EDUCATION FUND				
17	Basic Levy	\$ 451,675	\$ 429,837	\$ (21,838)	\$5.42 times 2020 EP population plus youth service and after school revenue
18	Early Child & Family	327,503	328,342	839	Slightly smaller population
19	Home Visiting	10,050	10,233	183	0-4 year old
20	Disabled Adults	6,365	6,365	-	50% of approved expenditures
21	School-Aged Care	343,986	436,539	92,553	Funding for students with disabilities, increasing expenses
22	Abatement Adjustment	6,784	(366)	(7,149)	Abatement activity
23	LEVY TOTAL	\$ 1,146,362	\$ 1,210,950	\$ 64,588	5.63%
24	DEBT SERVICE FUND				
25	Debt Levy	\$ 2,167,725	\$ 2,235,975	\$ 68,250	Scheduled principal & interest payments
26	Alternative Facilities (LTFM) Bond	7,614,832	6,380,490	(1,234,342)	Scheduled principal & interest payments, Bond refunding last year
27	Debt Excess	(542,590)	(447,840)	94,750	Calculated using fund balance & projected costs
28	Abatement Adjustment	-	-	-	We do not levy for abatement activity in debt service (\$97,999)
29	DEBT SERVICE LEVY TOTAL	\$ 9,239,967	\$ 8,168,625	\$ (1,071,342)	-11.59%
30	LEVY GRAND TOTAL	\$ 49,310,400	\$ 50,409,445.16	\$ 1,099,046	2.23%

OTHER HISTORICAL DATA

Basic General Education Funding Formula – The per-pupil-unit allocation used in this budget is \$6,863 for 2022-23. The table below outlines historical per-pupil-unit funding.

Year	Amount	Explanation
1997-98	\$3,581	\$76 increase in funding formula
1998-99	\$3,530	\$79 increase in funding formula, roll out of \$130 for training & experience.
1999-00	\$3,740	\$210 increase in funding formula
2000-01	\$3,964	\$244 increase in funding formula
2001-02	\$4,068	\$104 increase in funding formula
2002-03	\$4,601	\$533 increase in funding formula
2003-04	\$4,601	No increase in funding formula
2004-05	\$4,601	No increase in funding formula
2005-06	\$4,783	4% increase in funding formula
2006-07	\$4,974	4% increase in funding formula
2007-08	\$5,074	2% increase in funding formula
2008-09	\$5,124	1% increase in funding formula
2009-10	\$5,124	No increase in funding formula
2010-11	\$5,124	No increase in funding formula
2011-12	\$5,174	\$50 increase in funding formula
2012-13	\$5,224	\$50 increase in funding formula
2013-14	\$5,302	1.5% increase in funding formula
2014-15	\$5,831	1.5% increase in funding formula + \$25/pupil in the 2014 session
2015-16	\$5,948	2.0% increase in funding formula
2016-17	\$6,067	2.0% increase in funding formula
2017-18	\$6,188	2.0% increase in funding formula
2018-19	\$6,312	2.0% increase in funding formula
2019-20	\$6,438	2.0% increase in funding formula
2020-21	\$6,567	2.0% increase in funding formula
2021-22	\$6,728	2.45% increase in funding formula
2022-23	\$6,863	2.0% increase in funding formula


June 27, 2022


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

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

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

Eden Prairie's proportionate amount for the upcoming levy is \$93,575.55 compared to \$96,512.42 last year. The amount addresses several deferred maintenance issues with property owned by the Intermediate as seen on the attached 10-year facility plan which was approved by the Intermediate Board and the Business Director's Advisory Committee. The specific building update for next year includes roofing repairs and replacement projects totaling \$923,118. The 10-year plan includes updates for heating, ventilation, and air conditioning, parking lots, lighting systems, and indoor air quality.

		Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only						
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.										
District Info.		Enter Information		District Info.		Enter Information				
District Name:	Intermediate District #287	Date:	7/31/22							
District Number:	287	Email:	mlhawkins@district287.org							
District Contact Name:	Mae L. Hawkins, Executive Director of Business Services									
Contact Phone #	763-550-7156									
Fiscal Year (FY) Ending June 30										
Expenditure Categories		2021 (base year)	2022	2023	2024	2025	2026	2027	2028	2029
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.										
Finance Code	Category (1)									
347	Physical Hazards	\$32,000	\$32,960	\$32,992	\$30,960	\$32,000	\$32,000	\$32,000	\$32,000	\$32,000
349	Other Hazardous Materials	\$24,600	\$22,000	\$22,000	\$22,000	\$22,000	\$22,660	\$22,660	\$23,366	\$23,366
352	Environmental Health and Safety Management	\$50,000	\$51,658	\$51,658	\$51,658	\$51,658	\$51,679	\$51,679	\$51,679	\$51,679
358	Asbestos Removal and Encapsulation	\$15,000	\$0	\$2,000	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$52,000	\$43,500	\$35,000	\$32,432	\$33,729	\$36,083	\$36,083	\$37,165	\$37,165
366	Indoor Air Quality	\$4,000	\$15,120	\$5,000	\$5,000	\$5,150	\$5,305	\$5,605	\$5,773	\$5,773
Total Health and Safety Capital Projects		\$177,600	\$165,238	\$148,650	\$142,050	\$144,537	\$147,727	\$148,027	\$149,983	\$149,983
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year										
Finance Code	Category (2)									
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151										
Finance Code	Category (3)									
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility										
Finance Code	Category (4)									
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects										
Finance Code	Category (5)									
368	Building Envelope	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
370	Electrical	\$30,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
380	Mechanical Systems	\$246,850	\$111,312	\$0	\$0	\$0	\$0	\$0	\$0	\$0
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$0	\$0	\$307,400	\$0	\$0	\$0	\$0	\$0	\$0
384	Site Projects	\$0	\$175,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Deferred Capital Expense and Maintenance		\$276,850	\$286,312	\$307,400	\$0	\$0	\$0	\$0	\$0	\$0
Total Annual 10-Year Plan Expenditures		\$454,450	\$451,550	\$456,050	\$142,050	\$144,537	\$147,727	\$148,027	\$149,983	\$149,983
Information Only - Debt Service Payments On Bonds		\$460,550	\$464,950	\$460,950	\$781,068	\$778,963	\$779,321	\$781,921	\$783,630	\$784,356
Total Annual LTFM Expenditures/Required Levy with Debt Service		\$915,000	\$916,500	\$917,000	\$923,118	\$923,500	\$927,048	\$929,948	\$933,613	\$934,339
Fund Balance Section										
Fund 01										
Beginning Fund Balance 01-467-XX		\$530,174	\$614,086	\$270,530	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Fiscal Year Revenue - Levy		\$915,000	\$916,500	\$917,000	\$923,118	\$923,500	\$927,048	\$929,948	\$933,613	\$934,339
LTFM Fiscal Year Revenue - AID if Applicable		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Fiscal Year Revenue Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer OUT if applicable - Special Legislation FY 20 and FY 21		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Estimated Fiscal Year Expenditures		\$831,088	\$1,260,056	\$1,187,530	\$923,118	\$923,500	\$927,048	\$929,948	\$933,613	\$934,339
Ending Fiscal Year Fund Balance 01-467-XX		\$614,086	\$270,530	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fund 06										
Beginning Fund Balance 06-467-XX		\$0	\$0	\$0	\$4,600,000	\$3,058,900	\$1,313,900	\$0	\$0	\$0
LTFM Fiscal Year Bonded Revenue		\$0	\$0	\$4,800,000	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Fiscal Year Revenue Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Transfers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Estimated Fiscal Year Expenditures		\$0	\$0	\$200,000	\$1,541,100	\$1,745,000	\$1,313,900	\$0	\$0	\$0
Ending Fiscal Year Fund Balance 06-467-XX		\$0	\$0	\$4,600,000	\$3,058,900	\$1,313,900	\$0	\$0	\$0	\$0
End of worksheet										

	Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266	ED - 02478-07		
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statute				
District Info. Enter Information				
District Name:	Intermediate District #287			
District Number:	287			
District Contact Name:	Mae L. Hawkins, Executive Director of Business Services			
Contact Phone #	763-550-7156			
Expenditure Categories				
		2030	2031	2032
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.				
Finance Code	Category (1)			
347	Physical Hazards	\$32,000	\$32,000	\$32,000
349	Other Hazardous Materials	\$24,067	\$24,067	\$24,789
352	Environmental Health and Safety Management	\$51,679	\$51,679	\$51,679
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0
363	Fire Safety	\$38,280	\$38,280	\$39,429
366	Indoor Air Quality	\$5,946	\$5,946	\$6,124
	Total Health and Safety Capital Projects	\$151,972	\$151,972	\$154,021
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year				
Finance Code	Category (2)			
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0
	Total Health and Safety Capital Projects \$100,000 or More	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151				
Finance Code	Category (3)			
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0
	Total Remodeling for Approved Voluntary Pre-K Projects	\$0	\$0	\$0
Accessibility				
Finance Code	Category (4)			
367	Accessibility	\$0	\$0	\$0
	Total Accessibility Projects	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects				
Finance Code	Category (5)			
368	Building Envelope	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$0	\$0
370	Electrical	\$0	\$0	\$0
379	Interior Surfaces	\$0	\$0	\$0
380	Mechanical Systems	\$0	\$0	\$0
381	Plumbing	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0
383	Roof Systems	\$0	\$0	\$0
384	Site Projects	\$0	\$0	\$0
	Total Deferred Capital Expense and Maintenance	\$0	\$0	\$0
Total Annual 10-Year Plan Expenditures		\$151,972	\$151,972	\$154,021
Information Only - Debt Service Payments On Bonds		\$784,168	\$782,968	\$785,926
Total Annual LTFM Expenditures/Required Levy with Debt Service		\$936,140	\$934,940	\$939,947
Fund Balance Section				
Fund 01				
	Beginning Fund Balance 01-467-XX	\$0	\$0	\$0
	LTFM Fiscal Year Revenue - Levy	\$936,140	\$934,940	\$939,947
	LTFM Fiscal Year Revenue - AID if Applicable	\$0	\$0	\$0
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0
	LTFM Transfer OUT if applicable - Special Legislation FY 20 and FY 21	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$936,140	\$934,940	\$939,947
	Ending Fiscal Year Fund Balance 01-467-XX	\$0	\$0	\$0
Fund 06				
	Beginning Fund Balance 06-467-XX	\$0	\$0	\$0
	LTFM Fiscal Year Bonded Revenue	\$0	\$0	\$0
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0
	Other Transfers	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$0	\$0	\$0
	Ending Fiscal Year Fund Balance 06-467-XX	\$0	\$0	\$0
End of worksheet				

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

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

_____ introduced the following resolution and moved its adoption:

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

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

1. The School Board of Intermediate School District 287 has approved a long-term facility maintenance program budget for its facilities for the 2023-24 (fiscal year 2024) school year in the amount of \$ 923,118.00 of which District No. 272's proportionate share is \$ 93,575.55, consisting of \$ 14,399.47 for pay as you go projects and \$ 79,176.08 for debt service payments on the 2017B Facilities Maintenance Bonds and the proposed 2022A Facilities Maintenance Bonds. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total

cost of the intermediate school district long-term facility maintenance program times a three year weighted average adjusted pupil units formula. For 2023-24, (FY 2024) the long-term facility maintenance costs shall be funded through annual levy. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for FY 2024 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

4. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.
5. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district plans to issue up to \$4,930,000 Facilities Maintenance Bonds, Series 2022A. Such bonds will be payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.

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

And the following voted against the same:

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

STATE OF MINNESOTA

COUNTY OF HENNEPIN

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

WITNESS MY HAND officially as such Clerk this _____ day of _____, 2022.

Debjyoti Dwivedy, Clerk

School District No. 272

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

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No. 272 shall begin at 8 a.m. on August 2, 2022 and shall close at 5 p.m. on August 16, 2022.

The general election shall be held on Tuesday, November 8, 2022. At this election, one (1) member will be elected to the School Board for a term of two (2) years and four (4) members will be elected to the School Board for a term of four (4) years..

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

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5 p.m. on August 16, 2022.

Dated: June 27, 2022

BY ORDER OF THE SCHOOL BOARD

/s/

Debjyoti Dwivedy, School District Clerk
Independent School District No. 272
(Eden Prairie)
State of Minnesota

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 a Percussion Bell Kit with Case and Stand – Heather McCartan, Eden Prairie – instrument will be used in the Music Department for supplemental supplies
- Donation of \$ 96.00 – Charites Aid Foundation America, C/O CyberGrants LLC, Andover, MA – funds will be used for supplemental supplies
- Donation of \$144.00 – Charites Aid Foundation America, C/O CyberGrants LLC, Andover, MA – funds will be used for supplemental supplies

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

1. Human Resources – Principals

a. New Hires

Cooper, Quennel - Elementary Principal, Prairie View Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2022.

Gasdick, Meghan - Elementary Associate Principal, Eden Lake Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2022.

b. Change in Assignment

Monson, Aaron - From Instructional Excellence Coordinator to Associate Principal, Oak Point Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2022.

Thames, Felicia - From Principal, Prairie View Elementary to Principal, Central Middle School, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2022.

c. Resignation/Retirements

Ellis, Clayton - Associate Principal, Eden Prairie High School, effective 6/30/2022.

2. Human Resources – Administrative/Supervisory/Technical (AST)

a. New Hires

Boehm, Brenda - Director of Food & Nutrition Services, Eden Prairie High School, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2022.

Lawson, Jessica - Instructional Excellence Coordinator, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2022.

Nett, Andrew - Technology Systems Administrator II, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 4/25/2022.

Nistler, Heidi - Director of Special Education, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2022.

Willis, Caleb - Administrative Dean, Central Middle School, 8 hours/day, 5 days/week, 216 days/year, effective 8/1/2022.

b. Change in Assignment

Birno, Lisa - From interim Director of Curriculum & Instruction, to Director of Curriculum & Learning, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2022.

Doran, Judith - From Director of Special Education EC-12, to Director of Early Childhood and Early Childhood Special Education, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2022.

c. Resignation/Retirements

Phan, Quyen - Dean of Students, Eden Prairie High School, effective 6/30/2022.

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

a. New Hires

Larson, Andrew - Youth Programs Supervisor, Community Education, 8 hours/day, 5 days/week, 260 days/year, effective 6/13/2022.

b. Change in Assignment

Hallen, Camille - From Administrative Assistant - High School, Eden Prairie High School, to Human Resources Staffing Coordinator, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2022.

c. Resignation/Retirements

Theisen, Saul - Youth Programs Supervisor, Community Education, effective 6/3/2022.

4. Human Resources – Licensed Staff

a. New Hires

Bach, Shannon - Kindergarten Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 8/29/2022.

Denny, Matthew - Kindergarten Teacher, 1.0 FTE, Oak Point Elementary, effective 8/29/2022.

Douds, Jill - Social Studies Teacher, 0.833 FTE, EP Online, effective 8/29/2022.

Eggert, Brittany - Elementary Interventionist, 0.5 FTE, Oak Point Elementary, Eagle Heights Spanish Immersion, effective 8/29/2022.

Frazer, Delaney - ESL Teacher, 1.0 FTE, Central Middle School, effective 8/29/2022.

Fruit, Kevin - Business Education Teacher, 1.0 FTE, Eden Prairie School, effective 8/29/2022.

Haeger, Isabella - Kindergarten Teacher, 1.0 FTE, Prairie View Elementary, effective 8/29/2022.

Harris, Jasmine - Grade 4 Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 8/29/2022.

Jackson, Sierra - Special Education Teacher, 1.0 FTE, EP Online, effective 8/29/2022.

Khan, Sabah - World Language - French Teacher, EP Online, effective 8/29/2022.

Klamm, Abigail - Social Worker, 1.0 FTE, EP Online and Early Childhood Special Education, effective 8/29/2022.

Lapshina, Anna - Vocal Music Teacher, 0.75 FTE, Eden Lake Elementary, effective 8/29/2022.

Larson, Christian - Physical Science Teacher, 1.0 FTE, Eden Prairie High School, effective 8/29/2022.

Lemay, Sydney - Social Studies Teacher, 1.0 FTE, Eden Prairie High School, effective 8/29/2022

Luczak, Reed - Physical Education Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 8/29/2022.

McWilliams, Hannah - Early Childhood Special Education Teacher, 1.0 FTE, Oak Point Elementary, effective 8/29/2022.

MacQueen, Kelsey - Guidance Teacher, 1.0 FTE, Central Middle School, effective 8/29/2022.

Miller, Michelle - English Teacher, 1.0 FTE, Central Middle School, effective 8/29/2022.

Mohamoud, Farhan - Special Education Teacher, 1.0 FTE, Oak Point Elementary, effective 8/29/2022.

Moon, Hain - Physical Science Teacher, 0.667 FTE, Eden Prairie High School, Science Teacher, 0.333 FTE, EP Online, effective 8/29/2022.

Nahan, Genna - Kindergarten Teacher, 1.0 FTE, Forest Hills Elementary, effective 8/29/2022.

Oster, Megan - Speech-Language Pathologist, 1.0 FTE, Early Childhood Special Education, effective 8/29/2022.

Primeau, Alycia - Grade 4 Teacher, 1.0 FTE, Prairie View Elementary, effective 8/29/2022.

Royce, Katelyn - Grade 3 Teacher, 1.0 FTE, Prairie View Elementary, effective 8/29/2022.

Ruelle, Abigale - Kindergarten, 1.0 FTE, Oak Point Elementary, effective 8/29/2022.
Sartell, Joelynn - Grade 5 Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/29/2022.

Schmidt, Dwight - Social Studies Teacher, EP Online, effective 8/29/2022.

Schmudlach, Jacob - Grade 4 Teacher, 1.0 FTE, Oak Point Elementary, effective 8/29/2022.

Schultz, Michelle - Licensed School Nurse, 1.0 FTE, Eden Lake Elementary, Forest Hills Elementary, and EP Online, effective 8/29/2022.

Soderberg, Lilly - Social Worker, 1.0 FTE, Eden Lake Elementary, effective 8/29/2022.

Spanjers, Kelsey - School Psychologist, 1.0 FTE, Eden Lake Elementary, effective 8/29/2022.

Squier, CariAnn - Business Management, 1.0 FTE, Central Middle School, effective 8/29/2022.

Terwilliger, Michael - Grade 1 Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 8/29/2022.

Thomas, Suja - Science Teacher, 0.5 FTE, EP Online, effective 8/29/2022.

Torres, Veronica - Art Teacher, 1.0 FTE, Eden Prairie High School, effective 8/29/2022.

Westrom, Kristy - Mathematics Teacher, 0.833 FTE, EP Online, effective 8/29/2022.

Ziegler, Alex - Physical Education Teacher, 1.0 FTE, Oak Point Elementary, effective 8/29/2022.

b. Resignation/Retirements

Doty, Patrick - Engineer Tech Teacher, 1.0 FTE, Central Middle School, effective 6/10/2022.

Durow, Peter - Musical Teacher .70 FTE, Central Middle School, effective 6/10/2022.

Gahr, Eric - Chemistry Teacher, 1.0 FTE, Eden Prairie High School, effective 6/10/2022.

Greisen, David - Work Experience Teacher, 1.0 FTE, Eden Prairie High School, effective 6/10/2022.

Jones, Tara - Mathematics Teacher, 1.0 FTE, Central Middle School, effective 6/10/2022.

Kegel, Carla - Special Education Teacher, 1.0 FTE, Eden Lake Elementary, effective 6/10/2022.

Krueger, Andrew - Business and Marketing Teacher, 1.0 FTE, Eden Prairie High School, effective 6/10/2022.

Reineke, Gretchen - Grade 3 Teacher, 1.0 FTE, Eden Lake Elementary, effective 6/10/2022.

Wilma, Amy - Early Childhood Speech Language Pathologist, 1.0 FTE, Lower Campus, effective 6/10/2022.

Webb, Meredith - ESL Teacher, 1.0 FTE, Central Middle School, effective 6/10/2022.

c. Leaves

Salisbury, Wendy - ELL/ESL Teacher, 0.5 FTE, Oak Point Elementary, 1-year Childcare leave, effective 8/29/2022.

d. Updated

Hale, Gilbert – Dean of Students, Central Middle School, effective 6/21/2022.

e. Correction

Pederson, Juliana - Art Teacher, 1.0 FTE, Oak Point Elementary, will be retained for the 22-23 school year.

5. Human Resources – Classified Staff

a. New Hires

CLASS

Erickson, Charles - Eagle Zone Program Lead, District Wide, 8 hours/day, 5 days/week, 260 days/year, effective 6/13/2022.

Gasow, Kimberly - Receptionist, Oak Point Elementary, 7.5 hours/day, 5 days/week, 191 days/year, effective 8/29/2022.

Jacobson, Kamla - Welcome Center Student Registration, Administrative Services Center, 8 hours/day, 5 days/week, 235 days/year, effective 6/20/2022.

Weber, Denise - School Age Care Program Specialist, Lower Campus, 8 hours/day, 5 days/week, 260 days/year, effective 6/22/2022.

MSEA

Cardoso de Gonzalez, Gabriela - Special Education Paraprofessional, Eagle Heights Spanish Immersion, 4 hours/day, 5 days/week, 178 days/year, effective 5/16/2022.

Gardner, Jada - Cultural Liaison, District Wide, 8 hours/day, 5 days/week, 191 days/year, effective 4/20/2022.

Yang, Kou - Technology Support Specialist, Technology, 8 hours/day, 5 days/week, 260 days/year, effective 6/13/2022.

Pozdnyakov, Dareya - Reading Paraprofessional, Eden Prairie High school, 5 hours/day, 5 days/week, 146 days/year, effective 5/23/2022.

Gerten, Denise – Special Education Paraprofessional, Lower Campus and Cedar Ridge Elementary, 5.17 hours/day, 5 days/week, 178 days/year, effective 5/18/2022.

Perry, Michael - Special Education Bus Paraprofessional, Transportation, 7 hours/day, 5 days/week, 178 days/year, effective 6/1/2022.

TRANSPORTATION

Stoiaken, Phyllis - Bus Driver, Transportation, 7.87 hours/day, 5 days/week, 178 days/year, effective 5/20/2022.

b. Resignation/Retirements

CLASS

Lux, Rebecca - Eagle Zone Program Lead, Forest Hills Elementary, effective 5/26/2022.

Nosser, Cassie - Curriculum Specialist, Eagle Heights Spanish Immersion, effective 6/10/2022.

Sheehan, Amy - Receptionist, Forest Hills Elementary, effective 6/10/2022.

FOOD SERVICE

Heiling, Dawn - District Production Manager, Eden Prairie High School, effective 6/9/2022.

MSEA

Beck, Isabella - Eagle Zone Program Assistant, Prairie View Elementary, effective 5/19/2022.

Carlson, Dylan - Eagle Zone Program Assistant, Eagle Zone Oak Point Elementary and Prairie View Elementary, effective 6/9/2022.

Hamilton, Heidi - Lunchroom Paraprofessional, Prairie View Elementary, effective 5/26/2022.

Hank, Tyler - Special Education Paraprofessional and Eagle Zone Paraprofessional, Eden Prairie High School and Prairie View Elementary, effective 5/20/2022.

Hankey, Mary - Office Professional Media, Eden Prairie High School, effective 5/20/2022.

Lane, Maradee - Eagle Zone Special Education Paraprofessional and Special Education Paraprofessional, Cedar Ridge Elementary, effective 6/3/2022.

Nolan, David - Paraprofessional, Central Middle School, effective 6/9/2022.

Ramponi, Kerilee - Special Education Paraprofessional, Central Middle School, effective 5/13/2022.

Schmitt, Jamin - Paraprofessional, Central Middle School, effective 6/9/2022.

Towhill, Donna - Kindergarten Paraprofessional, Forest Hills Elementary, effective 6/9/2022.

Weaver, Lauren - Special Education Paraprofessional, Eden Lake Elementary, effective 6/9/2022.

PRESCHOOL TEACHERS

Torkelson, Aubrey - Little Eagles Preschool Teacher, Cedar Ridge Elementary, effective 6/10/2022.

TRANSPORTATION

Ibarra, Nicholas - Bus Driver, Transportation, effective 5/20/2022.

EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: May-22

REVENUES/TRANSFERS IN (BY SOURCE CODE)					
SOURCE	DESCRIPTION	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 27,944,891	\$ 25,922,015	107.80%	106.75%
021-040	TUITION	56,524	60,000	94.21%	0.00%
041-089	FEES & ADMISSIONS	968,442	644,150	150.34%	124.76%
090-199	MISC REVENUE	991,205	833,770	118.88%	45.90%
200-399	STATE AID	82,887,578	86,043,788	96.33%	97.99%
400-499	FEDERAL PROGRAMS	886,652	6,287,625	14.10%	51.04%
600-649	SALES	71,780	56,100	127.95%	46.61%
		\$ 113,807,074	\$ 119,847,448	94.96%	97.26%
	CAPITAL OUTLAY	388,251	14,424,564	2.69%	4.50%
	STUDENT ACTIVITIES	1,678,705	1,500,000	111.91%	56.38%
	MEDICAL ASSISTANCE	265,973	150,000	177.32%	83.12%
	SCHOLARSHIPS	8,000	8,500	94.12%	141.18%
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	\$ 63,295,186	\$ 78,852,111	80.27%	77.64%
200	BENEFITS	19,473,135	24,977,087	77.96%	76.97%
300	PURCHASED SVCS	8,098,266	10,081,863	80.33%	73.86%
400	SUPPLIES & EQUIPMENT	4,133,540	5,858,420	70.56%	71.68%
800	OTHER EXPENSES	146,515	627,640	23.34%	27.59%
900	TRANSFERS & CONTINGENCY	-	20,043	0.00%	0.00%
		\$ 95,146,642	\$ 120,417,163	79.01%	76.32%
	CAPITAL OUTLAY	9,584,227	14,244,305	67.28%	76.15%
	STUDENT ACTIVITIES	1,652,491	1,500,000	110.17%	54.08%
	MEDICAL ASSISTANCE	174,703	215,957	80.90%	98.50%
	SCHOLARSHIPS	15,500	11,000	140.91%	55.77%
Expenditure Notes:					

**EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: May-22**

REVENUES/TRANSFERS IN (BY SOURCE CODE)					
SOURCE	DESCRIPTION	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 27,944,891	\$ 25,922,015	107.80%	106.75%
021-040	TUITION	56,524	60,000	94.21%	0.00%
041-089	FEES & ADMISSIONS	968,442	644,150	150.34%	124.76%
090-199	MISC REVENUE	991,205	833,770	118.88%	45.90%
200-399	STATE AID	82,887,578	86,043,788	96.33%	97.99%
400-499	FEDERAL PROGRAMS	886,652	6,287,625	14.10%	51.04%
600-649	SALES	71,780	56,100	127.95%	46.61%
		\$ 113,807,074	\$ 119,847,448	94.96%	97.26%
	CAPITAL OUTLAY	388,251	14,424,564	2.69%	4.50%
	STUDENT ACTIVITIES	1,678,705	1,500,000	111.91%	56.38%
	MEDICAL ASSISTANCE	265,973	150,000	177.32%	83.12%
	SCHOLARSHIPS	8,000	8,500	94.12%	141.18%
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	\$ 63,295,186	\$ 78,852,111	80.27%	77.64%
200	BENEFITS	19,473,135	24,977,087	77.96%	76.97%
300	PURCHASED SVCS	8,098,266	10,081,863	80.33%	73.86%
400	SUPPLIES & EQUIPMENT	4,133,540	5,858,420	70.56%	71.68%
800	OTHER EXPENSES	146,515	627,640	23.34%	27.59%
900	TRANSFERS & CONTINGENCY	-	20,043	0.00%	0.00%
		\$ 95,146,642	\$ 120,417,163	79.01%	76.32%
	CAPITAL OUTLAY	9,584,227	14,244,305	67.28%	76.15%
	STUDENT ACTIVITIES	1,652,491	1,500,000	110.17%	54.08%
	MEDICAL ASSISTANCE	174,703	215,957	80.90%	98.50%
	SCHOLARSHIPS	15,500	11,000	140.91%	55.77%
Expenditure Notes:					

June 27, 2022

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


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


The attached 10-year facility plan shows fiscal year 2022-23 spending of \$4,410,570, and 2023-24 spending of \$11,412,730. Each year includes expenditures planned for health and safety projects along with most of the funds being spent on deferred capital and maintenance projects.

The major projects included for fiscal year 2022-23 have already been approved by the board in bids for updates to the EPHS track, OP/EH parent pickup/drop-off entrance, and activity center roof. Other projects included in this plan are replacements of the EPHS gymnasium scoreboards, ceiling tile updates, lighting updates, and restriping of parking lots and curbs.

In 2023-24, anticipated projects include updating the surfaces in the EPHS Activities Center, EPHS Baseball Field, HVAC updates, restroom remodels, and improving instructional spaces at EPHS.

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

		Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Pro							
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.											
District Info.		Enter Information		District Info.		Enter Information					
District Name:	Eden Prairie Schools	Date:	6/27/22								
District Number:	0272	Email:	kfisher@edenpr.org								
District Contact Name:	Kyle Fisher										
Contact Phone #	952-975-7126										
Expenditure Categories				Fiscal Year (FY) Ending June 30							
				2022 (base year)	2023	2024	2025	2026	2027	2028	2029
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.											
Finance Code	Category (1)										
347	Physical Hazards	\$124,500	\$140,500	\$127,500	\$135,500	\$128,000	\$136,500	\$133,500	\$137,000		
349	Other Hazardous Materials	\$87,600	\$87,600	\$107,600	\$72,600	\$72,600	\$74,600	\$89,600	\$109,600		
352	Environmental Health and Safety Management	\$208,000	\$208,000	\$208,000	\$223,000	\$215,000	\$210,000	\$210,000	\$210,000		
358	Asbestos Removal and Encapsulation	\$35,000	\$30,000	\$30,000	\$35,000	\$30,000	\$30,000	\$5,000	\$30,000		
363	Fire Safety	\$113,000	\$98,000	\$110,000	\$113,000	\$108,000	\$101,000	\$113,000	\$98,000		
366	Indoor Air Quality	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000		
Total Health and Safety Capital Projects		\$578,100	\$574,100	\$593,100	\$589,100	\$563,600	\$562,100	\$561,100	\$594,600		
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year											
Finance Code	Category (2)										
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151											
Finance Code	Category (3)										
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Accessibility											
Finance Code	Category (4)										
367	Accessibility	\$0	\$0	\$50,000	\$0	\$0	\$50,000	\$0	\$0	\$0	
Total Accessibility Projects		\$0	\$0	\$50,000	\$0	\$0	\$50,000	\$0	\$0	\$0	
Deferred Capital Expenditures and Maintenance Projects											
Finance Code	Category (5)										
368	Building Envelope	\$112,000	\$175,000	\$250,000	\$750,000	\$450,000	\$500,000	\$200,000	\$500,000		
369	Building Hardware and Equipment	\$75,000	\$60,000	\$60,000	\$60,000	\$390,000	\$160,000	\$300,000	\$0	\$0	
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
379	Interior Surfaces	\$3,434,000	\$1,005,150	\$2,700,000	\$1,640,000	\$900,000	\$925,000	\$1,980,000	\$1,150,000		
380	Mechanical Systems	\$28,000	\$0	\$304,630	\$400,000	\$3,601,500	\$3,100,000	\$2,136,938	\$3,990,000		
381	Plumbing	\$15,000	\$175,000	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0	
382	Professional Services and Salary	\$130,000	\$175,000	\$175,000	\$850,000	\$480,000	\$540,000	\$335,000	\$320,000		
383	Roof Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
384	Site Projects	\$5,333,506	\$2,246,320	\$7,230,000	\$5,831,933	\$3,180,000	\$2,454,194	\$3,438,762	\$5,046,270		
Total Deferred Capital Expense and Maintenance		\$9,127,506	\$3,836,470	\$10,769,630	\$9,531,933	\$9,001,500	\$7,679,194	\$8,390,700	\$11,446,270		
Total Annual 10-Year Plan Expenditures		\$9,705,606	\$4,410,570	\$11,412,730	\$10,121,033	\$9,565,100	\$8,291,294	\$8,951,800	\$12,040,870		
Fund Balance Section											
Fund 01											
Beginning Fund Balance 01-467-XX		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Fiscal Year Revenue - Levy		\$3,586,499	\$3,887,752	\$6,241,306	\$4,940,276	\$4,209,075	\$4,087,319	\$5,786,440	\$5,871,230		
LTFM Fiscal Year Revenue - AID if Applicable		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Fiscal Year Revenue Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT if applicable - Special Legislation FY 20 and FY 21		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Estimated Fiscal Year Expenditures		\$3,586,499	\$3,887,752	\$6,241,306	\$4,940,276	\$4,209,075	\$4,087,319	\$5,786,440	\$5,871,230		
Ending Fiscal Year Fund Balance 01-467-XX		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Fund 06											
Beginning Fund Balance 06-467-XX		\$6,119,107	(\$0)	\$10,352,181	\$5,180,757	\$9,560,000	\$4,203,975	\$9,335,000	\$6,169,640		
LTFM Fiscal Year Bonded Revenue		\$0	\$10,875,000	\$0	\$9,560,000	\$0	\$9,335,000	\$0	\$8,970,000		
LTFM Fiscal Year Revenue Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other Transfers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Estimated Fiscal Year Expenditures		\$6,119,107	\$522,818	\$5,171,424	\$5,180,757	\$5,356,025	\$4,203,975	\$3,165,360	\$6,169,640		
Ending Fiscal Year Fund Balance 06-467-XX		(\$0)	\$10,352,181	\$5,180,757	\$9,560,000	\$4,203,975	\$9,335,000	\$6,169,640	\$8,970,000		
End of worksheet											

		Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266		ects Only	ED - 02478-07
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statute					
District Info.		Enter Information			
District Name:	Eden Prairie Schools				
District Number:	0272				
District Contact Name:	Kyle Fisher				
Contact Phone #	952-975-7126				
Expenditure Categories					
		2030	2031	2032	
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.					
Finance Code	Category (1)				
347	Physical Hazards	\$129,000	\$137,000	\$129,000	
349	Other Hazardous Materials	\$34,600	\$34,600	\$34,600	
352	Environmental Health and Safety Management	\$210,000	\$210,000	\$225,000	
358	Asbestos Removal and Encapsulation	\$30,000	\$35,000	\$30,000	
363	Fire Safety	\$101,000	\$113,000	\$98,000	
366	Indoor Air Quality	\$10,000	\$10,000	\$10,000	
Total Health and Safety Capital Projects		\$514,600	\$539,600	\$526,600	
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year					
Finance Code	Category (2)				
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	
363	Fire Safety	\$0	\$0	\$0	
366	Indoor Air Quality	\$0	\$0	\$0	
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151					
Finance Code	Category (3)				
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	
Accessibility					
Finance Code	Category (4)				
367	Accessibility	\$0	\$0	\$0	
Total Accessibility Projects		\$0	\$0	\$0	
Deferred Capital Expenditures and Maintenance Projects					
Finance Code	Category (5)				
368	Building Envelope	\$0	\$0	\$500,000	
369	Building Hardware and Equipment	\$0	\$0	\$0	
370	Electrical	\$0	\$0	\$0	
379	Interior Surfaces	\$0	\$0	\$900,000	
380	Mechanical Systems	\$4,987,381	\$6,163,381	\$3,000,000	
381	Plumbing	\$0	\$0	\$0	
382	Professional Services and Salary	\$860,000	\$400,000	\$350,000	
383	Roof Systems	\$0	\$500,000	\$475,000	
384	Site Projects	\$4,000,000	\$2,470,812	\$3,589,964	
Total Deferred Capital Expense and Maintenance		\$9,847,381	\$9,534,193	\$8,814,964	
Total Annual 10-Year Plan Expenditures		\$10,361,981	\$10,073,793	\$9,341,564	
Fund Balance Section					
Fund 01					
	Beginning Fund Balance 01-467-XX	\$0	\$0	\$0	
	LTFM Fiscal Year Revenue - Levy	\$5,956,878	\$5,508,896	\$6,376,564	
	LTFM Fiscal Year Revenue - AID if Applicable	\$0	\$0	\$0	
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	
	LTFM Transfer OUT if applicable - Special Legislation FY 20 and FY 21	\$0	\$0	\$0	
	LTFM Estimated Fiscal Year Expenditures	\$5,956,878	\$5,508,896	\$6,376,564	
Ending Fiscal Year Fund Balance 01-467-XX		\$0	\$0	\$0	
Fund 06					
	Beginning Fund Balance 06-467-XX	\$8,970,000	\$4,564,897	\$2,965,000	
	LTFM Fiscal Year Bonded Revenue	\$0	\$2,965,000	\$0	
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	
	Other Transfers	\$0	\$0	\$0	
	LTFM Estimated Fiscal Year Expenditures	\$4,405,103	\$4,564,897	\$2,965,000	
Ending Fiscal Year Fund Balance 06-467-XX		\$4,564,897	\$2,965,000	\$0	
End of worksheet					

Q Comp Annual Report

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

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

Yes

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

Impact

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

Teacher leader positions in Eden Prairie Schools consist of Q Comp Coach/Observers, Professional Learning Committee (PLC) Leads, and a Q Comp Coordinator. Qualifying teachers are observed three times throughout the year, attend and participate in collaborative teams led by a PLC Lead, and set individual and team goals. To ensure alignment with site and district goals, we engage in a district-wide process of feedback loops. First, building principals review and approve submitted goals. Then, if goals do not meet the standards of the district template they are reviewed and edited by principals, the assessment team, and the Q Comp Coordinator. Revised goals are submitted again once they match the template expectations. Finally, team goals are reviewed and approved by the Q Comp Steering Committee which is chaired by the Q Comp Coordinator.

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

valuable and helps them grow and improve. The following responses come directly from educators throughout our K-12 system.

When being observed, the Q Comp coach is able to provide a script for me to see who I call on, note what voices are getting in the room, my neutral (or lack thereof at times) responses, etc. this helps me identify areas in which I can pinpoint where I can make my lessons more equitable.

Over the years my observers have helped me to take the time to even consider and reflect on how my classroom discussions can be used to help all students use their own voice and tell their own story in regard to public health.

The scripting and conversations about that afterwards, very helpful to strengthen teacher vs. student voice. It allowed me to be reflective about my teaching and how I can give rigorous instruction for all

I most value the feedback based on evidence/script and the opportunity to reflect and plan for improvements in the future - I can always do better! I have gotten helpful suggestions and ideas from my coaches in the past and appreciate their insights/experience - I value the trusting, supportive relationship I have with my coach. I can be vulnerable to learn new things as well as find areas that affirm my work or things I maybe didn't know I was good at!

The reflective questions gave me time to pause and truly evaluate my practices.

Being asked thoughtful questions about how students are/aren't being reached improved my capacity for equitable instruction.

I like how we are focused on equitable practices as a district and the conversations I had with my Q Comp coach made it more relevant. It provides accountability to what we do as an organization and making it a reality in our classrooms.

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

In 2021-2022, PLC leads helped provide leadership for the grade level teams to collectively increase growth and proficiency in math and reading for each student across the grade levels. PLC leads helped support their teams in eliminating achievement disparities by creating and monitoring ongoing team goals aligned to the site improvement plan (SIP). In addition, leads and coaches worked together to facilitate the ongoing collaborative use of analyzing data through the use of protocols (EPS PLC Loop/ERE Protocol/Data to Action-Growth) to continuously design, deliver, adjust, and assess instruction in response to evolving evidence of student achievement to ensure student academic achievement is being attained by all student groups.

How did the work of teacher leaders impact student achievement?

The work of the Q Comp coaches impact student achievement by increasing teacher effectiveness. Q Comp coach/observers meet with all tenured teachers two cycles a year as part of the coaching process. At the pre and post conference meetings, coaches mediate a reflective conversation around student and teacher data collected by the Q Comp coach. This data includes a detailed script (complete with dialogue, pictures, videos, sound bites and sketched visuals) of the observed lesson/session. From these student-centered discussions, teachers were able to differentiate, plan, and analyze their results. In addition, Q Comp coaches led conversations with teachers

around specific students in their classrooms. The script was used as a third point of data that teachers used for statistical evidence and anecdotal evidence when reflecting on their teaching. Coaches also helped teachers reflect on the evidence they could share that their students achieved the learning target and what takeaways they might tell their PLC about the design, delivery or diagnosis of the observed lesson.

In 2021-2022, as part of their team goal, the Q Comp team had discussions around instructional practices for equity in order to help teachers plan engaging lessons. These conversations specifically addressed the following high leverage **coaching** practices:

- *Intentional planning for rigor for each, student-led discussion, using formative data to inform instruction, etc.*
- *Planning Breakthrough or Causal Factor Questions regarding student engagement in post-observation conversations*
- *Focusing our collective work to help teachers/PLCs utilize replacement practices to address their problems of practice in order to contribute to student achievement in literacy. For example, lifting patterns of teacher voice versus student voice in the lesson, intentional use of Individual Daily Reading (IDR) time and conferring, purposeful scaffolding to build independence, and the continued implementation of Collaborative Literacy in the elementary buildings.*
- *Referencing/reflecting with staff on Using Assessment in Instruction Domain 3D asking how they use data to inform their instruction and reflecting on those practices.*

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

Review Findings

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

Q Comp coaches and PLC leads received training through asynchronous data lead modules and monthly meetings at each site. This included, but was not limited to, Culturally Proficient Continuum of Assessment and Learning, high leverage instructional practices, triangulating data disaggregated by student groups (achievement, perception, classroom visits), and tiered decision making in reading and math (elementary sites).

In 2021-2022, Q Comp coaches and Instructional Excellence Coordinators continued to engage in learning once a month guided by the book, Culturally Proficient Coaching, in order to guide coaching conversations to help boost educators' cultural confidence and consciousness. As team members applied learning from Adaptive Schools training, the coaches and coordinators furthered their commitment to support teachers in the development of instructional strategies and mindsets necessary to eliminate achievement disparities.

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

During the summer of 2021 and throughout the school year, the PLC Leads completed synchronous and asynchronous extended learning to explore how beliefs, values, and assumptions impact assessment literacy, particularly as we consider disparities in academic, behavior, and 4C's data. These sessions laid the groundwork to help PLC leads support their teams with the implementation of PLC high leverage practices, focus on increased student achievement and elimination of achievement disparities, tiered decision making in reading and math, and the Culturally Proficient Continuum for Assessment and Accountability.

In 2021-2022, Q Comp PLC team goals were written with increased rigor using universal screener assessments (FastBridge), proficiency on assessment performance, or course grades (at secondary sites). These goals were aligned with each site's SIP (Strategic Improvement Plan) in order to achieve our district's strategic vision of eliminating achievement disparities. As we continue to plan for next year, we always strive to continuously improve the support of our collaborative team leads around the PLC process, data analysis and leadership skills.

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

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

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

As we continue to plan for next year, we always strive to continuously improve the support of our collaborative team leads around the PLC process, data analysis and leadership skills. For 2021-2022, the district assessment team created a Q Comp Goal Template with an increase in rigor for PLC goal setting. In addition, the assessment team and the Q Comp coordinator lead extensive feedback loops with building principals, site IE teams and PLC supervisors holding PLC leads and teams accountable for setting rigorous, yet achievable goals. The Q Comp team members supported PLC leads with data analysis and instructional matches to help teams meet goals based on the 2021-2022 template.

Recommendations

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

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

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

Core Component: Job-embedded Professional Development

Implementation

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

Yes

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

Impact

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

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

Eden Prairie Schools continues the implementation of Multi-Tiered Systems of Support (MTSS). The initial training continued during PLC discussions around student learning data, analysis of student learning needs, and collaborative planning in order to make the instructional match that individual students (or class wide groups of students) need. Teachers determine whether an instructional match was needed for the entire class (at least 20% of students showed they needed to learn the material/skill better) or on an individual level, and how to document whether the intervention was an effective instructional match for the identified student(s).

In 21-22, at our 7-12 sites, professional development continued to focus on equitable grading, student engagement, and culturally relevant literacy practices (specifically designing culturally relevant assessments). PLC meetings and professional development also tried to increase collaboration. Q Comp coaches saw an increase of teachers planning and designing assessments, both formative and summative in their PLCs, in order to implement these practices. Since piloting equitable grading in our secondary schools, EPHS has seen a rise in the percentage of black and Hispanic students earning As and Bs in their classes.

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

Teacher learning from both the collaborative teams and other job-embedded professional development activities resulted in teachers making meaningful choices about their activities in class. There has been a pointed change in the amount of student talk and collaboration specifically in student lead intellectual engagement and classroom discussions. The implementation of Collaborative Literacy curriculum at elementary sites has focused on facilitative techniques that highlight rigorous and open-ended questioning and discussion prompts, student-led discussion, and collaborative structures. This has been a district-wide focus for the Q Comp Coaches in 2021-2022. As a result of their learning from coaches and site professional development, teachers were able to implement research-based strategies in their classroom.

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

Review Findings

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

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

Teachers, PLC leads, and others utilize information from a universal screener (FastBridge) and other formative assessments to identify instructional goals and interventions. In addition, coaches meet monthly to discuss coaching and instructional excellence for equitable outcomes, including a study of the book Culturally Proficient Coaching during the 2021-22 year. An overarching theme in all of our work is that of equity and dismantling the persistent achievement disparities in the data between our white students and all other student groups. We know that increasing our knowledge, skills, will and disposition around equity and instructional excellence will increase student achievement for all students.

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

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

PLC Leads continuously triangulate data with their teams to ensure each learner is achieving at high levels. Elementary sites completed regular benchmark meetings for reading and math. These sessions included looking at data around students at risk and determining individual or class wide instructional matches for reading and math (if they haven't started math yet, then they are going to soon...?).

In addition, teams regularly communicate with one another about effective teaching and learning strategies. For example, implementation of Collaborative Literacy facilitation techniques, developing higher rigor question prompts, cooperative structures, formative assessments, conferring as well as progress monitoring around conceptual, contextual and procedural understanding in math.

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

Recommendations

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

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

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

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

Core Component: Teacher Evaluation

Implementation

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

2021-2022: Yes

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

Impact

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

Q Comp coaches provided the following questions in a survey:

- *What is the most valuable component of the peer observation/evaluation process for you?*
- *How impactful was this component on your practice?*
- *In what way(s) did the peer observation process impact your practice of equitable instruction?*

95% of respondents found value in the peer observation process with 60% indicating quite a bit or tremendous amount of impact

The following responses come directly from educators throughout our K-12 system.

When being observed, the Q Comp coach is able to provide a script for me to see who I call on, note what voices are getting in the room, my neutral (or lack thereof at times) responses, etc. this helps me identify areas in which I can pinpoint where I can make my lessons more equitable.

I have gotten lots of good feedback on the classroom lessons I give. My observers always have awesome ideas about ways I can make the talks more inclusive and engaging.

The most valuable component of the peer observation/evaluation process for me is the validation I receive of all the things I am doing to help to create a positive and enriching learning environment for my students. I appreciate that a peer can recognize all the "little things" that I may not notice or be aware of that provide support to my students. It is that validation that enables me to continue to hone my lessons to be student centered and to continue to develop the best ways to differentiate instruction and be the best teacher I can be.

The other most valuable component is the constructive feedback that helps me to become a better teacher, look at situations from a different perspective and to try new things. I value this most, coming from a peer who has been in the classroom and has a shared experience. I appreciate that my observer offers innovative ideas and suggestions that I can put into practice easily, which greatly support my instructional goals and practice.

I most value the feedback based on evidence/script and the opportunity to reflect and plan for improvements in the future - I can always do better! I have gotten helpful suggestions and ideas from my coaches in the past and appreciate their insights/experience.

I value the trusting, supportive relationship I have with my coach. I can be vulnerable to learn new things as well as find areas that affirm my work or things, I maybe didn't know I was good at!

The conversations that we usually don't have time to have - specifically the depth of conversation around best practices and strategies. My coach is very comfortable, professional, and substantive, to talk with so it is a conversation you look forward to having.

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

When we talk about specific students, it allows me to keep equity at the forefront in my practices. In addition, lesson notes, and strategy discussion allow me to think through, reflect, add/change/affirm/and question lessons moving forward.

It helped me provide/scaffold instruction for EL students and all learners which had a huge impact on how students engaged in projects and other assignments.

It allowed me to be reflective about my teaching and how I can give rigorous instruction for all. It helps me focus on equitable strategies to implement and students that I need to focus on.

By providing examples of how they saw equitable instruction or suggesting ways to increase equitable instruction, I am able to make the necessary changes to better meet the needs of all students

Being asked thoughtful questions about how students are/aren't being reached improved my capacity for equitable instruction.

I seek to develop instruction which helps all students succeed in school and in life- my coach really seems to understand the big picture of what is most important in our instructional models and practice.

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

Review Findings

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

Here are more responses from the survey:

I value the conversations that we usually don't have time to have - specifically the depth of conversation around best practices and strategies. My coach is very comfortable, professional, and substantive, to talk with so it is a conversation you look forward to having.

I most value the feedback based on evidence/script and the opportunity to reflect and plan for improvements in the future - I can always do better! I have gotten helpful suggestions and ideas from my coaches in the past and appreciate their insights/experience - I value the trusting, supportive relationship I have with my coach. I can be vulnerable to learn new things as well as find areas that affirm my work or things, I maybe didn't know I was good at!

I value the encouragement; my observer found even the smallest things which they could use to encourage me to continue and build upon. This was especially helpful and energizing...The reflective questions gave me to pause and truly evaluate my practices.

I also greatly appreciate the manner in which my observer provides feedback--starts with several positives, addresses an area of need and/or concern, offers excellent and practical suggestions, discusses how they can be put into practice, and closes with an additional positive thought. Her delivery during the post observation makes me think about how I deliver feedback to students and how the feedback is received.

It helped me to reflect upon my own instruction but also let me know that I am doing a good job and keeps my eyes open for ways to improve.

Having another teacher observe adds another set of eyes to possibly see things that I might miss (for good or bad). It adds another perspective to the functioning of the students, the delivery of the lesson and can provide insightful overall feedback for future planning.

Reflecting on my practices and what's most beneficial and what needs to be changed.

The data my coach provides along with the reflective conversation that follows is instrumental in my development as a teacher.

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

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

Recommendations

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

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

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

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

Yes

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

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

Yes

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

Impact

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

2021-2022: 60.6%

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

2021-2022: 90%

This includes newly hired EPO secondary licensed staff that does not qualify for Q Comp/TD&E.

Other factors considered: Not marked proficient in Danielson Domains, did not complete observation cycles, resigned prior to the end of the school year, or hired after Oct 1, under .375 FTE (all per Q Comp Memo of Understanding).

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

2021-2022: 94%

Factors considered: Not marked proficient in Danielson Domains, did not complete observation cycles, resigned prior to the end of the school year, or hired after Oct 1, under .375 FTE (all per Q Comp Memo of Understanding).

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

2021-2022: 95%

Factors considered: Not marked proficient in Danielson Domains, did not complete observation cycles, resigned prior to the end of the school year, or hired after Oct 1, under .375 FTE (all per Q Comp Memo of Understanding).

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

No

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

NA

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

2021-2022: 90%

This includes newly hired EPO secondary licensed staff that does not qualify for Q Comp/TD&E.

Other factors considered: Not marked proficient in Danielson Domains, did not complete observation cycles, resigned prior to the end of the school year, or hired after Oct 1, under .375 FTE (all per Q Comp Memo of Understanding).

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

2021-2022: 94%

Factors considered: Not marked proficient in Danielson Domains, did not complete observation cycles, resigned prior to the end of the school year, or hired after Oct 1, under .375 FTE (all per Q Comp Memo of Understanding).

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

2021-2022: 95%

Factors considered: Not marked proficient in Danielson Domains, did not complete observation cycles, resigned prior to the end of the school year, or hired after Oct 1, under .375 FTE (all per Q Comp Memo of Understanding).

Recommendations

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

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

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

General Program Impact and Recommendations

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

Overall, the impact that the Q Comp program has had on instruction has been favorable. We recommend

continuation of the Q Comp program. We have seen a positive impact on classroom instruction and student achievement as evidenced by teacher feedback and surveys. Examples of this impact include an increased capacity for reaching specific students because of discussion and dialogue with coaches.

Our coaching conversations maintain consistent language and provide a common experience that positively impacts classroom instruction. Because our Q Comp coaches/observers are assigned according to sites, they are very familiar with the vertical articulation of the curriculum and get to know the students. Another benefit of having the Q Comp model in our district is that it provides a process for teachers to intentionally practice reflective thinking about their instruction through face to face professional conversations. Peer coaches/observers are seen as 'safe' and allow staff to try new ideas without fear of being reprimanded or seen as an ineffective teacher. Q Comp utilizes a valid and reliable rubric (created by Charlotte Danielson) to clearly define expectations of high-quality teaching which also results in a staff who become more consciously competent in their work.

Through observations, cognitive coaching, and data collection, Q Comp coaches continue to encourage and observe instructors enhancing rigor and authenticity. The implementation of the Q Comp program encourages teacher reflection and goal setting. Coaches also consult teachers on how to reach a distinguished level of instruction. The program continues to support and plan in the design of professional development from pre-K through grade 12 and TASSEL. The Danielson Framework offers many opportunities for growth for both probationary and veteran teachers. Throughout the 21-22 school year, the Q Comp team continues to learn and focus on the Cultural Proficiency Continuum through PLCs and 1:1 coaching. Above all, our program invests in the human element of learning and teaching.

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

Our spring 2022 assessment scores in MCA and FastBridge indicate pockets of growth and pockets of stagnation. We intend to continually assess and improve the Q Comp and PLC process to lead to an increase in student achievement, especially with the pockets of stagnation. Increased collaboration among the PLC team members and across the sites allow for teachers to engage in rich discussion about specific students and work to improve their instructional practices by learning from one another. In addition, embracing the philosophy that the students are 'our' students versus 'my' students has also increased student achievement in that more than one teacher is focused on the success and learning of each student in our district.

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

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

- 1. New Q Comp Coach/observers continue to participate in the Cognitive Coaching eight-day training*
- 2. Q Comp Coach/observer job-embedded training includes multi-monthly collaboration meetings to continue to refine and solidify our inter-rater reliability, coaching to cultural proficiency and enhance feedback.*
- 3. Q Comp Coach/observer summer retreat and onboarding training*
- 4. PLC team leads, Q Comp Coaches/Observers, and instructional coaches will attend the PLC Lead retreats through synchronous and asynchronous learning in Summer 2022.*
- 5. PLC teams will engage in professional development through using the lenses of multi-tiered system to reach each learner in order to provide increased student achievement and eliminate achievement disparities.*



**2022-2023 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

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

FURTHER RESOLVED, that the high schools listed below (name all high schools under your governing board):

Eden Prairie High School

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

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

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

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

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

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

Signed: _____ Debjyoti Dwivedy Signed: _____ Dr. Josh Swanson
(Clerk/Secretary - Local Governing Board) (Superintendent or Head of School)

Date: 6/27/2022 Date: 6/27/2022

District/School Office Address: 8100 School Road, Eden Prairie, MN 55344

Head of School/Superintendent's Phone: Dr. Josh Swanson, 952-975-7011

Head of School/Superintendent's Email: Josh_Swanson@edenpr.k12.mn.us

This form must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2022. Retain one copy for the school files.

2022-2023 RESOLUTION FOR MEMBERSHIP

This information on page must be entered electronically on the MSHSL Resolution for Membership 2022-2023 Form on the League website once for each high school under your governing board.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

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

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

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

208.02 Designated Activity Representatives

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

208.03 Local Advisory Committee

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

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

- Designated School Board Member
Charles "C.J." Strehl
- Designated School Representative
Russ Reetz

208.02 ACTIVITY REPRESENTATIVES

- Boys Sports
Russ Reetz
- Girls Sports
Russ Reetz
- Speech
Jason Meyer
- Music
Mike Whipkey

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

- Board Member
Charles "C.J." Strehl
- Student
Kaci Kotschever
- Parent
Kjersten Welter
- Faculty Representative
Trevor Mbakwe

MAILING REPRESENTATIVE

By signature on the first page, I have verified that all required representatives above have been entered electronically on the MSHSL Resolution for Membership 2022-2023 Form.

Memorandum

To: Eden Prairie School Board

From: Dr. Josh Swanson

Date: June 27, 2022

Subject: District Policies

On an annual basis District Policies are reviewed. Under policy governance this is the responsibility of the superintendent, but requires board approval. That process for 2022-23 has begun. As necessary, policies will be updated based on: changes in statute, a review of the Minnesota School Board Association model policies, and recommendations by our legal counsel. My recommendation is that the board approve the policies below, as presented. I have included a summary of the changes to each policy on the table below and the full policies are available for your review within Appendix A of the board packet.

Policy	Mandatory	Name	Notes for the Board
205	Yes	Open and Closed Meetings	Update of language and text to mirror current statutes and reflect MSBA model policy recommendations.
305	No	Policy Implementation	Update of language and text to mirror current statutes and reflect MSBA model policy recommendations.
523	No	Policy Cross Reference	Policy references updated to reflect district policies and MSBA recommendations.
721	Yes	Uniform Grant Guidance Policy Regarding Federal Revenue Resources	Local thresholds were updated so they continue to be aligned with federal guidance.
806	Yes	Crisis Management	After review, non-substantial changes were made to ensure the policy reflects current practice and grammatical changes have been made.

MANDATED Policy Annual Review: 2022-2023 School Year

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

Policy #	Policy Title	MSBA Mandated Model Policy Purpose	Remarks/Comments/Etc.
506	Student Discipline	The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.	No Changes After Review
722	Public Data Requests	The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.	No Changes After Review
806	Crisis Management	The purpose of the Crisis Management Policy is to act as a guide for the school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district.	Small updates and deletions to reflect MSBA recommended changes.

Suggested Recommendation:

Move that the School Board review and approve these annually required policies.

Release of Probationary Staff

First name	Last name	Location	Occupation
Mens	Marc	Eden Prairie High School	English/Language Teacher

June 27, 2022

To: Dr. Josh Swanson
From: Business Office
Re: Seek Bids for EPHS Roof Replacement

The authorization to seek bids is requested by management and begins the process to make deferred maintenance upgrades and space usage updates. This project will be to replace the roof of the Activities Center at Eden Prairie High School.

The Activities Center was constructed in 1999 and has served our students, community education programs, and recreation leagues on an almost daily basis. The existing roof is reaching the end of its average service life of twenty-five years and is showing stress cracks and minor leaks. Renovations will include removal and replacement of approximately 40,000 square feet of asphalt roof and associated materials. 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. This project has been planned and is on the list for updates in summer 2023. Due to limited material availability, labor uncertainty, and expected cost increases of both; the Business Office plans to seek bids in July 2022.



EPIC

**Elevating Student
Engagement &
Achievement**



EDEN PRAIRIE SCHOOLS

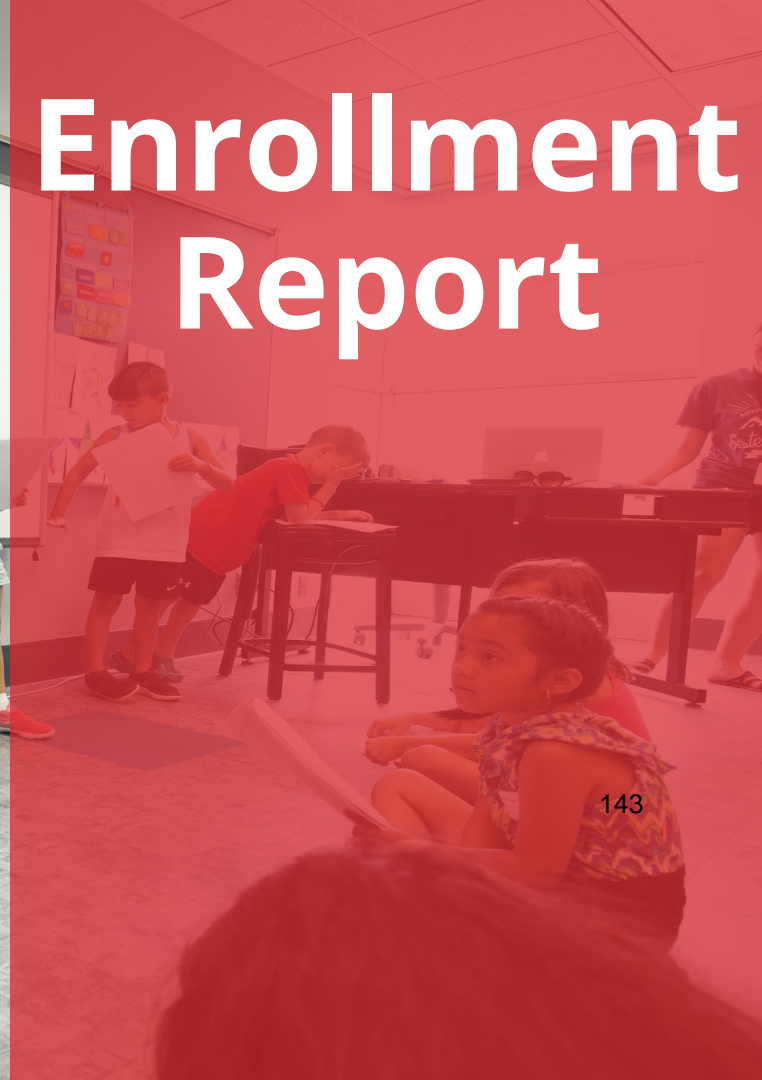
Inspiring each student every day

Overview of Information

1. Enrollment Report
2. Overview of strategies for supporting students now compared to pre-pandemic focusing on student engagement



Enrollment Report



Enrollment By Year

YEAR	TOTAL SCHOOL YEAR ENROLLMENT	TOTAL SUMMER ENROLLMENT	TOTAL TARGETED SERVICES ENROLLMENT
2018-2019	2,784 in 2018-2019	6,874 in 2019 Summer	4,678 TS Enrollments
2019-2020	2,245 in 2019-2020 <i>(Programs cancelled due to pandemic)</i>	3,212 in 2020 Summer <i>(Programs cancelled due to pandemic)</i>	3,041 TS Enrollments <i>(Programs cancelled due to pandemic)</i>
2020-2021	1,379 in 2020-2021 <i>(Programs cancelled due to pandemic)</i>	7,137 in 2021 Summer	3,971 TS Enrollments
2021-2022	2,836 in 2021-2022 <i>(101% pre-pandemic enrollment)</i>	7,181+ in 2022 Summer <i>(7,850+ projected = 114% pre-pandemic enrollment)</i>	¹⁴⁴ 4,856 Current TS Enrollments <i>(5,300+ projected, 113% pre-pandemic enrollment)</i>

Enrollment Breakdown

SUMMER EPIC, 2022 (Currently)

- Total enrichment enrollments: **7,181+**
- Total enrollments through Targeted Services: **3,893+**
 - *Students attend at no-cost, referred by classroom teacher from previous school year*
- Total Unique Participants (Individual Students Served): **1,825 and counting**



Enrollment Breakdown



- 46 different cities listed as home addresses for students
 - Around 82% list Eden Prairie as home address
- Enrollment by Grade Level
 - Elementary = 6,218 enrollments
 - Secondary = 929 enrollments
- Five sites hosting programs this summer
 - Three Elementary Sites
 - Central Middle School
 - High School

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Focusing on Student Engagement



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High Levels of Student Engagement

- Choice-based programming
- Peer to peer learning
- Different courses weekly
- Project-based and experiential learning focusing on the use of the 4 C's
- Career exploration integrated into elementary courses
- Student to staff ratios below 10:1



Inspiring Through Student Choice

Categories: Reading, Math, & Social Emotional Learning

- 3, 2, 1 - Blast Off!
- Animal Planet
- Art Journaling
- Calm, Cool and Collected
- Catapults and Launchers
- Globe-Trot to the Seven Continents
- Learning to Persevere
- LEGOs that Move
- Mighty Mathematicians
- Mindset Matters
- Poetry and Art
- Read, Cook, and Eat Around the World
- Reading, Writing, and Team-Building!
- Storybook Science
- Summer Bucket List 1! for ELL Beginners
- We Love to Read!
- Women Who Changed the World!
- Young Authors



A System of Supporting Students



In response to the pandemic, federal funds have been used to remove barriers and add layers of support for students:

- Free meals for students who qualify
- Increased transportation options for students
- Free educational field trips for students
- Washburn Center for Children support staff on-site
- Outreach programming in the community
- Creating and building community partnerships

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A System of Supporting Students



In response to the pandemic, federal funds have been used to remove barriers and add layers of support for students:

- Added additional summer programming at no cost for students who qualify as disproportionately impacted by the pandemic:
 - Students from low-income families
 - Students of color
 - English Learners
 - Children with disabilities
 - Students experiencing homelessness
 - Students in foster care
 - Migratory students



Student Achievement

- Spring 2021, started tracking student achievement during the school year in relation to participation in EPIC
- Found a positive relationship between student participation and student achievement



Student Achievement



Current strategies for expanding program supports:

- Align summer course outcomes with school day grade level learning objectives
- Instructors conducting course observations to measure student engagement
- Aligning after school courses with district initiatives and learning during the school day
- Use data to drive course offerings, including student voice
- Outreach and community programming
- Expanding opportunities to afternoon programming and experiential learning opportunities (field trips, community partnerships)

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A large, stylized graphic of a wing or hand, rendered in a lighter shade of red, positioned on the left side of the slide.

THANK YOU



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**Eden Prairie School Board
Community Linkage Committee Minutes
Wednesday, May 24, 2022
6:45 PM @ Crumb Deli, Eden Prairie**

Charter per Board Policy GP 4.8: This committee will facilitate multiple methods of School Board communication with owners that provide input and inform the School Board of ownership values as they relate to School Board policies, as well as provide valuable information to owners.

Committee Members Present: CJ Strehl, DD Debjyoti, Francesca Pagan-Umar

Agenda:

1. Approval of the minutes
2. Round Robin
3. Working Plan:
 1. Ownership
 2. Action items/deadlines
4. New Business
5. Committee report summary
6. Adjournment

Meeting began at 6:55pm.

There were no minutes from prior meetings to approve. Because they were approved at the board meeting.

Round Robin: Briefly discussed recent events in Texas and comments/questions about CMS student behaviors.

Next Listen and Learn session.

Agreed that we should try a different format to find new/additional ways to engage the community. We discussed:

- Town Hall based format, with questions from the audience
- Reception prior to the meeting to allow attendees the opportunity to meet and warm up to the board members- hopefully improving trust and engagement
- Model could be used for a Senior Center event
- Timing: Schedule after the election, the week of 11/14/2022- thought is that the board will be active in the community in the fall with referendum outreach and meet & greets.
- At next meeting discuss with board new format ideas, pros/cons, etc.
- Can we use as a platform to engage/inform community of ways to get involved (see item at bottom from CLC work plan)

Meet and Greet Plan: May & Fall

- Discussed that there are not many opportunities left before summer. There are a few end-of-year picnics that individual board members could attend.



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- DD to contact PTO President's council to find out events for the fall 2022, that would make sense for the board to have a presence at: Welcome back events, carnivals, student orientation at CMS, Kindergarten welcome...special focus on CMS welcome back events to reinforce focus on that building.
- Continue some sports events, but expand to band and other events of interest

Measuring what matters:

We discussed three metrics:

- Community/parent satisfaction
- PBIS
- College/career readiness

Parent Treatment/Community Satisfaction: E.L. 2

We determined that the data/information received for satisfaction is likely to be used during referendum marketing and would be duplicative. However, we do expect this data to be used in the coming months.

PBIS: ENDS

Although we have made steady improvement, this remains an area of concern. However, given the decision at the last board meeting to schedule an update on the work plan, we felt it was best to have the update/discussion, and use that information to better inform the board on progress, actions, and outcomes. Given timing of update and Oct data release, this may be a good target for November....TBD

College and Career Readiness:

With this next month being graduation time, college and career readiness is front and center in people's mindset. It seemed a perfect time to roll out some data and discuss about EP progress. Our focus is on:

- AP & PSEO class enrollment
- The value EP schools provide in helping students earn college transferrable credits. This helps them be prepared and significantly reduce the cost of college.
- The growth in the number of classes, students, and demographic of students has been excellent and the some of the techniques to drive engagement are remarkable.

Goal is to get this out soon to align with summer graduation awareness.

2022 CLC Workplan:

Continue to work the workplan as presented.

DD to provide summary of data from Listen and Learn at next CLC meeting.

Need to discuss how can we expand community knowledge of opportunities to sit on EP School committees- providing more members of our community opportunity to participate.

Meeting Adjourned: 7:59 PM

Committee Report summary:

CJ Strehl will report on the above items and request board input into format and date of Listen and Learn. If possible, we will discuss next draft of “Measuring what Matters.”

Measuring What Matters: A rigorous broad-based education (ENDS Policy 1.1.3)

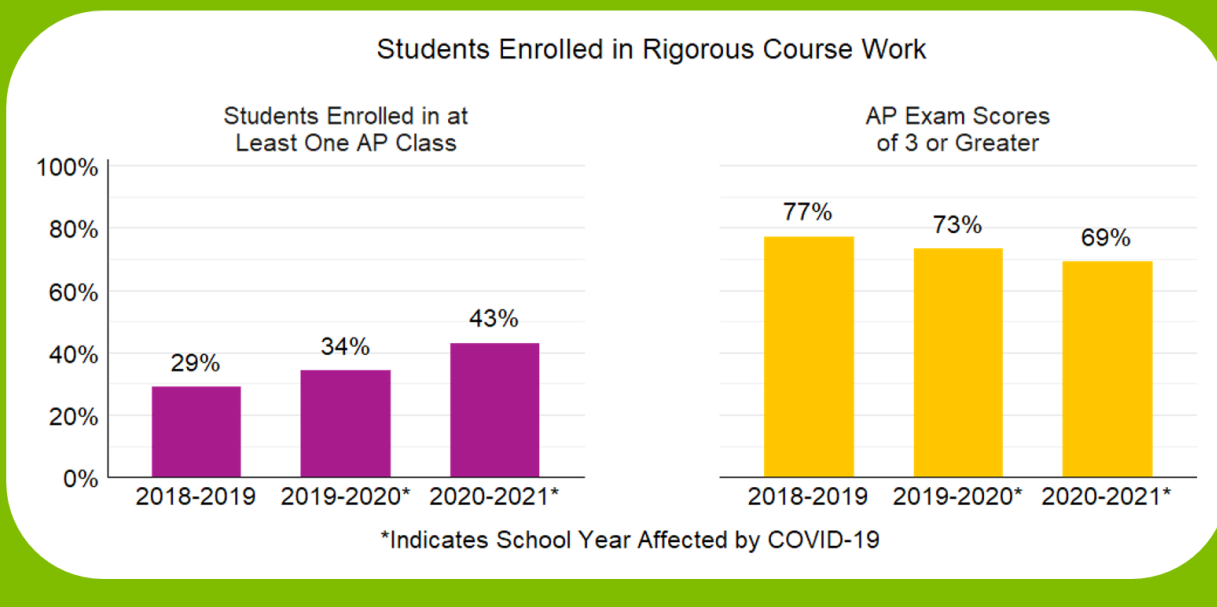
Developing a broad-based education requires extensive study, practice, and thinking across multiple content areas. With graduation season just behind us, the EP School Board wanted to share our last 2021 “Measuring What Matters” metric before we shift to 2022 metrics in October.

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.

RIGOROUS COURSE WORK

43% of students enrolled in at least one AP course

69% of AP exam scores were a 3 or greater



Detailed data by student groups is in the following two tables

EP Schools has actively expanded access and participation in these classes to ensure a broad-based education and prepare students for college and/or Post-secondary opportunities. To inspire more students to participate and believe they can succeed in these classes, EPHS has implemented layered strategies and mentoring to drive participation- this includes our expanding “capstone” programs that provide students enriched and authentic learning experiences.

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			

As parents and community members, we are all concerned about the cost of college. Eden Prairie High School offers students one of largest AP and Post-Secondary course opportunities in Minnesota. These options provide our students and community with significant value: the opportunity to experience authentic and rigorous course work that will prepare students for the next pathway in life and potentially save tens of thousands of dollars in college tuition fees by utilizing these opportunity at EPHS.

The journey continues:

As we welcome back students and staff for the 2022-23 school year, we reflect on sacrifices and commitment of our teachers and staff to deliver educational excellence. The summer break has provided our teachers and staff a much-needed respite as we continue our journey towards personalized learning across all EP Schools this fall.

This journey began over a decade ago, as Eden Prairie schools began the transition from a “standardized” education model, that had been the norm for decades in public education, to a personalized approach to learning. This shift was supported by the 2014 referendum that allowed the district to reengineer buildings and curriculum, implement real-world skill evaluations (the 4C’s- creativity, collaboration, critical thinking, and communication), and reduce class sizes. These investments and reorientation are the foundation for the next evolution in education in Eden Prairie. Beginning in 2019, EP Schools initiated the next step in this evolution when Designing Pathways was implemented to increase choice and improve facilities to deliver more authentic learning environments and facilitate collaboration.

As we approach the 2022-23 school year, Eden Prairie Schools are ready to embark on the next phase of driving increased student performance and engagement. By building on the Designing Pathways foundation, the transition to personalized learning will better prepare all EP students for college and career opportunities. This fall our community will have the opportunity to continue supporting the on-going evolution of education in EP Schools to fully realize our mission to “Inspire EACH student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world.” Additionally, our commitment towards eliminating disparities and seeing EACH student thrive in Eden Prairie Schools and beyond, will require a sustained personalized learning effort, including:

- Increased choice at the elementary level
- Choice and career pathways exploration at the middle school level
- Authentic rigorous course offerings and career exploration through our capstone offerings at the high school level
- Use of data and technology to support learning, as well as investments in top tier protection and stay on the leading edge of data and device security
- Ongoing community engagement to evolve our work to ensure it remains connected to current community context and needs
- On-going commitment to fiscal stewardship through a commitment to identify annual operational cost savings/efficiencies

These investments will allow the district to further the use of data to identify exceptional and struggling students earlier, inspire our children in the middle to greater performance, expand class offerings and community partnerships to provide more choice and authentic learning, reduce class sizes at 4th and 5th grades, and further resource our multi-layered support infrastructure to ensure each student in EP Schools can reach their greatest potential. These

steps will help us to inspire each student every day and are critical to improve academic achievement and personal development.

This new approach will help to ensure EP Schools can deliver a world-class education for EACH student and meet the high expectations of our community and School Board. Over the years the residents of Eden Prairie have recognized the value of investments in our schools, the importance of fiscal stewardship and long-term financial stability, and the richness of diversity and community in our schools. Over the coming months, Eden Prairie Schools will provide resources and information about the referendum. We hope you will support the next step in our journey forward.

Policy Committee Meeting

Date: May 25, 2022

Time: 5:30 PM

Location: Crumb Gourmet Deli (7910 Mitchell Rd. Eden Prairie, MN, 55344)

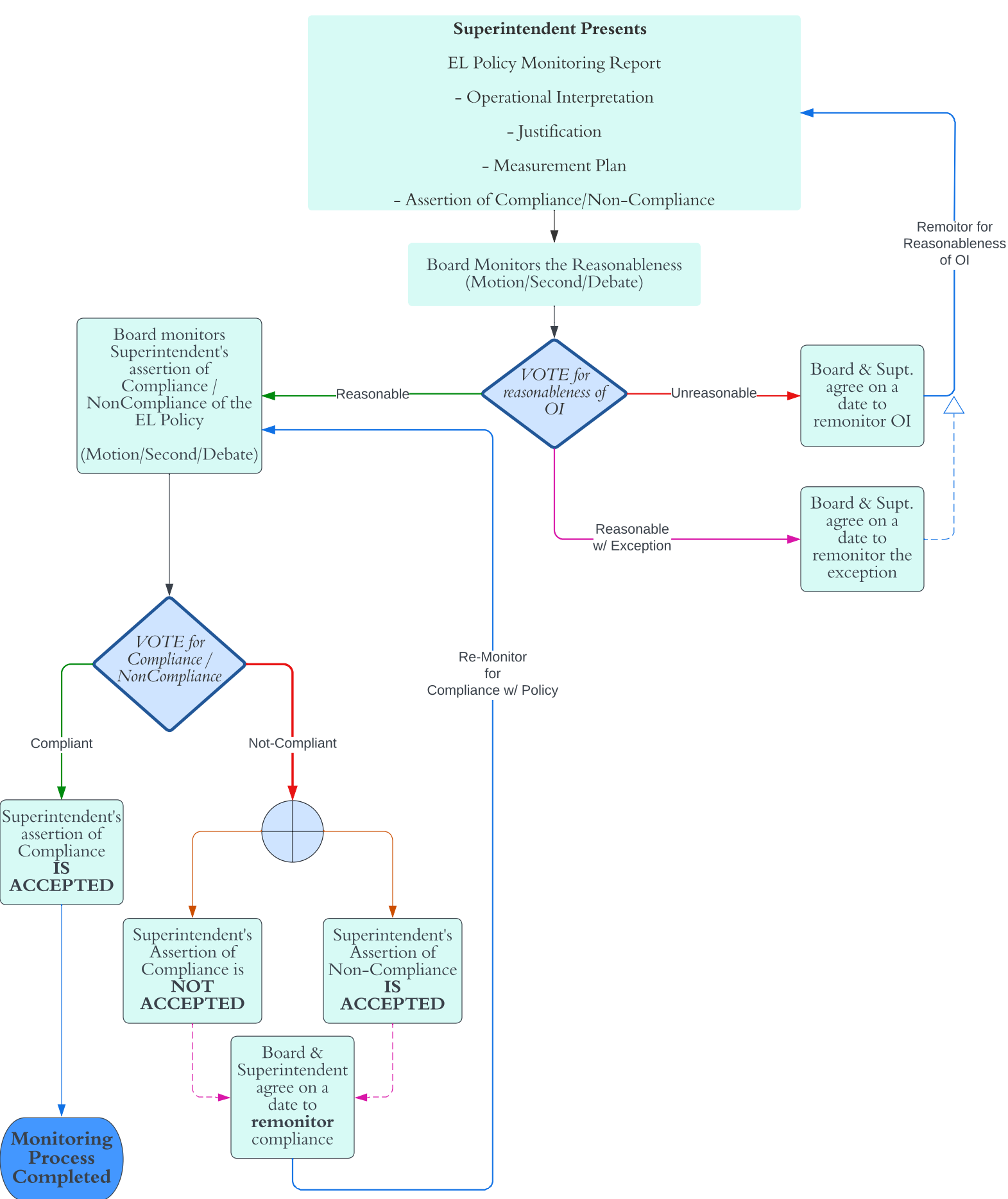
Members: Debjyoti “DD” Dwivedy,

Topic(s): Flowchart of EL Policy Monitoring Process

The policy committee met to discuss the creation of a flowchart for the EL Policy Monitoring process.

The final draft was approved at the meeting with correct notations and symbols pertaining to the flowchart.

****Please refer to the flowchart for any questions and subsequent approval****



Eden Prairie School Board Executive Limitations Policy Monitoring Process

The Board is accountable to the state and **District owners taxpayers** for district performance. The Board is responsible to set **Executive Limitations Policies** which define parameters within which the Superintendent may act to accomplish the Board's Ends Policies.

One way the Board monitors district performance is by monitoring the Executive Limitations Policies and the Superintendent's **compliance** with them, in accordance with Governance Process 4.2.3⁷. ELs monitoring is done **as follows** in two phases:

After the end of the current school year and prior to the Board conducting the annual review of the Superintendent's performance (Aug-Dec), the Board monitors the Superintendent's Operational Interpretation (OI) of the EL Policies, and the Superintendent's assertion of compliance/noncompliance with the policies.

The Superintendent is responsible for presenting a monitoring report for each EL policy. The report includes an Operational Interpretation (OI), evidence, and an assertion of compliance/noncompliance for each of the EL Policies.

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

~~Following the completion of the monitoring cycle, the Board monitors the Superintendent's **assertion of compliance/noncompliance** with the policies. (See below.)~~

Prior to the Beginning of the Monitoring Cycle

Operational Interpretation (OI):

The OI includes the Superintendent's interpretation of the policy and justification for that interpretation.

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

The Board makes a motion, seconds, discusses, and votes whether the Superintendent's Operational Interpretation is reasonable or not reasonable. If the OI is voted reasonable, the OI constitutes the basis for the Superintendent's assertion of compliance with the policy. **If the entire OI, or a portion of it, is voted not reasonable, monitoring of the policy ceases, there is no vote on the Superintendent's assertion of compliance, and the Superintendent commits to bring back a revised OI, within a time period acceptable to the Board, for a revote.** ~~at the end of the monitoring cycle.~~

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

Sample Motions for reasonableness of the OI:

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

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

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

Assertion of Compliance/Noncompliance with the EL Policy:

The Board may ask clarifying questions to the Superintendent regarding the evidence presented and the assertion for EL reports made, preferably prior to the Board Business Meeting.

Following a time for questions at the Board table, a motion may be made, seconded, discussed and voted upon to accept or not accept the Superintendent's assertion of compliance or non-compliance with the Executive Limitation. If the Board finds that the Superintendent is not in compliance with the EL, the Superintendent and Board must agree to a date by which the Superintendent will bring forward the evidence of compliance for re-monitoring.

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

"I move to accept the Superintendent's assertion of compliance with EL policy xx.xx."

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

"I move to accept the Superintendent's assert of non-compliance with EL policy xx.xx."

Board Member tips for monitoring an EL Policy Monitoring Report:

- Look for the use of rates, ratios, percentages, comparisons, and trends over time.
- Look for verifiable evidence of compliance with Executive Limitations rather than the Superintendent's opinion or belief.
- If the Board votes that the Superintendent is not in compliance with an EL, the board should expect, within an agreed upon timeframe, that the Superintendent will bring forward evidence of compliance.

Superintendent tips for drafting ELs Policies Monitoring Reports:

- Place raw numbers in context.
- Provide the best evidence you have, even if not perfect, and discuss limitations. Identify a date by which better evidence will be available.
- Summarize relevant evidence in key categories to provide "governance-friendly" information that gives evidence of compliance.
- Make sure assertions are clearly visible in the report.
- When asserting non-compliance with an EL, include a commitment as to when in the future the Board can expect the evidence that demonstrates compliance.

Eden Prairie School Board Executive Limitations Policy Monitoring Process (cont'd.)

Evidence:

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

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

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

Sample Motions for the Evidence supporting the Operational Interpretation:

"I move that the Evidence **supports** the Operational Interpretation" *or*

"I move that the Evidence **supports** the Operational Interpretation **with the exception of...**" *or*

"I move that the Evidence **does not support** the Operational Interpretation"

Following the end of a monitoring cycle for the past year

Board acceptance of Executive Limitations Monitoring Reports:

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

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

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

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

Eden Prairie School Board Executive Limitations Policy Monitoring Process (cont'd.)

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

"I move to accept the Superintendent's assertion of **compliance** with EL policy xx.xx."

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

Board Member tips for monitoring an EL Policy Monitoring Report:

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

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

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

Superintendent tips for drafting ELs Policies Monitoring Reports:

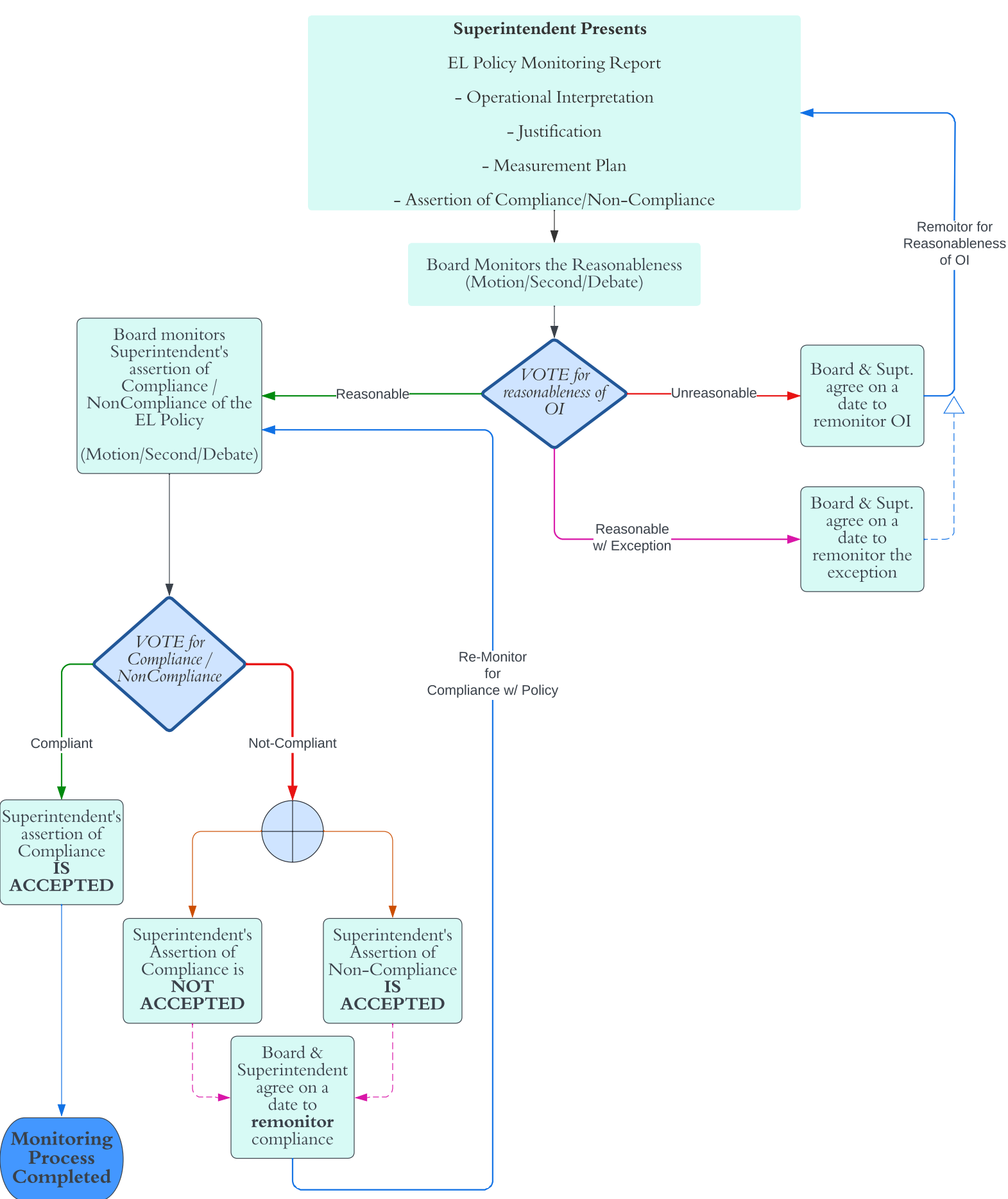
Place raw numbers in context.

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

Summarize relevant evidence in key categories to provide "governance-friendly" information that gives evidence of compliance.

Make sure assertions are clearly visible in the report.

When asserting **non-compliance** with an EL, include a commitment as to when in the future the Board can expect the evidence that demonstrates compliance.



Eden Prairie School Board
2021–22 WORK PLAN CHANGES
“Proposed” Changes
June 27, 2022

Date of Meeting/Workshop	Changes Requested
Monday, June 27, 2022	
Placeholder – General Board Work	
<ul style="list-style-type: none"> Technology Use & Screen Time: Overview of Digital Practices & Digital Citizenship – Schedule for Fall of 2022 (Date TBD) 	
Placeholder – Policy Review	

Eden Prairie School Board
2022–23 WORK PLAN CHANGES

Date of Meeting/Workshop	Changes Requested
Monday, July 25, 2022	
Tuesday, August 16, 2022 – Workshop: Joint Meeting with Eden Prairie City Council	
Monday, August 22, 2022	
Tuesday, September 8, 2022 – Candidate Post-filing Meeting	
Monday, September 12, 2022 – Workshop	
Monday, September 26, 2022	
Monday, October 10, 2022 – Workshop	
Monday, October 24, 2022	
Monday, November 7, 2022 – Election Canvassing	- Remove
Monday, November 14, 2022 – Election Canvassing Monday, November 14, 2022 – Workshop	- Add Business Meeting at 6:00 p.m. - Change time of Workshop to 6:15 p.m. (immediately following)
Monday, November 28, 2022	
Monday, December 12, 2022	
Monday, January 2, 2023 – Annual Organization Meeting	
Monday, January 2, 2023 – Workshop	
Monday, January 23, 2023	
Monday, February 13, 2023 – Workshop	
Monday, February 27, 2023	

Eden Prairie School Board
2021–22 WORK PLAN CHANGES
“Proposed” Changes
June 27, 2022

Monday, March 13, 2023 – Workshop	
Monday, March 27, 2023	
Monday, April 10, 2023 – Workshop	
Monday, April 24, 2023	
Monday, May 8, 2023 – Workshop	
Monday, May 22, 2023	
Monday, June 12, 2023 – Workshop	
Monday, June 26, 2023	
Placeholder – General Board Work	
<ul style="list-style-type: none"> Technology Use & Screen Time: Overview of Digital Practices & Digital Citizenship – Schedule for Fall of 2022 (Date TBD) 	
Placeholder – Policy Review	

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

May 23, 2022

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			•Record of Board Self-Evaluation				
Post Meeting Board Workshop Mon, 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 •Operating Levy Discussion 171 •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 •Operating Levy Recommendation •Record of Board Self-Evaluation 		<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 Ol's

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Other Meetings

May 23, 2022

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							•Confirm agenda for next Board Workshop
School Board Candidate Pre-filing Meeting (EDC), Tuesday, June 21, 2022, at 6:00 PM							
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 •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 		172
Post Meeting Board Workshop Mon, Jun 27, 2022							•School Board Meeting Self-Assessment

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5/23/22

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			
****2022**** Board Meeting Mon, Jul 25, 2022 7:30 AM			<ul style="list-style-type: none"> Resolution Calling the Eden Prairie School District Election Schedule New Candidate Information Sessions (Scheduled 5/23/22) 	Finalize DRAFT - Inspiring News Article	<ul style="list-style-type: none"> Monthly Reports TASSEL Student Handbook Student Handbooks: <ul style="list-style-type: none"> - High School - Middle School - Elementary Schools (Summary Detail Included) 		173
School Board/Eden Prairie City Council Joint Workshop Meeting, Tuesday, August 16, 2022, 5:00 p.m., City of Eden Prairie							
Board Meeting Mon, Aug 22, 2022 6:00 PM	<ul style="list-style-type: none"> EL 2.1 Emergency Supt. Succession EL 2.2 Treatment of Students EL 2.7 Asset Protection 		Record of Board Self-Evaluation	2022-23 School Site Visits	Monthly Reports	Positive Behavior Intervention & Support (PBIS)	
Post Meeting Board Workshop Mon, Aug 22, 2022							School Board Mtg. Self-Assessment
School Board Candidate Post-filing Meeting (EDC) – Thursday, September 8, 2022, at 6:00 p.m.							
Board Workshop Mon, Sep 12, 2022 6:00 PM							<ul style="list-style-type: none"> ADMIN Proposals for FY 2022-23 Workshops 2021-22 Financial Update Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3

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2022-2023 ANNUAL WORK PLAN

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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"> •Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 • Confirm agenda for next Board Workshop
Board Meeting Mon, Sep 26, 2022 6:00 PM	<ul style="list-style-type: none"> •EL 2.3 Treatment of Parents •EL 2.6 Financial Management & Operations •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 •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 2023-24 Levy -Tax Levy Comparison - Tax Levy Presentation Pay 23 •Record of Board Self-Evaluation 		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • FY 2021-2022 Year-end Preliminary Financial Report •FY 2022-2023 Preliminary Enrollment Report 	174

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

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Other Meetings

5/23/22

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Sep 26, 2022							School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 10, 2022 6:00 PM							<ul style="list-style-type: none"> •Administration: Setting Stage for FY 2023-24 Budget Guidelines •Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 •Site Visit Discussion – ADMIN •Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 24, 2022 6:00 PM	<ul style="list-style-type: none"> •Ends 1.1 – 1.6 Evidence (FY 2021-22) •EL 2.4 Treatment of Staff •EL 2.8 Compensation and Benefits •GP 4.0 Global Governance Commitment •GP 4.1 Governing Style •GP 4.2 School Board Job Products •GP 4.3 Annual Work Plan 		<ul style="list-style-type: none"> •Future Board Workshop Topics •Record of Board Self-Evaluation 		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> •Enrollment Report as of 10/1/2022 •World's Best Workforce Report •FY 2021-2022 Achievement Integration Summary Report 	

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

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Other Meetings

5/23/22

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	•GP 4.9 Governance Investment						
Post Meeting Board Workshop Mon, Oct 24, 2022							•School Board Mtg. Self-Assessment
Board-Special Meeting Mon, Nov 7, 2022 6:00 PM			<ul style="list-style-type: none"> •<i>Resolution Approving Canvass Election Results</i> •<i>Resolution Authorizing Issuance of Certificates of Election</i> 				176
Board Workshop Mon, Nov 7, 2022 6:15 PM							<ul style="list-style-type: none"> •“New Policy Introductions” •Review of Board Treasurer’s Annual Report •Community Linkage: <ul style="list-style-type: none"> –Identify topics for the Inspiring News •Confirm agenda for next Board Workshop
Board Business Meeting Mon, Nov 14, 2022 6:00 PM			<ul style="list-style-type: none"> •<i>Resolution Approving Canvass Election Results</i> •<i>Resolution Authorizing Issuance of Certificates of Election</i> 				

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

5/23/22

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			
<i>Board Workshop Mon, Nov 14, 2022 6:15 PM</i>							<ul style="list-style-type: none"> • “New Policy Introductions” • Review of Board Treasurer’s Annual Report • Community Linkage: <ul style="list-style-type: none"> - Identify topics for the Inspiring News 177 • Confirm agenda for next Board Workshop
Board Meeting Mon, Nov 28, 2022 6:00 PM	EL 2.9 Communication and Support to the School Board	School Board Treasurer’s Report	Oath of Office Record of Board Self-Evaluation	Inspire News Topic – DRAFT Presented	Monthly Reports	FY 2021-22 Audited Financial Presentation	
Post Meeting Board Workshop Mon, Nov 28, 2022							<ul style="list-style-type: none"> • School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 12, 2022 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"> • Approval of Final FY 2023-24 Levy • School Board Treasurer’s Report • <u>Closed Session:</u> Review of FY 2021-22 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3 • Record of Board Self-Evaluation 	Inspire News Article (DRAFT) Approval	Monthly Reports	Truth in Taxation Hearing	

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

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Other Meetings

5/23/22

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Dec 12, 2022							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

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Board Workshops

Other Meetings

5/23/22

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>****2023****</p> <p>Annual Organizational Meeting Mon, Jan 2, 2023 6:00 PM</p>			<ul style="list-style-type: none"> • 2023 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, 2023, through Jun 30, 2023 • Appointment of Intermediate District 287 Representative 		<ul style="list-style-type: none"> • 2023 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) 		179
<p>Board Workshop Mon, Jan 2, 2023 6:30 PM Convene following the Annual Organizational Meeting</p>							<ul style="list-style-type: none"> • 2023 Committees & Outside Organization Discussion • Budget: 5-Year Financial Forecast

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

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5/23/22

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 23, 2023 6:00 PM		<ul style="list-style-type: none"> • FY 2023-24 Final School Calendar (Draft) • FY 2024-25 Preliminary School Calendar (Draft) • FY 2023-24 Budget Timelines – <i>First Reading</i> • FY 2023-24 Budget Assumptions – <i>First Reading</i> 	<ul style="list-style-type: none"> • FY 2022-23 Mid-Year Budget Approval • Resolution Authorizing the Sale of Facility Maintenance Bonds • Record of Board Self-Evaluation 	2023 School Board Committee & Outside Organization Assignments	<ul style="list-style-type: none"> • Monthly Reports • FY 2023-24 Bus Purchase 		180
Post Meeting Board Workshop Mon, Jan 23, 2023							School Board Meeting Self-Assessment
Board Workshop Mon, Feb 13, 2023 6:00 PM							<ul style="list-style-type: none"> • Finance Overview • Walk through School Board Agenda • Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 27, 2023 6:00 PM			Resolution Awarding the Sale of Facility Maintenance Bonds		<ul style="list-style-type: none"> • Monthly Reports • Approval of FY 2023-24 School Calendar 		

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

5/23/22

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			Record of Board Self-Evaluation		<ul style="list-style-type: none"> • Approval of Preliminary FY 2024-25 School Calendar • American Indian Education Resolution 		
Post Meeting Board Workshop Mon, Feb 27, 2023							School Board Meeting Self-Assessment 181
Board Workshop Mon, Mar 13, 2023 6:00 PM							<ul style="list-style-type: none"> • Discuss Policy Change Process • New Policy Introductions • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 27, 2023 6:00 PM		<ul style="list-style-type: none"> • FY 2023-24 Capital Budget – First Reading 	<ul style="list-style-type: none"> • Final FY 2023-24 Budget Assumptions • <u>Closed Session:</u> Negotiation Strategy (MN Statue 13D.03, Subd.1 • 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 27, 2023							School Board Meeting Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

5/23/22

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, Apr 10, 2023 6:00 PM							<ul style="list-style-type: none"> •Agenda Items: Sample Agenda & Discussion of Agenda Elements •Source of Agenda Items: Board Request for Information; Superintendent Information •FY 2023-2024 Annual Work Plan Calendar Discussion •Review DRAFT of Inspiring News Article •Discussion/Review all items in Placeholder area on "Work Plan Changes Document" •FY 2023-2024 School Board Meeting Calendar Discussion •FY 2023-2024 School Board Budget Discussion •Mechanics of Monitoring •Inspiring News Discussion

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

5/23/22

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"> • Workshop Skeleton Summary Discussion • Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 24, 2023 6:00 PM		<ul style="list-style-type: none"> • FY 2023-24 School Board Work Plan – First Reading • FY 2023-24 School Board Budget – First Reading 	<ul style="list-style-type: none"> • Approval of FY 2023-24 Capital Budget • Approval of FY 2023-24 School Board Meeting Calendar • Approval –Workshop Skeleton Summary Discussion • <u>Closed Session:</u> Negotiation Strategy (MN Statue 13D.03,Subd.1) • Record of Board Self-Evaluation 	Approve Inspiring News Article DRAFT	Monthly Reports		183
Post Meeting Board Workshop Mon, Apr 24, 2023							School Board Meeting Self-Assessment
Board Workshop Mon, May 8, 2023 6:00 PM							<ul style="list-style-type: none"> • Confirm agenda for next Board Workshop

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

5/23/22

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, May 22, 2023 6:00 PM		<ul style="list-style-type: none"> FY 2023-24 Budget – First Reading FY 2023-24 School Meal Prices - <i>DRAFT</i> 	<ul style="list-style-type: none"> Approval of FY 2023-24 School Board Work Plan Approval of FY 2023-24 School Board Budget Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports 		
Post Meeting Board Workshop Mon, May 22, 2023							<ul style="list-style-type: none"> School Board Meeting Self-Assessment
Board Workshop Mon, June 12, 2023 6:00 PM							<ul style="list-style-type: none"> General Fund Budget Q&A All Ends 1.1 – 1.6 OI's CLC: Inspiring News Top Discussion – 1st Draft (2022-2023) Confirm agenda for next Board Workshop
Board Meeting Mon, June 26, 2023 6:00 PM	OI's for FY 2023-24 doe all Ends 1.1 through 1.6		<ul style="list-style-type: none"> Approval of FY 2023-24 Adopted Budget ISD 287 10-Year Facilities Maintenance Resolution Record of Board Self-Evaluation 	Community Linkage: Inspiring New DRAFT Approval – 2022-23	<ul style="list-style-type: none"> Monthly Reports EPS 10-Year Facilities Maintenance Plan Q-Comp Annual Report Summary Update of General District Policies 		

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

5/23/22

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"> Annual Review of District Mandated Policies MSHSL Resolution for Membership 		
Post Meeting Board Workshop Mon, Jun 26, 2023							<ul style="list-style-type: none"> School Board Meeting Self-Assessment 185

I. PURPOSE

- A. The school board embraces **accountability and transparency** ~~the philosophy of openness~~ in the conduct of its business, in the belief that openness produces better programs, more efficiency ~~in administration~~ of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.
- B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting ~~the~~ **an** individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

- A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.
- B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum ~~or more of school board~~ members of ~~the school board~~, or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include e-mail.

IV. PROCEDURES

A. Meetings

1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at ~~the school district office~~ ~~its primary offices~~. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its **regular meeting** schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

- a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.
- b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. **This notice shall be posted and mailed or delivered at least three days before the date of the meeting.**
- c. ~~This notice shall be posted and mailed or delivered at least three days before the date of the meeting.~~ As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.
- d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.
- e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than **sixty (60)** days before the expiration date of request for notice, the school board shall send notice of the refiling

requirement to each person who filed during the preceding year.

3. Emergency Meetings

- a. An emergency meeting is a special meeting called because of circumstances that, in the **school board's** judgment ~~of the school board~~, require immediate consideration.
- b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.
- c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.
- d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board.
- e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.
- f. Notice shall include the subject of the meeting.
- g. Posted or published notice of an emergency meeting shall not be required.
- h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least **twenty-four (24)** hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. ~~Health Pandemic or Declared Emergency~~ Meetings during Pandemic or Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minn.Stat. Ch. 12, a meeting may be conducted by telephone or ~~other electronic means~~ **interactive technology** in compliance with Minn. Stat. § 13D.021.

8. Meetings Conducted by Interactive Technology

A meeting may be conducted by interactive technology, **Zoom**, Skype, or other similar electronic means in compliance with Minn. Stat. § 13D.021.

B. Votes

The votes of school board members shall be recorded in a journal **or minutes** kept for that purpose. ~~and The journal or any minutes used to record votes of a meeting must be open shall be available to the public during all normal business hours at the school district's administrative offices. of the school district.~~

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items **of the meeting** prepared or distributed by **or at the direction of** the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.
2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Open Meetings and Data

1. Meetings may not be closed **to discuss** ~~merely because the data that to be discussed~~ are not public data, **except as provided under Minnesota law.**
2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.
3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings**1. Labor Negotiations Strategy**

- a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, **conducted pursuant to Minnesota's Public Employment Labor Relations Act (PELRA).**
- b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings **of a closed meeting to discuss negotiation strategies** shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation **meetings sessions**, and hearings between the school board and its employees or their respective representatives are public meetings. **Mediation** ~~These~~ meetings may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of **Allegations or Charges**

The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting **for this purpose** must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting **for this purpose** must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client **Privilege** Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, **for example**—i.e., regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

- a. A hearing on ~~the~~ dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.
- b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent or guardian requests an open hearing.
- c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

- a. If the school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within **fourteen (14)** days of that decision.
- b. If the coach requests the reasons for the nonrenewal, the school board must give the coach ~~the~~ **its** reasons in writing within **ten (10)** days of receiving the request. **The existence of parent complaints must not be the sole reason for the school board not to renew a coaching contract.**
- c. On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a school board meeting.
- d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. § 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.
- e. A ~~closed~~ meeting **closed for this purpose** must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

- a. Any portion of a meeting must be closed if the following types of data are discussed:
 - (1) ~~a.~~ data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;
 - (2) ~~b.~~ active investigative data collected or created by a law enforcement agency;
 - (3) ~~c.~~ educational data, health data, medical data, welfare data, or mental health data that are not public data; or
 - (4) ~~d.~~ an individual's personal medical records.
- b. ~~e.~~ A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

- a. The school board may close a meeting:
 - (1) to determine the asking price for real or personal property to be sold by the school district;
 - (2) to review confidential or nonpublic appraisal data; and
 - (3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.
- b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.
- c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been

purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

- d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

10. Security Matters

- a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.
- b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.
- c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.
- d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Adopted: 5/26/2015

Revised: ~~9/23/2019~~; 6/27/2022

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of **school** district policy.

II. GENERAL STATEMENT OF POLICY

- A. It shall be the responsibility of the superintendent to implement district policy and to recommend additions or modifications thereto. The administration is authorized to develop **procedures**, guidelines, and directives to effectuate the implementation of district policies. These **procedures**, guidelines, and directives shall not be inconsistent with said policies.
- B. Student handbooks shall be subject to annual review and approval by the school board.
- C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with district policy and shall be approved by the school board.

Adopted: 6/11/2013

Revised: ~~9/23/2019~~; 6/27/2022

I. PURPOSE

Certain policies as contained in this policy reference manual are applicable to students as well as to employees. ~~In order to~~ To avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies ~~which~~ **that** also apply to students:

Policy 102	Equal Educational Opportunity
Policy 103	Complaints – Students, Employees, Parents, Other Persons
Policy 305	Policy Implementation Policy
Policy 413	Harassment and Violence
Policy 417	Chemical Use and Abuse
Policy 418	Drug-Free Workplace/Drug-Free School
Policy 419	Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
Policy 511	Student Fundraising
Policy 524	Internet Acceptable Use and Safety Policy
Policy 525	Violence Prevention
Policy 610	Field Trips
Policy 613	Graduation Requirements
Policy 616	School District System Accountability Model
Policy 707	Transportation of Public-School Students
Policy 708	Transportation of Nonpublic School Students
Policy 709	Student Transportation Safety Policy
Policy 710	Extracurricular Transportation Model
Policy 711	Video Recording on School Buses
Policy 712	Video Surveillance Other Than on Buses
Policy 801	Equal Access to School Facilities

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Adopted: 3/26/2013

Revised: ~~8/26/2019~~; 6/27/2022

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

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

II. DEFINITIONS**A. Grants**

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

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

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

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

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

federal Acquisition Regulations.

3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

- D. "Contract" means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

- E. Procurement Methods

1. "Procurement by micro-purchase" is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally ~~\$10,000~~ **\$25,000**, except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
2. "Procurement by small purchase procedures" are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than \$175,000 (periodically adjusted for inflation).
3. "Procurement by sealed bids (formal advertising)" is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
4. "Procurement by competitive proposals" is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
5. "Procurement by noncompetitive proposals" is procurement through solicitation of a proposal from only one source.

- F. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.

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

III. CONFLICT OF INTEREST

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

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

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

IV. ACCEPTABLE METHODS OF PROCUREMENT

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

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

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

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

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performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

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

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

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

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

- B. Equipment

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

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

VI. FINANCIAL MANAGEMENT REQUIREMENTS

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

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

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

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

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

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

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

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

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

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

B. Definitions

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes,

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regulations, guidance, applications, and approved grant awards.

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

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11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;
15. Security costs;
16. Professional service costs;
17. Proposal costs;
18. Publication and printing costs;
19. Rearrangement and alteration costs;
20. Rental costs of building and equipment;
21. Training costs; and
22. Travel costs.

D. Costs Forbidden by Federal Law. 2 CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 CFR Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);

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

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

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

F. Federal Cost Principles

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

- G. **Program Specific Fiscal Rules.** The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

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

H. Approved Plans, Budgets, and Special Conditions

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

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grants.**I. Training**

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

J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.**VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING****A. Compensation – Personal Services**

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

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

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

B. Compensation – Fringe Benefits

1. During leave.

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

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allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
 - b. The costs are equitably allocated to all related activities, including federal awards; and
 - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
 2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 C.F.R. § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.
 3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
 4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
 5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
 6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.
- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

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- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and
 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

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

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

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

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

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

Adopted: 6/27/2016

Revised: ~~8/26/2019~~; ~~06/28/21~~; 06.27.22

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, “school districts,” shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with first responders and other relevant community organizations. The school district will ensure that relevant first responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district’s Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building’s specific situation and needs.

The school district’s administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Emergency Planning and Procedures Guide for Schools to assist in the development of building-specific crisis management plans. Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.
 - a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
 - b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee.

Safe areas may change based upon the specific emergency situation.

The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.
2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building

will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained electronically.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings.

It shall be the responsibility of the building administrator to inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Grief-Counseling Procedures

Grief-counseling procedures will set forth the procedure for initiating grief-counseling plans. The procedures will utilize available resources including the school psychologist, counselor, community grief counselors, or others in the community. Grief-counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration

- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES**A. Chemical Accidents**

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

D. ~~_____ Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]~~
~~_____~~

~~_____ School districts within a ten (10) mile radius of the Monticello or Prairie Island nuclear
_____ power plants will implement crisis plans in the event of an accident or incident at the
power plant.~~

~~Questions relative to the creation or implementation of such plans will be directed to the
Minnesota Department of Public Safety.~~

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