EDEN PRAIRIE SCHOOLS
Inspiring each student every day

MEETING AGENDA

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

1. **CONVENE:** *6:00 PM*
Call to Order - School Board Roll Call
Steve Bartz, Aaron Casper, Francesca Pagan-Umar, Kim Ross, Adam Seidel, Charles "CJ" Strehl

Board Member Debjyoti "DD" Dwivedy will be participating remotely under MN Statue 13D.01, Subd.1(b).(1)

2. **Pledge of Allegiance**

3. **Agenda Review and Approval**   *(Action)*
Approval of the agenda for the Monday, August 22, 2022, meeting of the School Board of Independent School District 272, Eden Prairie Schools.
Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

4. **Approval of Previous Minutes**   *(Action)*   9
Approval of the UNOFFICIAL Minutes of the School Board Regular Meeting for the June 27, 2022, and the July 25, 2022 Meetings.
Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

5. **Public Comment:**   *6:05 PM*

6. **Announcements:** *6:15 PM - Superintendent Josh Swanson*   **(Information)**

7. **Board Education & Required Reporting:** *6:20 PM*   *(Information)*

    A. Positive Behavior Intervention & Support (PBIS)

8. **Board Work:** *7:00 PM*   *(Action)*

    A. Decision Preparation

    B. Required Board Action

    C. Policy Monitoring   *(Action)*

        1) EL 2.1 Emergency Superintendent Succession   *(Action)*   15
        To protect the Board from sudden loss of Superintendent services, the Superintendent shall not permit there to be fewer than two other staff members sufficiently familiar with Board and Superintendent issues and processes who would be able to take over with reasonable proficiency as an interim successor.
                OI Motion _____ Seconded _____
        1. Francesca Pagan-Umar Yes___ No___
        2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
        3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
        4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

2) EL 2.2 Treatment of Students   *(Action)*   18

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

OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

a. EL 2.2.1 - Allow student to be unprotected against violence or harassment.
OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

b. EL 2.2.2 - Allow private student data to be unprotected.
OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

c. EL 2.2.3 - Unfairly or inequitably identify and address student behavior violations.
OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

d. EL 2.2.4 - Hire paid personnel without first completing an appropriate background violations.
OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___

2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

3) EL 2.7 Asset Protection   *(Action)*   51

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

OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

 a. 2.7.1 - Develop a facilities construction renovation and maintenance plan that is not part of a comprehensive rolling five-year plan.
OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

 b. 2.7.2 - Fail to insure against theft and casualty losses at 100 percent of replacement value and against liability losses to School Board members, staff, and the district itself in an amount greater than the average for comparable districts.
OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

 c. 2.7.3 - Subject facilities and equipment to improper wear and tear or insufficient maintenance.
OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____

1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____

1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____

1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____

1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____

1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____

1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____

1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____

1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____

1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

Evidence Motion _____ Seconded _____

1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

OI Motion _____ Seconded _____

1. Francesca Pagan-Umar Yes___ No___

5

2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

j. 2.7.10 - Substantially change the principal educational purpose of a school by closing, repurposing, consolidating, combining or creating new or choice destination schools without School Board approval.
    OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

k. 2.7.11- Allow anyone other than the School Board to name facilities, schools, classrooms, or spaces within the district.
    OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

l. 2.7.12 - Eliminate any non-state-required programs that would adversely affect our reputation and/or diminish the value of our broad-based educational opportunities without School Board approval.
    OI Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___
Evidence Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

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

Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

9. **Superintendent Consent Agenda: *8:15 PM*   *(Action)***
Management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.
Motion _____ Seconded _____
1. Francesca Pagan-Umar Yes___ No___
2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___

3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

    A. Monthly Reports

        1) Resolution of Acceptance of Donations   78

        2) Human Resources Report   79

        3) Business Services Reports

            a. Board Business   83

    B. Capital Project Levy Review & Comment   84

10. Superintendent's Incidental Information Report: *8:20* **PM**   *(Information)*
Incidental Information is considered as "nice to know" information regarding district business. Monitoring and decision-making information are handled elsewhere on the agenda. These items are not open for debate, but rather for awareness and understanding. (Supports EL 2.9 in general and 2.9.6 specifically)

    A. Superintendent Updates

11. Board Action on Committee Reports & Minutes: *8:25* **PM**   *(Information)*

    A. Board Development Committee

        1) 2022-23 School Site Visits

    B. Community Linkage Committee   *(Action)*

        1) Measuring What Matters - *Post Secondary*   90
        Motion _____ Seconded _____
        1. Francesca Pagan-Umar Yes___ No___
        2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
        3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
        4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

    C. Negotiations Committee

        1) Approve Minutes from July 22, 2022 Meeting   93
        Motion _____ Seconded _____
        1. Francesca Pagan-Umar Yes___ No___
        2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
        3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
        4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

    D. Policy Committee

12. Other Board Updates (AMSD, ISD 287 & ECSU, MSHSL): *8:50* **PM**   *(Information)*

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

    B. ECSU (Metropolitan Educational Cooperative Service Unit - Kim Ross

    C. ISD 287 (Intermediate School District 287) - Francesca Pagan-Umar

    D. MSHSL (Minnesota State High School League) - Charles "CJ" Strehl

13. Board Work Plan: *9:00* **PM**   *(Action)*

    A. Work Plan "Changes" Document   *(Action)*   94
    Motion _____ Seconded _____
    1. Francesca Pagan-Umar Yes___ No___
    2. Kim Ross   Yes___ No___   5. Charles Strehl   Yes___ No___
    3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___
    4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

    B. 2022-23 Board Annual Work Plan   95

14. Adjournment: *(Action)*
Motion _____ Seconded _____ to adjourn meeting at _____ **PM**
1. Francesca Pagan-Umar Yes___ No___

2. Kim Ross   Yes___ No___   5. Charles Strehl Yes___ No___

3. Adam Seidel Yes___ No___   6. Steve Bartz   Yes ___ No___

4. Aaron Casper Yes___ No___   7. Debjyoti Dwivedy Yes___ No___

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE JUNE 27, 2022
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on June 27, 2022, in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. **Convene:** *6:00 PM*
   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 A. Casper, **Seconded** by S. Bartz to approve the agenda for the Monday, June 27, 2022, meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed Unanimously
4. **Approval of Previous Minutes**
   Motion by K. Ross, **Seconded** by A. Casper to approve the UNOFFICIAL Minutes of the School Board Regular Business Meetings and the Workshop Notes for the following – Passed Unanimously
   A. April 11, 2022 Workshop Notes
   B. June 13, 2022 Workshop Notes
   C. May 23, 2022 Regular Business Meeting
5. **Public Comment -** *None*
6. **Announcements –** *Eagle Excellence*
   Congratulations to Eden Prairie High School seniors Hailey Heimkes, Norah Bracke, Amoligha Timma, Joey Schommer, and Evan Lembke, who were awarded Eden Prairie Lions Club Scholarships in recognition of their service to the community!
   Each year, students enrolled in Advanced Social Studies at CMS compete at National History Day. This year, more Eagles than ever before will compete at the national level! Join us in ***Congratulating and cheering on*** the six eighth graders headed to this month's competition: Nico Allen, Spandan Datta, Paras Nemani, Shaurya Gumma, Devanshu Shah and Sid Shiva.
   Congratulations to 10th grader Shreshth Shrivastava, who won an all-expense paid trip to compete in the Regeneron International Science and Engineering Fair in Atlanta, Georgia! Shreshth's engineering project, which alerts family members to an elder's needs based on real-time data, received a Special Award from the US Patent and Trademark Office Society based on the benefit it could offer to the public in the immediate future.
   Congratulations to 11th grader Ariel Thunstrom who was among only 20 Minnesota students to rank in the National Cyber Scholarship program! The National Cyber Scholarship Foundation awards college scholarships to the next generation of cybersecurity professionals.
   Congratulations to Oak Point and Prairie View Elementary Schools – received PBIS recognition and were recognized as Positive Behavioral Interventions and Supports (PBIS) Sustaining Exemplar schools! This recognition honors the work our staff do each day to help students Be Safe, Be Kind and Be Responsible. On June 16, Oak Point and Prairie View were honored at a virtual ceremony hosted by the Minnesota Department of Education.
7. **Board Work**
   A. Decision Preparation
   B. Policy Monitoring
      1) 2021-2022 Ends 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Operational Interpretation (OI) & Measurement Plan
         a. Ends 1.1 OI and Measurement Plan – **Motion** by F. Pagan-Umar, **Seconded** by A. Seidel that the OI and Measurement Plan are reasonable – Passed Unanimously
         b. Ends 1.2 OI and Measurement Plan – **Motion** by A. Casper, **Seconded** by S. Bartz that the OI and Measurement Plan are reasonable – Passed Unanimously
         c. Ends 1.3 OI and Measurement Plan – **Motion** by A. Casper, **Seconded** by K. Ross that the OI and Measurement Plan are reasonable – Passed Unanimously

   d. Ends 1.4 OI and Measurement Plan – **Motion** by A. Seidel, **Seconded** by S. Bartz that the OI and Measurement Plan are reasonable – Passed Unanimously

   e. Ends 1.5 OI and Measurement Plan – **Motion** by A. Casper, **Seconded** A. Seidel that the OI and Measurement Plan are reasonable – Passed Unanimously

   f. Ends 1.6 OI and Measurement Plan – **Motion** by K. Ross, **Seconded** by D. Dwivedy that the OI and Measurement Plan are reasonable – Passed 4-3: Yes (4): KR, AS, DD, AC; No (3): CJ, FPU, SB

Motion by A. Seidel, **Seconded** by F. Pagan-Umar to recess at 8:26 PM – Passed Unanimously; Resumed meeting at 8:37 PM

 C. Required Board Action

  1) Approval of FY 2021-22 Adopted Budget - **Motion** by S. Bartz, **Seconded** by A. Seidel to approve the adopted budget as presented – Passed Unanimously

   a. Executive Summary

   b. Budget Presentation

   c. Budget Report

  2) ISD 287 10-Year Facilities Maintenance Resolution – **Motion** by D. Dwivedy, **Seconded** by A. Casper that School Board District No. 272, AUTHORIZES AND APPROVES THE INTERMEDIATE SCHOOL DISTRICT NO. 287'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE as presented: Passed: 7-0: Yes – 7, AC, DD, SB, FPU, KR, AS, CS; No – 0

   a. Executive Summary

   b. LTFM Expenditure Application

   c. Resolution - *Roll Call*

  3) Notice of Candidate Filing Dates for the General Election – **Motion** by D. Dwivedy, **Seconded** by S. Bartz that School Board District No. 272, APPROVES THE NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD INDEPENDENT SCHOOL DISTRICT NO. 272 (EDEN PRAIRIE) as presented: Passed: 7-0: Yes – 7, AC, DD, SB, FPU, KR, AS, CS; No – 0

 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 – Motion** by A. Casper, **Seconded** by K. Ross to approve Consent Agenda as presented; **Amended Motion** by C. Strehl to have tem #8-H removed from Consent Agenda and approve items A-G, **Seconded** by A. Casper; **Original Motion** as **Amended** approved – Passed Unaminously

 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. EPS 10-Year Facilities Maintenance Plan

  1) Executive Summary

  2) LTFM Application

 C. Q-Comp Annual Report

 D. Minnesota State High School League (MSHSL) Resolution

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

 F. Annual Review of District Mandated Policies

 G. Release of Probationary Staff

 H. ~~Seek Bid - EPHS Activities Center Roof Replacement~~

9. **Approval of Seek Bid -** Seek Bid for EPHS Activities Center Roof Replacement – **Motion** by A. Seidel, **Seconded** by A. Casper to approve Seek Bid for EPHS Activities Center Roof Replacement as presented – Passed

Unanimously

10. **Superintendent's Incidental Information Report**
    A. EPIC Programming
    B. Superintendent Update

11. **Board Action on Committee Reports & Minutes**
    A. Board Development Committee
        1) Community Linkage Committee – **Motion** by A. Seidel, **Seconded** by A. Casper to approve the CLC Minutes for May 24, 2022 as presented, **Amendment** by D. Dwivedy, **Seconded** by A. Seidel to correct spelling of Debjyoti Dwivedy's name; **Original Motion as Amended** – Passed Unanimously
        2) Measuring What Matters: A Rigorous Broad-Based Education
        3) Inspiring News Article Update - The Journey Continues
    B. Negotiations Committee
        1) Preparation for Potential Superintendent Contract Negotiations
        2) Policy Committee – **Motion** by D. Dwivedy, **Seconded** by A. Casper to approve the PC Minutes for May 25, 2022 as presented – Passed Unanimously
        3) *"Proposed"* changes to the Executive Limitations Policy Monitoring Process

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

13. **Board Work Plan**
    A. Work Plan Changes Document – **Motion** by A. Seidel, **Seconded** by A. Casper to approve as presented with the added changes – Passed Unanimously

Eden Prairie School Board
2021–22 WORK PLAN CHANGES
"Proposed" Changes
June 27, 2022

Date of Meeting/Workshop	Changes Requested
Placeholder – General Board Work	
• 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	- *Financial Update*
Monday, October 10, 2022 – *Workshop*	
Monday, October 24, 2022	
~~Monday, November 7, 2022 – *Election Canvassing*~~	- *Remove*
*Monday, November 14, 2022 – **Election Canvassing***	- *Add Business Meeting at 6:00 p.m.*
Monday, November 14, 2022 – *Workshop*	- *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	
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	
• Technology Use & Screen Time: Overview of Digital Practices & Digital Citizenship – Schedule for Fall of 2022 (Date TBD)	
Placeholder – Policy Review	

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

C. 2022-23 School Board Annual Work Plan

14. **Adjournment – Motion** by A. Seidel, **Seconded** by A. Casper to adjourn at 11:09 PM**.**

15. **Appendix "A" (Reference #8-E)**

A. District Policy 205 Open & Close Meetings

B. District Policy 305 Policy Implementation

C. District Policy 523 Policies Incorporated by Reference

D. District Policy 721 Uniform Grant Guidance Policy Regarding Federal Revenue Resources

E. District Policy 806 Crisis Management

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Debjyoti Dwivedy – Board Clerk

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE JULY 25, 2022
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on July 25, 2022, in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. Convene - *7:30 AM* **(Roll Call)**
   Present: Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy, Kim Ross, Adam Seidel, Charles "CJ" Strehl
   Board Member Francesca Pagan-Umar participated remotely from 11 Wander Circle, Glenmont, NY 12077.
   Present: Superintendent Josh Swanson
   Agenda Review and Approval – Board Member F. Pagan-Umar requested item 4-B, 3&4 be removed from the Conset agenda for discussion. **Motion** by D. Dwivedy, **Seconded** by S. Bartz, to approve the agenda as **Amended** for the Monday, July 25, 2022 Meeting:
   – Passed 7-0; Yes -7 (SB, AC, DD, KR, AS, CS, FP-U); No -0

2. Board Work
   A. Required Board Action
      1) *RESOLUTION* - Notice of General & Special Elections – **Motion** by D. Dwivedy, **Seconded** by K. Ross to authorize and approve Resolution as presented – Passed 7-0; Yes –7 (KR, DD, CS, AS, FP-U, AC, SB; No (0);
      2) *RESOLUTION* - Relating to Election of School Board Members and Calling the School District General & Special Elections – **Motion** by D. Dwivedy, **Seconded** by A. Casper to approve Resolution as presented – Passed 7-0; Yes –7 (KR, DD, CS, AS, FP-U, AC, SB; No -0;
      3) *RESOLUTION for* the Operating Levy and Capital Project Levy – **Motion** by D. Dwivedy, **Seconded** by S. Bartz to authorize and adopt Resolution as presented – Passed 6-1; Yes –6 (KR, DD, AS, FP-U, AC, SB; No –1 (CS);
         a. Executive Summary

3. Superintendent Consent Agenda – **Motion** by A. Seidel, **Seconded** by K. Ross to approve the Consent Agenda with the exception of item #B-3 and 4 – Passed 7-0; Yes -7 (SB, AC, DD, KR, CS, F P-U, AS); No -0
   A. Human Resources Report
   B. 2022-2023 Student Handbooks
      1) 2022-23 Summary Detail Changes of School Handbooks
      2) TASSEL Students
      3) ~~Eden Prairie High School Students~~
      4) ~~CMS Students~~
      5) Elementary Schools Students
      6) EP Online Students - Secondary (6-12)
      7) EP Online Students - Elementary (K-5)
   C. Memo to Board - Summary of Updated District Policies - See Appendix "A" (*Individual Listing of Policies*)
   D. Bid Approval - CMS Storage Building
   E. Bid Approval - Activity Center Roof

4. 2022-23 Handbooks for the Eden Prairie High School Students & the CMS Students – **Motion** by A. Seidel, **Seconded** by K. Ross to approve the Handbooks for EPHS & CMS as presented – Passed 7-0; Yes-7 (SB, AC, DD, AS, KR, F-PU, CS); No -0

5. Board Action on Committee Reports & Minutes
   A. Community Linkage Committee
      1) Inspiring News Article - *Final DRAFT* – **Motion** by A. Seidel, **Seconded** by S. Bartz to approve article as presented and edited in the last paragraph/first sentence on page 2 to reflect "student's" for publication purposes vs. "students' " – Passed 7-0; Yes -7 (SB, AC, AS, KR, FP-U,DD,CS); No -0

6. Adjournment – **Motion** by A. Seidel, **Seconded** by A. Casper to adjourn at 8:27 AM – Passed 7-0; Yes -7 (SB, AC, AS, FP-U, KR, CS, DD); No - 0

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7. Appendix "A" (Reference 4-C) - *Approval of Updated District Policies*
- A. District Policy 404 Background Checks
    - 1) District Policy 404-F Informed Consent Notice UPDATE
- B. District Policy 414 Mandated Reported of Child Neglect or Physical Abuse
    - 1) District Policy 414-F MDE Student Maltreatment Form UPDATE
- C. District Policy 427 Workload Limits (Special Education)
- D. District Policy 519 Interviews of Students by Outside Agencies
- E. District Policy 520 Student Surveys
- F. District Policy 521 Student Disability Nondiscrimination
- G. District Policy 604 Instructional Curriculum
- H. District Policy 605 Alternative Programs
- I. District Policy 607 Organization of Grade Levels
- J. District Policy 609 Religion
- K. District Policy 611 Home Schooling
- L. District Policy 613 Graduation Requirements

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Debjyoti Dwivedy – Board Clerk

Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: **EL 2.1** **Emergency Superintendent Succession**	Monitoring Time Frame: ~~July 1, 2020 - June 30, 2021~~ July 1, 2021 - June 30, 2022	Policy Monitoring Column **FOR BOARD USE ONLY** Compliance rating: ● OI is/is not reasonable ● Evidence supports/does not support the OI ***Include specific evidence*** *for rating conclusions and recommendations.*
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: ~~August 23, 2021~~ August 22, 2022	
		Board member name:
Global Constraint: **To protect the Board from sudden loss of Superintendent services, the Superintendent shall not permit there to be fewer than two other staff members sufficiently familiar with Board and Superintendent issues and processes who would be able to take over with reasonable proficiency as an interim successor.**		*(enter rating and reasoning when appropriate)*

Operational Interpretation:
1. It is my interpretation that the Board requires a proactive plan that assures uninterrupted leadership of the organization due to a planned or unplanned short-term absence by the Superintendent.
    a. "Short Term" may be interpreted to be as little as one (1) day to as many as thirty (30) workdays to provide time for the board to make appropriate arrangements.
    b. In the event of an unplanned or planned absence, the Superintendent or his/her Assistant shall notify the Chair of the School Board.
 	
2. It is appropriate that a line of succession be established with licensure, knowledge, and experience as the expected qualifications. The following persons and positions are designated to assume District leadership as the "Acting" Superintendent (in the order indicated) on behalf of the Superintendent in his/her anticipated or unanticipated absence.
 	
    a. Associate Superintendent of Academics and Innovation*
    b. Senior Director of Community Education*		

c.   Senior Director of Student Support Services*
     d.   Executive Director of Business Services
     e.   Executive Director of Human Resources
     f.   ~~Senior Director of Personalized Learning and Teaching*~~
     g.   Senior Director of Communications and Community Relations
         Position Description Requires a Minnesota District Superintendent License or person currently holding the position is Licensed as a District Superintendent in Minnesota.	

Justification:
 1. MN Statute 123B.143 SUPERINTENDENT. Subdivision 1.
 Contract; duties. All districts maintaining a classified secondary school must employ a superintendent who shall be an ex officio non-voting member of the school board.
     a.   The succession list (#2 above) contains at least two current administrators with District Superintendent certification.
 	
 2. The Associate Superintendent, executive directors and senior directors are knowledgeable of all major district processes.
     a.   These major processes are; educational programs, community education, family education, business services, technology, food services, facilities, human resources, communication and transportation. They are knowledgeable due to weekly cabinet meetings routinely held throughout the year. These meetings consist of regular discussion, problem solving, and decision making, communication or strategic planning for all major processes within the system.
 	
 3. The Associate Superintendent, executive directors and senior directors are knowledgeable regarding Eden Prairie school governance and able to follow the correct process for communication and implementation with the board.
     a.   All members of the Superintendent's cabinet are involved in writing the policies and are familiar with all Ends, Executive Limitations, Board Management Delegation and Governance Process Policies. They are also active in writing and reporting on all Monitoring Reports. The superintendent's cabinet members work in partnership with the board governance subcommittee.
 	
 4. The Associate Superintendent, executive directors and senior directors are fully trained and licensed in their respective fields and have extensive leadership, supervision and organizational development experience.
     a.   Degrees, licensure or training for these staff members is available upon request.
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5. The members of the Superintendent's cabinet are fully trained to activate and lead the District Crisis Center (DCC). a. The Superintendent's cabinet and their immediate subordinates have participated in the development of the plan itself and have participated in emergency planning exercises and drills. They have participated in debrief sessions following the drills.	
Measurement Plan: 1. The School Board will review EL 2.1 annually. 2. If enacted, the effectiveness of this plan will be reviewed in debrief fashion by the School Board Chair and Vice Chair and findings reported to the Board.	
Evidence: 1. The school board has reviewed 2.1 annually. 2. The succession plan was not enacted during the time of monitoring.	
Statement of Assertion: EL 2.1 is reasonable and is in compliance.	
Board member's summarizing comments: 17	

<table>
<tr><td colspan="3" align="center">Eden Prairie School District 272
Superintendent Monitoring Report</td></tr>
<tr>
<td>Policy Name:
EL 2.2 Treatment of Students</td>
<td>Monitoring Time Frame: July 1, 20~~20~~21 - June 30, 20~~21~~22</td>
<td rowspan="2">Policy Monitoring Column
FOR BOARD USE ONLY
Compliance rating:
● OI is/is not reasonable
● Data does/does not provide adequate evidence of compliance
Include specific evidence for rating conclusion and recommendations.</td>
</tr>
<tr>
<td>Policy Quadrant: Executive Limitations</td>
<td>Date of School Board Monitoring: August ~~23~~22, 20~~21~~22</td>
</tr>
<tr>
<td colspan="2"></td>
<td>Board member name:

18</td>
</tr>
<tr>
<td colspan="2"><u>Global Constraint:</u>
The Superintendent shall not cause or allow an educational environment that is unsafe, unwelcoming, inequitable, disrespectful, unnecessarily intrusive, or that otherwise inhibits the effective learning needs of each student.</td>
<td>(enter rating and reasoning when appropriate)</td>
</tr>
<tr>
<td colspan="2">Operational Interpretation:
I interpret compliance with the global policy to mean that all ten (10) child policies are in compliance.

Furthermore:
Covid-19 continued to have a large impact on the 2021-22 school year. It impacted operations, teaching and learning, physical health, mental health, and created an environment that reduced stability for families and students. It has changed our work in many ways creating a much more dynamic environment and requiring schools across our region, state, and country to be both professionally proactive and responsive across areas defined within the global restraint. Professionally proactive and responsive mean that in a very dynamic and changing environment</td>
<td></td>
</tr>
</table>

that staff (bus drivers, nurses, teachers, support staff, administrators, etc…) are using proactive strategies and have policies and procedures to rely upon to address Covid-19, but that they can also use professional judgment to ensure environments are safe, welcoming, equitable, respectful, and meet the learning needs of students. Many of those are addressed in the child policies, but because of COVID-19 it is important to look specifically at how adapting policies and practices to maintain safe and welcoming environments were maintained. During the reporting period that meant continually monitoring and adjusting learning environments and practices to minimize the impacts of COVID-19 within our control on health (physical, mental, and social) while also continuously holding a focus on learning. This is important because we know schools provide critical resources for many of our students across each of these areas and continuous learning is critical for students to thrive. The additional information and evidence in this interpretation is necessary in this overarching global policy and also had impact within many of the child policies/provisions. The data presented from the 2021-22 school year will not reflect that of any other year of COVID response or years previous to COVID because the context is so vastly different. This is true of schools in our region, state, and across the country and reflects the unique anomalie of stress that students and families experienced during this time period, the care with which staff responded, the unique circumstances that staff and students faced, and the human experience of COVID the people went through.	19
Justification: MSBA recommends that the District reviews on an annual or 3 year cycle as appropriate per statute, approves or revises if necessary, disseminates, ~~reviews,~~ and enforces the following District Policies that are intended to create and support a safe learning environment. MDH and the CDC continued to change recommendations and requirements throughout the 2021-22 School year including updates to policies and practices within school districts. Research and publications are now emerging in the literature that document the impact of COVID on students feeling connected, levels of stress, impacts of the pandemic on behavior and discipline, increased supports	

necessary for mental health, negative impacts on students who missed instruction or school, and the challenges that schools faced to balance those needs.

A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement. (National Dropout Prevention Center/Network)

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Measurement Plan:
1. District Policies required by state statute (otherwise known as Mandatory Policies) shall be reviewed and updated by the Superintendent on an annual basis.
2. District Policies that are recommended by MSBA or developed locally shall be reviewed and/or updated upon notice of change by MSBA, or at least every three years.
3. Information was continuously shared with leaders, staff, students, and families regarding updated policies or practices regarding COVID.
4. Maximizing in-person learning opportunities and choice for families to respond effectively to COVID.
5. Increasing staffing and resources to the extent possible to support students in a dynamic time.

Evidence:

1. On ~~July 2020~~ June 28, 2021 all mandatory policies were approved by the School Board for the 2021-22 School year. During the monitoring period ~~8~~ 13 district policies were updated after review by the Superintendent and cabinet. All ~~8~~ 13 district policies were approved by the School Board.

2. Cabinet members conducted a full review of all recommended policy changes by MSBA during the summer of 2021 and if necessary contacted the legal council for review. ~~Related to the pandemic the Superintendent and staff brought one policy forward for the School Board to adopt and one policy for deletion during the reporting period.~~ The superintendent then reviewed all policies and found that they were reviewed or updated within the three year review cycle with the full review of all policies being conducted in 2019.

3. The school board received information continuously throughout the fall and winter of 2021-22, and periodically throughout the spring of 2022 regarding monitoring, mitigation effort shifts connected to MDH or CDC guidance, vaccine eligibility updates, and recommended mitigation layers connected with our policies and practices. Our policies and practices followed the philosophy and decision making framework presented to the board by the superintendent August 23, 2021. That included:

   I acknowledge and am considering the tensions that exist and then working to make balanced decisions:

   - Honor family involvement, voice, and choice when possible;
   - Operate in the least restrictive environment possible that also keeps students in school "in-person";
   - Utilize our incident command team and hear from our administrators and staff who have to operationalize decisions;
   - Design for flexibility and prepare for change;
   - Continue to prioritize student learning and impacts of various mitigation strategies on achieving the Ends;
   - Review guidance, but also consider local information and not just statewide or nationwide information;
   - Continuously monitor and adjust as things change; and
   - Utilize a balanced assessment as we are still learning. There is not an automatic trigger to change mitigation layers, but instead it is necessary to conduct a holistic assessment.

   This also included updates and recommendations that utilized the skills, experience, and expertise of the

incident command team to align and communicate district practices, processes, and procedures. Changes that were made were communicated through multiple mediums including but not limited to: internal communication with leaders, departments, teams, and staff; the Staff Post; internal meetings with staff at the district, site, and team level; school newsletters and family communications by Principals and Covid Coordinators; Parent Post messages sent at the district level; public meetings and presentations.

Our communication marks in our random sample community survey completed by Morris Leatherman Company were at a three year high-point during a time where many decisions and changes impacted families and the community.

4. As a result of this ongoing work Eden Prairie Schools maximized in-person learning while allowing for parent choice. EP Online, an MDE approved comprehensive online learning provider created an option for families to remain in an online education environment. The district provided numerous opportunities for families to make changes to their choices to ensure the family was empowered to maintain a safe and healthy educational environment that they desired. The EP district was the only district of those that border us to not require closure of a bricks and mortar school, grade band, or the entire district during the 2021-22 school year. This maximized the opportunity for students and families to continue to access the wrap around services we provide (examples include: social workers, mental health supports, childcare, nutrition services, language supports, pre-school programming, family education, etc….) along with the high quality comprehensive K-12 education provided by our staff.

5. Additional mental health resources were allocated in fall of 2021 and were hired in winter/spring 2022. Additional site substitute teaching allocations by site were added in December/January 2021-2022 and wages increased during a constrained time period to attract and retain classroom support for students and to support staff during this very dynamic time. Reading supports were allocated and hired to support academics. Additional site level administration was increased to support students and staff at CMS. Contracts were designed with flexibility to support student needs outside of normal job descriptions. Administrators and other staff were re-assigned to support students and operational efforts to ensure the health, safety, and learning needs of students were supported during times of staff shortages due to COVID. Continuous observation and work to maintain support for students and staff were communicated to the school board throughout 2021-22 as proactive and reactive measures were taken to support student and staff needs. I want to acknowledge the tremendous work by staff across the district in every role to be flexible, caring, supportive of students, and their all-hands-on-deck approach that kept our schools and services open for students to maintain safe and healthy environments in an unprecedented time.

22

| Statement of Assertion:
EL 2.2 is reasonable and in compliance. | |

23
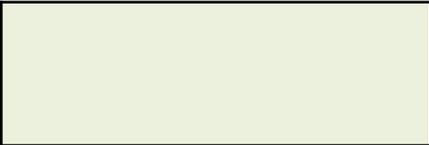
2.2.1 Furthermore, the Superintendent shall not: Allow students to be unprotected against violence or harassment.	
Operational Interpretation: Fostering positive, meaningful relationships between staff and students and promoting welcoming learning environments are critical components of a safe school. One hundred percent compliance with this expectation is the district's goal; however, it is not realistic that all instances of harassment or violence will be mitigated throughout any district during a calendar year. Policy provides protection through a framework of thoughtful prevention and response. 1. I interpret "shall not allow students to be unprotected against violence" to mean the school district will put in place a crisis management policy, plan and team. The team will work proactively to ensure that acts of violence will be mitigated on school property or during school sponsored events and have an appropriate response(s) planned in the event that something occurs. 2. I interpret "shall not allow students to be unprotected against harassment" to mean the school district will proactively create a learning environment that is inclusive of all members of the school community that will not intentionally or unintentionally have biases based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. ~~The policy of the school district is to maintain a learning environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. (District Policy 413: Harassment and Violence) Fostering positive, meaningful relationships between staff and students and promoting welcoming learning environments are critical components of a safe school. One hundred percent compliance with this policy is the district's goal; however, it is improbable that all instances of harassment or violence will be mitigated throughout the district during a calendar year. Districts should ensure research informed practices are in place to prevent as many incidents as possible and be prepared to respond effectively and appropriately when incidents do occur by having appropriate policies and established procedures. Furthermore, district efforts should reflect a focus on creating positive, predictable, and responsive school environments for the purpose of increasing student access to learning~~	24

~~as a means of preventing, mitigating, and eliminating acts of harassment or violence.~~	
Justification: 1. State law (Minn. Stat. § 121A.035) requests that school districts adopt a crisis management policy that addresses potential violent crisis situations in the school district. District Policy 806: Crisis Management Policy complies with that statutory requirement. 2. State law (Minn. Stat. § 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minn. Stat. Ch. 363A (MHRA). District Policy 413: Harassment and Violence complies with that statutory requirement and addresses the classifications protected by the MHRA and/or federal law.	
Measurement Plan: 1. Systemic efforts are in place to mitigate incidents, as they relate to crisis and response preparation to comply with Policy 806 in the school setting. 2. Systemic efforts to mitigate incidents related to harassment and violence in the school setting and to comply with Policy 413 shall be reported.	

Evidence:
1. Systemic and proactive efforts to mitigate incidents related to crisis management in the school setting took place throughout the monitoring period.
    a. Each school site administers five fire drills, five lockdown drills, and one take shelter drill each year.
    b. Each school site has an emergency response team that regularly meets to review site procedures and debrief incidents that occur.
    c. The District contracts with the Eden Prairie Police Department for School Resource Officers to further enforce and provide security within our school buildings and at selected school events.
    d. The Administrative Leadership Team participated in annual training in August 2021. ~~District policies 413 was reviewed during the reporting period. No updates were found to be necessary.~~
~~2. Processes and procedures are in place and communicated so that reports or complaints can be appropriately investigated and addressed, as it relates to policy 413.~~
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2. Systemic and proactive efforts to mitigate incidents related to harassment and violence in the school setting also took place throughout the monitoring period. a. Student handbooks approved by the School Board on June 28, 2021 and July 2~~7~~6, 202~~0~~1	

included the district policies on violence harassment and the consequences for failure to abide by the prohibitions as listed. b. We follow the triennial legislative requirement for all staff to participate in a training to ensure understanding of the Safe & Supportive Schools Act, EPS Bullying Prevention Policy, and relevant strategies to support student behavior in all of our buildings and settings. c. Principals, Associate Principals, Deans, staff, and security personnel provide student supervision and take appropriate actions when student behavior is contrary to Policy 506 Student Behavior and/or the Student Handbook. d. The human resources department provides training on how to recognize and report sexual, racial, and religious harassment and violence to all new employees within thirty (30) days of their hire date. In addition to the new hire training, the transportation and buildings/grounds staff are re-trained annually (spring/summer). e. All school sites have participated in the MDE-supported Positive Behavior Interventions and Supports (PBIS) training. A plan is in place to support ongoing implementation of this framework in all EP schools. PBIS is a research-based framework to strengthen the climate and culture by proactively teaching school expectations of the school community, reinforcing positive behaviors, emphasizing relationship development, and being responsive to negative behaviors. These elements have been shown to support successful school interactions for all students and reduce undesired behavior. Strategies within this framework are selected and implemented based on observed student needs and are modified as needs evolve. These proactive, research-based steps are designed to eliminate incidents of harassment or violence. f. Throughout the 2020̶1-2021̶2 school year, site teams have focused on restorative practices to proactively build relationships and to responsively address inappropriate behaviors, while being attentive to the unique needs students faced during the COVID-19 pandemic and distance learning. This work supports a sense of psychological safety at school, addresses accountability for harm done, and re-builds community for all involved.	26
Statement of Assertion: EL 2.2.1 is reasonable and in compliance.	

2.2.2 Furthermore, the Superintendent shall not: Allow private student data to be unprotected.	
Operational Interpretation: The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes. State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder. (District Policy 515: Protection and Privacy of Pupil Records) Because much of our student data is housed inside technological systems the district applies industry standard practices to assure students data is reasonably protected.	
Justification: The procedures and policies regarding the protection and privacy of parents and students as provided in District Policy 515: Protection and Privacy of Pupil Records are adopted by the school district, pursuant to the requirements of 20 U.S.C. § 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000	27

Measurement Plan:
1. The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:
   a. That the parent or eligible student has a right to inspect and review the student's education record and the procedure for inspecting and reviewing education records;
   b. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
   c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
   d. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
   e. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
   f. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.
   g. The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English, and shall provide for the need to effectively notify parents or eligible students identified as disabled.
2. Any instances of non-compliance found to be valid through a third-party official government agency will be reported.
3. Technological safeguards are in place to protect student data that are aligned with industry standards.

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Evidence:

1. The school district provided parents and eligible students currently in attendance an annual notice of their rights (per the measurement plan) via the student handbooks distributed and/or accessible by each student at the beginning of the ~~2020-2021~~ 2021-2022 school year or upon later registration in the District, through the District and school websites, and the *Parent Post* e-newsletter. That notice reflected the elements of a-g listed in the measurement plan. In addition, parents or eligible students identified as disabled receive an annual notice of the procedural safeguards that clarify all due process rights including data privacy.

2. There were no instances indicating an outside governmental agency finding of non-compliance with the MN Student Data Privacy Act during the reporting period.

3. The technology department has internal procedures, processes, and controls in place to mitigate risk of security incidents. Procedures are guided by the National Institute of Standards and Technology (NIST) Cyber Security Framework (CSF), which has been widely adopted by both public and private sector organizations throughout the United States. The NIST CSF provides a framework for cybersecurity management, including asset identification, information and system protection, threat detection, incident response, and recovery. Our approach leverages NIST Special Publication 800-53, and the CIS Controls which provide a catalog of security and privacy controls for information systems and organizations. Some examples of current controls include:

   a. Use of hardened baseline system configurations
   b. Implementation of endpoint security tools (anti-virus, EDR, content filtering, secure web gateway, application control)
   c. Security assessments against NIST standards and CIS controls
   d. Monthly internal and external system vulnerability assessments (passive and credentialed)
   e. Incident response plan with incident response playbooks for detailed procedures
   f. System continuity plan/Disaster recovery plan
   g. Data backup and retention in our primary data center, secondary data center, and archive to a cloud system for multiple recovery modes
   h. SaaS backup system for cloud-based systems and data
   i. Provide employee training on social engineering tactics (phishing, vishing, spoofing, etc.); Use phishing simulation to allow staff to practice their security awareness skills.

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<u>Statement of Assertion:</u> EL 2.2.2 is reasonable and in compliance.	
2.2.3 Furthermore, the Superintendent shall not: Unfairly or inequitably identify and address student behavior violations.	
<u>Operational Interpretation:</u> 1. I interpret "shall not unfairly identify" student behavior violations to mean the District student discipline policy adequately describes those behaviors or actions for which any student could reasonably expect an appropriate and consistent official action from a school staff member or administrator. 2. I interpret "shall not inequitably address" to mean that there is a District expectation that administration and staff enforce the student discipline policy and apply it equitably and consistently to all students in response to the identified student conduct violation. This includes an expectation of consistency regarding the severity of the consequence, regardless of the student's demographic designation. 3. Failure to fairly or equitably identify and address student behavior is referred to as "disproportionality".	
<u>Justification:</u> 1. District Policy 506 Student Discipline was adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56. 2. Disproportionality: Suspension is associated with negative outcomes for society in general. Skiba and colleagues have found that suspension is applied disproportionately to students who are older, male, from low socio-economic background, are a racial/ethnic minority, or have been identified with a disability. Specifically, students of a minority background are suspended more often, for less serious and more subjective behaviors, and with more serious consequences (Mendez & Knoff, 2003). Instead of supporting students with risk factors, suspension often increases the disparity between student groups. *"Disproportionate Minority Representation in Suspension and Expulsion in Minnesota Public Schools: A report from the Minnesota Department of Education* (http://tinyurl.com/jwvr7rp).	30

Measurement Plan:
The Disciplinary Incident Reporting System (DIRS) enables both the Minnesota Department of Education and our school district to comply with state and federal reporting requirements. DIRS is a web-based, password-protected system through which all public-school districts must report disciplinary incidents that result in either suspension or expulsion.
 	
Minnesota Statutes, section 121A.06, Subdivision 3, requires the Minnesota Department of Education (MDE) to annually report on disciplinary incidents, including incidents involving dangerous weapons, that occur in Minnesota public schools. Data for this report is obtained from MDE's Disciplinary Incident Report System (DIRS).
 	
   1. Eden Prairie Schools submits its DIRS data each July to the Minnesota Department of Education. Longitudinal and current year data from this report shall be used in the monitoring report.
   2. Intentional and research informed actions to prevent inequitable practices and responses to student behavior shall be reported during monitoring.	

Evidence:
   1. The data included in this report is from the FY 2020 DIRS report to MDE
      a. Number of expulsions in 2020-211-22= 0 students
      b. Out-of-School Suspensions by MDE <u>demographic</u>
      c. ~~During the 2020-21 school year, the learning model consisted of in-person, hybrid and distance learning. Due to time in Distance Learning, the number of OSS incidents was very small~~
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comparatively (34). Therefore, small changes in the number by student group can result in large changes in percentages, which may be difficult to compare to previous school years. During the 2021-22 school year it is important to note that the impact of COVID, return to in-person learning, and unique circumstances make it very difficult to compare to previous years and required a great deal of adult support and intervention. This was witnessed across the nation, state, our metro-region, and within our school district. This is noted in materials from MDHR, MDE, and studies emerging within the literature, but is evidence of response when inappropriate behaviors occurred as one part of corrective action.

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Unique students with OSS incident(s) relative to total enrollment										
Student Group	**17-18**		**18-19**		**19-20**		**20-21**		**21-22**	
	215 students had one or more OSS incident out of 8,664 total students		*176 students had one or more OSS incident out of 8,717 total students*		*102 students had one or more OSS incident out of 8,647 total students*		*29 students had one or more OSS incident out of 8,442 total students*		*284 students had one or more OSS incident out of 8,768 total students*	
	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body
Special Education	28%	10%	28%	10%	24%	10%	41%	10%	23%	11%
Asian	0%	14%	0%	14%	0%	15%	3%	15%	3%	14%
Black or African American	49%	14%	47%	15%	35%	15%	31%	16%	56%	17%
Hispanic/Latino	8%	8%	11%	9%	17%	9%	17%	9%	14%	9%
Two or more races	8%	6%	7%	6%	0%	6%	17%	6%	8%	7%
White	29%	59%	30%	57%	31%	55%	31%	54%	23%	52%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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

   These practices are intentionally designed to support social-emotional learning proactively and in response to challenging behavior. One component of these supports is restorative practices.
   a. Administration and site PBIS teams periodically reviewed discipline data, including ongoing monitoring of individual student needs to ensure interventions were effectively impacting each student's behavior.
   b. Administrators ~~engaged in training on~~ continued to embed the Tools of Cultural proficiency ~~in monthly leadership meetings, embedding the Tools~~ into the planning for each district initiative.
   c. Building PBIS Teams engaged in action planning based on site data, which included ~~to embed~~ restorative practices and explicit social emotional learning. ~~into their PBIS site plans in August 2020.~~

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

~~OSS Incidents by Race~~	~~2018-2019~~	~~2019-2020~~	~~2020-2021~~
	~~220 total incidents by 176 students~~	~~115 total incidents by 102 students~~	~~34 total incidents by 29 students~~

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	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body
American Indian	0% (0 of 220 incidents)	n/a* (<10 of 176 students)	0.34% (30 of 8757 students)	0% (0 of 115 incidents)	0% (0 of 102 students)	0.28% (24 of 8618 students)	0.00% (0 of 34 incidents)	0.00% (0 of 29 students)	0.30% (25 of 8438 students)
Asian	0% (0 of 220 incidents)	n/a* (<10 of 176 students)	13.87% (1215 of 8757 students)	n/a* (<10 of 115 incidents)	n/a* (<10 of 102 students)	14.72% (1269 of 8618 students)	2.94% (1 of 34 incidents)	3.45% (1 of 29 students)	14.68% (1239 of 8438 students)
Black	48.64% (107 of 220 incidents)	46.60% (82 of 176 students)	14.61% (1279 of 8757 students)	35.65% (41 of 115 incidents)	35.29% (36 of 102 students)	15.05% (1297 of 8618 students)	26.47% (9 of 34 incidents)	31.03% (9 of 29 students)	16.26% (1372 of 8438 students)
Hispanic	11.36% (25 of 220 incidents)	11.36% (20 of 176 students)	8.48% (743 of 8757 students)	16.52% (19 of 115 incidents)	16.67% (17 of 102 students)	8.69% (749 of 8618 students)	14.71% (5 of 34 incidents)	17.24% (5 of 29 students)	8.82% (744 of 8438 students)
White	28.63% (63 of 220 incidents)	30.11% (53 of 176 students)	56.93% (4985 of 8757 students)	28.70% (33 of 115 incidents)	31.37% (32 of 102 students)	55.34% (4769 of 8618 students)	41.18% (14 of 34 incidents)	31.03% (9 of 29 students)	53.63% (4525 of 8438 students)
Native Hawaiian / Pacific Islander	0% (0 of 220 incidents)	0% (0 of 176 students)	0.09% (8 of 8757 students)	0% (0 of 115 incidents)	0% (0 of 102 students)	0.08% (7 of 8618 students)	0.00% (0 of 34 incidents)	0.00% (0 of 29 students)	0.11% (9 of 8438 students)
Two or More Races	6.81% (15 of 220 incidents)	6.82% (12 of 176 students)	5.64% (494 of 8757 students)	11.30% (13 of 115 incidents)	8.82% (<10 of 102 students)	5.84% (503 of 8618 students)	14.71% (5 of 34 incidents)	17.24% (5 of 29 students)	6.21% (524 of 8438 students)

* subgroups with fewer than 10 students (<10) were not enumerated to preserve anonymity; corresponding percentages are

shown as not applicable (n/a)

Statement of Assertion: EL 2.2.3 is reasonable and in compliance.	
2.2.4 Furthermore, the Superintendent shall not: Hire paid personnel without first completing an appropriate background check.	
Operational Interpretation: The purpose of Policy 404 Employment Background Checks is to maintain a safe educational environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district.	
Justification: State Statute (123B.03) requires school districts to conduct criminal background checks on all employees.	
Measurement Plan: Compliance is demonstrated by consistent application of Policy 404 Employment Background Checks.	35
Evidence: All paid personnel who were newly employed by the District during the reporting period completed an appropriate background check prior to hire.	
Statement of Assertion: EL 2.2.4 is reasonable and in compliance.	

2.2.5 Furthermore, the Superintendent shall not: Allow any volunteer unsupervised time with students without first completing an appropriate background check.	

Operational Interpretation:
Parent involvement is an important aspect of Eden Prairie Schools as it helps create a sense of community where our students, staff, parents, and community members work together to ensure the success of all students. Eden Prairie Schools offers many opportunities for parents and community members to be involved in our schools. To that end, the school district will seek a criminal history background check for all volunteers using the following criteria:
  1. Will the person have significant student contact (such as one-on-one contact with students, driving, and overnight field trips)?
  2. Does the volunteer work require a significant amount of time alone with students with a low level of staff supervision (such as volunteer coaches or mentors)?	

Justification: State Statute (123B.03) requires school districts to conduct criminal background checks on all employees, student activities staff, and student activities volunteers (with the exception of *enrolled* student volunteers).	

Measurement Plan:
  1. If the decision matrix listed above indicates that a background check is necessary, the background check process is required, and the Human Resources Department and the responsible staff member review its results. If there are no concerns, the responsible staff member contacts the potential volunteer.
  ~~2. If the decision matrix indicates that a background check is not necessary and there are no concerns voiced by school personnel, the responsible staff member contacts the potential volunteer as appropriate.~~
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Evidence:
  1. The school district conducted criminal background checks on all volunteers (with the exception of *enrolled* student volunteers) per the Operational Interpretation during the reporting period demonstrating compliance ~~of components 1 and 2~~ of the measurement plan.
  ~~2. No evidence is required as the background check is not necessary.~~	

Statement of Assertion: EL 2.2.5 is reasonable in compliance.	

2.2.6 Furthermore, the Superintendent shall not: Neglect to assure an equitable system for access to academic programming.

Operational Interpretation:

The four key action components that ensure educational excellence by incorporating equitable and effective school practices are:

1. **Access:** Educational institutions must ensure every student has an equal opportunity to participate in all aspects of the educational process, including learning facilities, resources, and extracurricular and curricular programs.

2. **Instruction:** Educational institutions must use instructional practices that ~~promote positive images of diverse groups~~ are asset based, responsive to the needs of each student, and a demonstrate a strong commitment to an equitable approach to teaching and learning.

3. **Materials:** Educational institutions and staff members must review textbooks, audiovisuals, and other materials to minimize bias in content, graphics, pictures, and language.

4. **Assessment:** Educational institutions must account for variances in student learning styles and cultural backgrounds, and align assessment with school curricula, instruction, and systemic improvement goals.

Expansion of Designing Pathways programming 6-8 and 6-12, along with Inspire Choice programming K-5 has and will fundamentally shift how this policy is fulfilled. To illustrate, in 2021-2022, each middle school student had access to Pathway electives at CMS. During the monitoring period staff at Cedar Ridge and Eden Lake began training and design work to implement Inspire Choice programming to be implemented starting in 2022-23. This results in all students accessing academic programming that is rigorous and authentic. At the same time, we will continue to expand offerings and access thereof within the metrics we have historically monitored (as is done below). In other words, we are expanding what we've done in the past and implementing excellent academic programs with access designed for from the outset.

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Justification:
Educational equity is based on the principles of fairness and justice in allocating resources, opportunities, treatment, and success for every student. Educational equity programs promote the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systematic, and focused on the core of the teaching and learning process. (Source: Northwest Regional Education Laboratory).

Equity is defined as: fairness, justice, and impartiality. **Equal Access** means impartiality in opportunity. **Equal Educational Opportunities** means providing appropriate resources, opportunities, and treatment for each student.	
Measurement Plan: This policy shall be measured against the four key components (Access, Instruction, Materials, Assessment) listed in the ~~justification~~ Operational Interpretation of this policy.	

Evidence:

1. Access

Elementary Gifted and Talented Program Participation

	2019-2020	2020-2021	2021-2022 [†]
Overall	**19.6%**	**17.9%**	**25.3%**
White	21.9%	20.7%	21.5%
Asian	28.4%	28.2%	39.0%
Black or African American	11.1%	7.0%	18.6%
Hispanic/Latino	7.8%	8.0%	25.3%
All Other	17.3%	14.5%	42.0%

[†] Grade 6 moved to CMS beginning 2021-2022 school year.

CMS Honors and Advanced Course Enrollment

	2019-2020	2020-2021	2021-2022 [†]
Overall	37.7%	34.4%	30.6%
White	41.1%	39.1%	31.4%
Asian	65.3%	56.5%	58.9%
Black or African American	14.3%	14.4%	13.9%
Hispanic/Latino	10.8%	15.3%	12.8%
All Other	35.9%	26.3%	26.4%

[†] Grade 6 moved to CMS beginning 2021-2022 school year.

EPHS College-Level Course Enrollment

	2019-2020	2020-2021	2021-2022
Overall	**38.8%**	**49.8%**	**48.7%**
White	41.5%	52.4%	51.9%
Asian	58.9%	72.6%	70.4%
Black or African American	18.5%	27.5%	25.9%
Hispanic/Latino	24.9%	37.8%	36.7%
All Other	30.3%	40.8%	46.1%

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Evidence:

1. Access:

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

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

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

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

2. Instruction: Educational institutions must use instructional practices that are asset based, responsive to the needs of each student, and a demonstrate a strong commitment to an equitable approach to teaching and learning. Evidence for 2021-2022 include:
   a. English Language learning standards (referred to as WIDA) are followed for supporting development of speaking, listening, reading and writing in English for students whose home language is not English.
   b. All Eden Prairie Schools employees completed a Culturally Responsive Practices online course.
   c. The Tools of Cultural Proficiency build racial and cultural awareness and capacity toward culturally responsive teaching, focused on eliminating the racial achievement gap. All sites and departments engaged in deeper implementations of these tools.
   d. Kinder Camp: August camp for students transitioning into kindergarten, focused on children who have not had a preschool experience and/or may not yet be kindergarten ready. Opportunity for informal evaluation to target instruction earlier in the school year and make the most appropriate placement decisions for the student and family.
   e. Dare 2 Be Real student program in place grew in participation at the high school. This program promotes, addresses and discusses racial equity and leadership. Students undergo intensive training and structured discussions that are intended to prepare a new generation for global readiness.
   f. Advancement Via Individual Determination (AVID) program implemented in 8 schools.
   g. Eden Prairie High School elective course, Intro to Social Justice, provides students with opportunities to explore their identity, examine system inequities and social justice in the United States.
   h. Eden Prairie High School elective course, Multicultural and Human Relations in Schools, introduces pre-service teachers to core concepts and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, sexual identity, and disability. Students receive four credits through Normandale Community College. This course will be enhanced for the 2022-2023 school year to become Capstone Course experience.
   i. Eden Prairie High School provides expansive college level courses including Advanced Placement, concurrent enrollment with Normandale Community College, and College in the Schools (CIS) with the University of Minnesota (CIS), University of Iowa, and Hennepin County Technical College.
   j. Eden Prairie High School continues to add courses based on student interest, removing barriers to course enrollment, personal contacts for recruitment, and instructional support provided throughout the course.
   k. Teachers and administrators across the District engaged in professional learning on culturally responsive pedagogies and implemented such practices (e.g., Hammond, 2014; Minor, 2019)
   l. The use of the 4Cs (communication, collaboration, creativity, critical thinking) within instruction provides an equitable approach to instruction that allows students lived experiences and aspirations to drive learning.

3. Materials
   a. ~~Educational institutions and staff members must review textbooks, audiovisuals, and other materials to minimize bias in content, graphics, pictures, and language~~
   b. Curriculum Improvement Committee (CIC) program cycle includes diverse perspectives throughout the curriculum review process.
   c. The Tools of Cultural Proficiency guides the selection of curriculum resources and supports the development of district curriculum.
   d. Professional Development focused on the Tools of Cultural Proficiency throughout the system.
   e. The World's Best Workforce parent advisory group reviews equitable learning opportunities with an emphasis in the area of curriculum, instruction and assessment.
4. Assessment
   a. Professional learning for teachers and administrators on a balanced assessment system and the application of tiered decision making to personalize instruction for each learner.
   b. Continual review of the identification and placement practices for programs that support gifted learners to determine if these practices are equitable and provide equal access to programming at all levels.
   c. AVID (advancement via individual determination) is a set of strategies to help students become college and career ready. A large component of the middle school and high school AVID programming is a requirement that students take enriched or advanced course work. To empower students, AVID offers a series of research-based strategies, structures, and supports to eliminate opportunity gaps and increase success while students engage in challenging work. AVID at the elementary level lays the groundwork for success as students' progress through middle and high school. The AVID strategies have a long track record of benefiting each student, but are particularly effective at helping traditionally underserved students perform at high levels.
   d. Deeper implementation of performance assessments that realize the Rigor Authenticy Matrix and instruction aimed at enhancing the 4Cs. This includes multiple entry points for each student, instructional matches, and student voice and choice in demonstration of learning.

Number of Students Receiving AVID Programming			
	2019-2020	2020-2021	2021-2022
CMS (Elective for grades 7-8)	87	91	83
EPHS (Elective for grades 9-12)	107	148	127
Cedar Ridge Elementary	628	439	485*
Eagle Heights Spanish Immersion	819	800	679*
Eden Lake Elementary	785	544	627*

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Forest Hills Elementary	608	389	515*
Oak Point Elementary	818	484	585*
Prairie View Elementary	754	547	628*
EP Online Elementary	n/a	1082	306
EP Online Secondary	n/a	n/a	0

*Grade level Configuration Impacts N-Size along with changing annual enrollment

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

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Statement of Assertion:
EL 2.2.6 is reasonable and in compliance.

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

Operational Interpretation:
Students have a right to be active participants in their education and the environment in which they work and learn. The District is responsible for informing students and parents of their rights and responsibilities as members of the school community. Parents represent their child until the "age of majority." When using the term "parent" I am referring to a child's guardian or to any other adult allowed and/or permitted by law to access private educational records and/or make educational decisions for the child.

Justification:
The practice of annual notification of student rights and responsibilities is supported by state statute and requirements as set forth in District Policy. It is the practice of the School District to develop Student Handbooks each school year that include the rights and responsibilities of students. The Student Handbook is distributed and posted online for easy access. The following District Policies require annual notification:

- Harassment   413
- Student Discipline   506
- Bullying   514
- Hazing   526

Parents are required to acknowledge in writing that they have read and understand the Student Handbook, as under the law they are required to make educational decisions on behalf of their child until that child has reached the "age of majority." The "age of majority" is the age at which a person, formerly a minor, is recognized by law to be an adult, capable of managing his or her own affairs and responsible for any legal obligations created by his or her actions. The "age of majority" in Minnesota is age 18.

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Measurement Plan:
Compliance with this policy shall be evidenced by the annual process of student handbook creation, dissemination, and acknowledged receipt and understanding by students and parents.

Evidence: The District complied with the expectations of this policy as evidenced by the annual process of student handbook creation, dissemination, and acknowledged receipt and understanding by Eden Prairie students and parents during the reporting period.	
Statement of Assertion: EL 2.2.7 is reasonable and in compliance.	
2.2.8 Furthermore, the Superintendent shall not: Neglect to assure that all allegations of student maltreatment are handled in a timely manner.	
Operational Interpretation: "Neglect" is interpreted as *failing to act* "Assure" is interpreted as *making something certain* "Timely Manner" in this context means *as soon as possible but in no event longer than 24 hours*	
Justification: District Policy 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE fully complies with Minn. Stat. § 626.556 requiring school personnel, as mandated reporters, to report suspected child neglect or physical or sexual abuse as soon as possible but in no event longer than 24 hours after becoming aware of the alleged maltreatment. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused. The statute requires that reports be made directly to law enforcement and/or MDE by the person who "has reason to believe…", not by his/her supervisor.	45

Measurement Plan:
1. DISSEMINATION OF POLICY AND TRAINING
    a. This policy shall appear in school personnel handbooks.
    b. The school district will develop a method of discussing this policy with school personnel.
    c. This policy shall be reviewed at least annually for compliance with state law.
2. MANDATED REPORTING
3. Compliance will be demonstrated by adhering to all requirements of Minn. Stat. § 626.556 and District Policy 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE	

Evidence: 1. Dissemination of policy and training took place through annual distribution of handbooks, policy review, and training during onboarding and annual refresher training. The policy was reviewed on June 28, 2021 prior to the 2021-22 school year. 2. The school district reports all instances of child neglect, physical and sexual abuse to appropriate agencies. Human resources, the office of the Associate Superintendent of Academics and Innovation, and principals supported mandated reporting throughout the year. 3. The school district has not been found in violation by MDE.	
Statement of Assertion: EL 2.2.8 is reasonable and in compliance. 46	

2.2.9 Furthermore, the superintendent shall not: Neglect to provide adequate minimum eating times and access to school meals for students.	
Operational Interpretation: 1. Students need to be able to eat breakfast and/or lunch at school within a space and timeframe that is suitable to that task. 2. Adequate minimum time is defined as at least a 10-minute time to eat for breakfast and 20-minutes of time to eat for lunch for K-12 students. 3. Adequate access is defined as providing a designated eating space that is clean and accessible to all students.	
Justification: There are no federal or state regulations governing minimum time or access standards for school meals for students. In the absence thereof, the district looks to several sources to define adequate minimum time. Minnesota Department of Education recommendations were reviewed, current "like" and proximal school district practices were reviewed, and staff and leadership were consulted. Minnesota Department of Education recommends that districts consider the Centers for Disease Control's recommendation of providing students with 10 minutes of eating time for breakfast and 20 minutes of eating time for lunch within a clean and accessible meal space. The operational interpretation of this policy is consistent with the majority of neighboring districts to Eden Prairie Schools, which utilize meal periods that closely align with the times described in the operational interpretation of this policy. The operational interpretation of this policy is consistent with feedback provided by district building principals based on their observations and interactions with staff and students during meal periods at their sites. The variance in lunch periods between elementary, middle, and high schools is attributed to differences in the average wait time associated with obtaining lunch at each level. Time and/or space provided beyond the minimum levels described in the operational interpretation of this policy would require a reduction in instructional opportunities for students during the existing school day or an expansion of the minutes built within the school day.	47

Measurement Plan:

Compliance with this policy shall be evidenced by the annual process of reviewing:

1. Meal schedules at each elementary and secondary school building to ensure adequate minimum time.
2. Internal Audit by district staff of meal time provided for students.
3. An accounting of practices related to the cleanliness and accessibility of eating spaces at each elementary and secondary school building.

Evidence:

1. All sites provide a minimum of 20 minutes of eating time for breakfast each day. To accommodate for social distancing, grab and go breakfast was provided to students to eat in their classrooms before the start of school. Each site scheduled a minimum of 25 minutes for lunch. This would accommodate for the very last student to go through the line and have adequate time to eat.
2. An internal audit occurred at each school site during the 2021-22 school year to ensure students were receiving time to eat that was built into site schedules.
3. An accounting of practices related to the cleanliness and accessibility of eating spaces at each elementary and secondary school building was conducted in September 2020. Findings included:
   a. All elementary and secondary school eating spaces are ADA compliant.
   b. All elementary and secondary school eating spaces are large enough to accommodate social distancing and the numbers of students being served within them during each meal shift.
   c. All elementary and secondary school eating spaces feature age-appropriate seating.
   d. Staff are designated at each school to assist students, monitor safety, and maintain cleanliness during each meal period.
   e. Custodians are designated at each school to ensure that eating spaces are clean following the conclusion of meal periods each day and prepared for the following day's usage.

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Statement of Assertion:

EL 2.2.9 is reasonable and in compliance.

2.2.10 Furthermore, the superintendent shall not: Neglect to provide adequate minimum time and access to recess for elementary students.	
Operational Interpretation: Recess is defined as a regularly scheduled period in the school day where students are encouraged to engage in physical activity or play with their peers in activities of their choice under the supervision of trained adult monitors. 1. Adequate minimum time is defined as at least a 20-minute recess period for elementary school students. 2. Adequate access is defined as providing a designated outdoor or indoor space for recess activities that safely accommodates the number of students accessing it at one time.	
Justification: There are no federal or state regulations governing minimum time or access standards for recess for elementary students. In the absence thereof, the Minnesota Department of Education recommends that districts consider the best practices outlined in the "Active Recess" toolkit developed by the Minnesota Department of Education, which includes a recommendation for daily recess for at least 20 minutes for all K-5 students within a defined playground space that features access to play equipment and trained supervisors and that allows for students to safely and universally engage in a variety of recess activities. The operational interpretation of this policy is consistent with the practice of the majority of neighboring districts to Eden Prairie Schools, which utilize an approximately 20-minute recess period within an adult-monitored playground, gymnasium, or classroom space. The operational interpretation of this policy is also consistent with feedback provided by our building principals based on their observations and interactions with staff and students during and outside of recess periods at their sites. Time and/or space provided beyond the minimum level described in the operational interpretation of this policy would require a reduction in instructional opportunities for students during the school day or an expansion of the minutes built within the school day. Recess is just one strategy suggested by the body of academic research for engaging students in physical activity throughout the school day. Additional strategies include engaging students in physical education courses, engaging students in physical extracurricular activities, and the integration of physical activity into classroom instructional activity, all of which are also utilized in elementary schools within our district.	49

Measurement Plan: Compliance with this policy shall be evidenced by the annual process of reviewing: 1. Student recess schedules at each elementary school building to ensure adequate minimum time. 2. An accounting of practices related to the safety and accessibility of recess spaces at each elementary school building.	

Evidence:
1. Following review of schedules and confirmation by cabinet members, all school sites were in Compliance with the adequate minimum recess time of 20 minutes during the 2020-21 school year.
2. An accounting of practices related to the safety and accessibility of recess spaces at each elementary and secondary school building was conducted in August 2019. Findings included:
    a. All elementary recess spaces are ADA compliant.
    b. All elementary recess spaces are in adherence with Policy 807 regarding playground safety.
    c. An annual process is in place throughout the district by which building principals are able to review and request updates to recess spaces through the submission of capital requests.
    d. An annual process is in place throughout the district by which staff are able to review and request updates to age-appropriate play equipment.
    e. Trained staff are designated at each school to monitor students during recess periods to ensure safe engagement in physical play activities.
    f. All playgrounds are inspected annually by a certified playground safety consultant.	

Statement of Assertion: EL 2.2.10 is reasonable and in compliance.	50

School Board member's summarizing comments:

Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: **2.7 Asset Protection**	Monitoring Time Frame: July 1, 2020̶21 - June 30, 2021̶22	Policy Monitoring Column **FOR BOARD USE ONLY** Compliance rating: - OI is/is not reasonable - Data does/does not provide adequate evidence of compliance ***Include specific evidence*** *for rating conclusions and recommendations.*
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: August 23̶22, 202̶1̶22	
		Board member name:
Global Constraint: **The Superintendent shall not cause or allow district assets to be unprotected, inadequately maintained, inappropriately used, or unnecessarily risked.**		*(enter rating and reasoning when appropriate)*
Operational Interpretation: I interpret compliance with the overall policy to mean that all twelve (12) policy provisions are in compliance. Furthermore: - I interpret "assets" to mean physical and intellectual property of the District with a value greater than $5,000. - I interpret "unprotected" to mean assets without insurance and/or a plan/guiding procedures. - I interpret "inadequately maintained" to mean a lack of preventive maintenance, repair, or renovation which may cause an asset to deteriorate and experience an accelerated depreciation, within available financial resources. - I interpret "inappropriately used" to mean the utilization of assets not in accordance with the desired Ends of the district. - I interpret "unnecessarily risked" to mean the exposure of assets to circumstances resulting in a higher likelihood of theft or otherwise being unavailable for the asset's intended purposes.		51
Justification: The provisions 2.7.1 through 2.7.12 adequately summarize and categorize those district assets that this policy protects.		
Measurement Plan: All provisions are in compliance.		

Evidence: Presented in provisions 2.7.1 through 2.7.12.	
Statement of Assertion: EL 2.7 is reasonable and in compliance.	
2.7.1 Furthermore, the Superintendent shall not: Develop a facilities construction, renovation and maintenance plan that is not part of a comprehensive rolling ten-year plan.	
Operational Interpretation: I interpret "a comprehensive rolling ten-year plan" to be a master plan for facilities construction, renovation, and/or maintenance that is reviewed and updated annually. The annual update allows the District to consider alternatives to the plan in order to reflect new facility needs and educational plans for the future.	
Justification: A school district needs an ongoing program of assessment of existing school sites and facilities in order to identify school facility improvement issues, alternative means of addressing those issues, and to maintain a quality educational environment for students, staff, and community/partnership users. "To establish and maintain quality school facilities and a desirable learning environment for students, staff, and community users, an ongoing assessment of school facility needs and a program of public information about those needs is essential. (Guide for Planning School Construction Projects in Minnesota; MDE, 2003; p. 37)	52
Measurement Plan: 1. The comprehensive rolling ten-year facilities plan shall be reviewed and updated on an annual basis. 2. The comprehensive rolling ten-year facilities plan shall be consulted and referenced during the development of any facilities construction, renovation, and/or maintenance plan. 3. The Capital Fund budget shall be reviewed and updated on an annual basis.	
Evidence: 1. The school board approved on June 28, 2021 a multi-year facilities plan of proposed projects by building location as part of the 10-year long-term facility maintenance plan which was submitted to the Minnesota Department of Education for review and approval in July 2021. 2. The administration presented multiple facility projects throughout the year, in the form of seek bids and bid approvals, which required school board approval and referenced the long-term facility maintenance plan. These projects included: EPHS track replacment, OP/EHSI pavement, OP/EHSI special education classroom remodel, CMS storage building, and EPHS activity center roof replacement. Ongoing projects during the fiscal year included CMS designing pathways and ASC construction.	

3. At the April 26, 2021 ~~April 27, 2020~~ school board meeting, the board approved the 2021-22 ~~2020-21~~ capital budget which included funds to address facility improvements. Prior to approval, the administration worked with principals, department leaders, facility, staff, and the Superintendent's Cabinet to determine priorities for maintaining district facilities.

Facility work completed or planned in fiscal year 2022 ~~2021~~ adhered to the Comprehensive Facility Plan and included the following components:

1. The district continued working on a long-term facility planning process geared to align with the strategic plan
2. Implemented facility changes to accommodate educational program needs and related space concerns
3. Discussed with the School Board deferred maintenance and capital fund expenditures and revenue sources
4. Continued development of Designing Pathways recommendations

~~The school board approved on June 22, 2020 a multi-year facilities plan of proposed projects by building location as part of the 10-year long-term facility maintenance plan which was submitted to MDE for review and approval in July 2020. At the October 26, 2020 school board meeting, the district sold $11,020,000 of general obligation facility maintenance bonds to fund two years of deferred maintenance projects.~~

Statement of Assertion:
EL 2.7.1 is reasonable and in compliance.

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

Operational Interpretation:
1. Property, Casualty, Umbrella insurance coverage is in place to insure the School District for losses to real and personal property per Statement of Values on file with the insurance company.
   a. "Fail to insure against theft and casualty losses at 100 percent of replacement value" is interpreted to mean a level of theft and casualty insurance that assumes a reasonable level of risk with consideration to the overall cost of said insurance (See Justification 2.a.).
2. Equipment breakdown insurance coverage is in place specifically for boilers and machinery.
3. Automobile insurance coverage is in place to insure the School District for losses resulting from owned, financed, leased or rented school buses, vans, driver's education vehicles and ground/facilities vehicles are as per Schedule on file with the insurance company.

4. Commercial General Liability, Umbrella Excess Liability coverages are placed to insure against Bodily Injury & Property Damage Liability; Personal & Advertising Injury Liability; Medical Payments; Sexual Misconduct and Molestation Liability; Innocent Party; Violent Event Response, and Employee Benefits Liability. and Sexual Abuse
5. School Leader's Errors & Omissions coverage included Directors and Officers and school leader's professional.
6. Crime coverage included for loss sustained from employee dishonesty, theft, disappearance and destruction, computer fraud, forgery, and faithful performance.
7. Inland Marine coverage for the transport of goods in transit, as well as moveable property and instrumentalities of communication. These categories include items such as instruments, band uniforms, cameras, fine arts, monument signs, valuable papers, solar panels, electronic data processing and miscellaneous equipment.
8. Data and Network Security covers claims made by third parties arising out of a breach of the School District's computer network and data storage units or devices.
9. Volunteer Accident coverage protects an organization's volunteer workforce for medical costs associated with an accidental injury incurred while working on behalf of the organization.
10. International General Liability coverage is in place to insure students and staff while on international school sponsored trips for medical, ransom, death, hostage, and kidnapping
11. Drone Liability coverage is in place to protect the School District for third party claims of property damage or injury resulting from the use of a district owned drone.
12. Workers' Compensation is a form of insurance providing wage replacement and medical benefits to employees injured in the course of employment in exchange for mandatory relinquishment of the employee's right to sue his or her employer for the tort of negligence.

Justification:

This policy revolves around risk management, that is the identification, assessment, and prioritization of risks. The strategies to manage risk typically include transferring the risk to another party, avoiding the risk, reducing the negative effect or probability of the risk, or even accepting some or all of the potential or actual consequences of a particular risk. The business office uses Marsh & McLennan for brokerage services for this category of insurance coverage. Below are a number of considerations and coverage categories reviewed on an annual basis, the 2020-21 2021-2022 coverage was reviewed in June 2021 on June 09, 2020:

1. Policies and procedures are in place to provide assurance of protection & supervision of facilities and equipment. (District Policy 902 Use of School District Facilities and Equipment)
2. Insurance is meant to provide a reasonable assurance that the owner of the insured real property can fully replace it in case of a loss. In this case, the Administration has chosen to insure at 100% of replacement value which considers the following pertinent facts:
   a. The current estimated property value is $487,398,093 $500,460,522 based on a property appraisal completed in 2017 plus an industry recommended 2.18% 2.68% increase for 2021-22 2020-21 over the prior year.
   b. The property insurance plan the District purchases utilizes Special Form Replacement Cost on a Blanket Property coverage basis (i.e., total property limit can be used at any one location or multiple locations), meaning the only loss situation that the full 100% coverage would be utilized would be in the case of the

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complete destruction of all real and personal property of the District in every location in a single event. If the District were to lose multiple buildings in a single event, the total amount of insurance coverage would be available to rebuild and refurbish those school sites.

3. School Districts are subject to Minnesota Rule: Chapter 466. Tort Liability, Political Subdivisions. (https://www.revisor.mn.gov/statutes/?id=466&view=chapter#stat.466.02) A school district cannot be held liable for actions that are not foreseeable when reasonable measures … are employed to insure adequate …duties are being performed …, and there is adequate consideration being given for the safety and welfare of all students in the school. (http://cousineaulaw.com/laws/minnesota-tort-laws)
   a. In most education-related civil lawsuits there are two main categories of tort liability relevant to educational institutions—Intentional and Negligent Torts.
      i. Intentional Torts—occur when an individual attempts or "intends" to cause harm to another. For intent to exist, the individual must be aware that injury will, or could, be the result of the act.
      ii. Negligent Torts—there are four elements of a negligent tort:
         1. Duty—The duty of an individual or the institution to protect those in our care
         2. Breach (of Duty)—failure of the individual or institution to exercise a standard of reasonable care.
         3. Proximate Cause—showing that the individual or institution failed to exercise a standard of reasonable care.
         4. Injury—No matter how great the duty (Element 1), how egregious the breach of that duty (Element 2), or how foreseeable the consequences and proximate cause of the individual or institution's standard of care (Element 3), there is no liability if actual injuries cannot be proven.

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

Evidence:

Coverages in place July 1, 2021 through June 30, 2022:
1. Property, Casualty, Umbrella insurance coverage is in place through Liberty Mutual
2. Equipment breakdown insurance coverage is in place through Hartford Steam Boiler Inspection & Insurance Co.
3. Automobile insurance coverage is in place through Liberty Mutual
4. Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual
5. School Leaders Errors & Omissions coverages are in place through Liberty Mutual
6. Crime coverages are in place through Liberty Mutual
7. Inland Marine coverages are in place through Liberty Mutual
8. Data Security and cyber liability coverages are in place through Liberty Mutual

9.   ~~Network Security and Privacy coverages are in place through Beazley Insurance Co.~~
   10. Volunteer Accident coverage is in place through HSR, Inc
   11. International General Liability coverages are in place through AIG
   12. Drone Liability coverage is in place through Global
   13. Workers' Compensation coverage is in place through SFM	

<u>Statement of Assertion:</u> EL 2.7.2 is reasonable and in compliance.	
2.7.3 Furthermore, the Superintendent shall not: Subject facilities and equipment to improper wear and tear or insufficient maintenance.	
<u>Operational Interpretation:</u> I interpret this to mean all facility reviews and maintenance plans are in place for all school district buildings and grounds. The School Board is informed about the financial resources needed to implement the plans and that school budgets reflect the identified facility needs (within fiscal limitations).	

<u>Justification:</u>
    1. Proactive maintenance plans explicitly stated facility needs with associated costs, and appropriate budgets are essential to ensure school district assets are protected.
    2. Facilities and equipment such as computers, school buses, boilers, air handling units, coolers and freezers, dishwashers, serving lines and ovens routinely exceed their expected useful life due to the following procedures, training and asset handling requirements:
        a. Maintenance staff, technology staff, food service staff and school bus mechanics keep detailed records of maintenance schedules for all equipment
        b. All staff is trained on the use of equipment that they operate and hold appropriate licensure or certification where required
        c. Access to facilities and equipment is limited through security, either human or electronic, at all times. The proper authorities and key staff are notified in the case of breach of this security
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<u>Measurement Plan:</u> Short and long-term maintenance plans are in place for each district facility. The School Board receives facilities progress reports as needed or desired throughout the year. Budgets include funds for maintenance and equipment needs as determined in district plans within available resources. Finally, the Superintendent approves expenditures from building contingency funds as needed.	
<u>Evidence:</u>	

Plans as identified in the justification are in place along with a budget to support them.	
Statement of Assertion: EL 2.7.3 is reasonable and in compliance.	
2.7.4 Furthermore, the Superintendent shall not: Allow external guests or user groups access to the facilities or assets without procedures in place to protect district concerns.	
Operational Interpretation: The District encourages maximum use of school facilities and equipment for community purposes that do not interfere with use for school purposes. The District expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries. The school district administration may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems was the largest user and appropriate.	
Justification: District Policy 902 Use of School District Facilities and Equipment puts forth the processes related to the public use of school facilities and equipment.	
Measurement Plan: Compliance shall be evidenced by the appropriate application of District Policy 902.	57
Evidence: The Eden Prairie community utilized all district sites with over 35,000 participants and more than 140,000 hours during fiscal year 2022. Eden Prairie Schools Community Education served approximately ~~21,159~~ 15,412 community members in more than 27,000 hours. ~~during fiscal year 2021.~~ ~~The Eden Prairie High School Student Activities Department rented its facilities (performing arts center, bubble, activity center, gyms, private instructor rooms, music areas, fields, and tennis courts) for 7,338 events during fiscal year 2021.~~ Outside of school hours, when events and/or activities are scheduled, building monitors are positioned near the one unlocked entrance to check people in, monitor traffic flow, enforce facility policy/ procedures, review crisis plans and act as a liaison with building administration. All outside groups are pre-approved and accept all school safety protocols. Spaces within the buildings that are used for rental groups are specifically located near entrances with restrictions to other areas of the building. http://comed.edenpr.org/facility_use	
Statement of Assertion:	

EL 2.7.4 is reasonable and in compliance.	
2.7.5 Furthermore, the Superintendent shall not: Unnecessarily expose the organization, its School Board, or its staff to claims of liability.	
Operational Interpretation: I interpret this to mean the actions of the school board, the superintendent's behavior, and the behavior of all district employees will be governed by state and federal law.	
Justification: The best way to preserve the legal liability of the school district is to ensure policies and procedures are current, the School Board and Staff are aware and understand the policies and procedures, and that required trainings (Federal and State) occur annually. A deliberate provision for staff awareness of legal responsibilities and professional behavior is essential.	
Measurement Plan: Commercial General Liability, Umbrella Excess Liability and School Leader's Errors & Omissions and Crime coverages are in place to insure against Bodily Injury & Property Damage Liability; Personal & Advertising Injury Liability; Medical Payments; Employee Benefits Liability and Sexual Abuse, School Leader's Professional, Director's and Officer's Liability, and Employment Practices Liability. In addition, we provide opportunities for training to staff and Board members on Federal and State laws annually as required. Written policies indicating appropriate procedures for various activities within the district are in place and available on our web site and in the central office.	58
Evidence: Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual (July 1, 2020 - June 30, 2021) (July 1, 2021 - June 30, 2022) School Leader's Errors & Omissions coverages are in place through Liberty Mutual (July 1, 2021 - June 30, 2022) (July 1, 2021 - June 30, 2022)	

Crime coverages are in place through Liberty Mutual ~~(July 1, 2021 - June 30, 2022)~~ (July 1, 2021 - June 30, 2022)	
Statement of Assertion: EL 2.7.5 is reasonable and in compliance.	
2.7.6 Furthermore, the Superintendent shall not: Endanger the organization's public image, its credibility, or its ability to accomplish ends.	
Operational Interpretation: I interpret this to mean the Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful, unsafe, imprudent, or in violation of commonly accepted educational and professional ethics and practices.	
Justification: 1. The school district's image, credibility, and ability to accomplish its Ends must be protected at all times. A deliberate provision and attention to maintaining a current, purposeful, legal, and ethical financial system significantly improves the district's ability to achieve its Ends and maintain the support of its community. 2. Superintendents are not only subject to rules and regulations related to the operation of a school district, but also to the Minnesota Code of Ethics for School Administrators (MN Rule 3512.5200).	59
Measurement Plan: 1. This policy shall be measured by the presence (or lack thereof) of any formal complaints found to be factual by the School Board, their designee, or the Board of School Administrators that the public image, credibility, or ability to accomplish our Ends has been endangered. 2. Other evidence to support compliance with this policy include scientific survey results and the acceptance of related Executive Limitation monitoring reports determined to be in compliance by the School Board.	
Evidence: 1. There were no formal complaints made to the School Board or Board of School Administrators regarding public image violations or violations against the rules and regulations set forth by the Minnesota Code of Ethics for School Administrators. 2. In ~~June 2021~~ March 2022 a valid and reliable scientific community survey was completed by a 3rd party organization. The school board heard the results presented and the survey found that areas like: trust,	

communication, financial management, decision making, taxes, quality of education and support continued to be extremely high in context to public schools. Some areas were at or near three year or all time highs and showed no statistically significant change in reputation and levels of trust during the reporting period. The report demonstrated very strong community support. ~~and was conducted and presented, to the school board, by a third party organization. The survey results were presented to the board on June 28, 2021.~~ In addition, all Executive Limitation monitoring reports regarding public image and credibility during the monitoring period were accepted as in compliance.	
Statement of Assertion: EL 2.7.6 is reasonable and in compliance.	
2.7.7 Furthermore, the Superintendent shall not: Allow uninsured personnel access to material amounts of funds.	
Operational Interpretation: I interpret this to mean that adequate internal controls and insurance coverages are in place to limit the District's exposure and risk of loss.	
Justification: Insurance coverage is essential to protect the overall integrity of the financial system. Insurance ensures that fraud, negligence, or theft by an employee will have a limited impact on the school district. Proper internal controls are essential to limit the district's exposure to loss through fraud or error.	60
Measurement Plan: 1. The School District develops, publishes, enforces, and reviews annually internal controls regarding access to funds. 2. The external auditors annually review the system of internal controls, conduct a system walk-through and report any exceptions. 3. Employee Theft and Dishonesty/Crime policies are in place to insure against: Employee Theft Per Loss (also includes Public Employees Faithful Performance); Depositor's Forgery/Alteration; Theft, Disappearance & Destruction (Money, Securities & Other Property – including Robbery & Safe Burglary; and Computer Funds & Transfer Fraud.	
Evidence: 1. The District Business Office conducted its formal internal control annual review and trained Business Office employees regarding the District's regulations regarding access and handling of district funds in June 2021 ~~2020~~. a. The internal control procedures revealed one ~~no~~ exception during fiscal year ~~2021~~ 2022. Stock shares were identified in 2 separate companies, dating back to 1999 that the district was unaware of nor had recorded these assets on our financial statements. The stocks were secure and not able to be sold without school board	

approval. The board authorized the sale, funds were received and deposited into the general fund unassigned fund balance in fiscal year 2022.
- b. Each site petty cash and secure safe is randomly audited annually by business office staff.
- c. All cash deposits must be accompanied by a written cash receipt. Cash receipt backup retained at the site is randomly audited by business office staff.
- d. The use of the online payment systems, MyPaymentsPlus, Campus and USAePay will reduce the amount of cash transactions throughout the district, especially in student activities and food service.

2. The fiscal year 2022 ~~2021~~ financial audit required by state statute will be presented on or about November ~~22~~ 28, 2022 ~~2021~~.

The audit report includes a section on "Internal Controls" that would indicate concerns with the District's internal processes and controls during the prior fiscal year.

3. The fiscal year ~~2020~~ 2021 Audit indicated no internal control deficiencies regarding uninsured personnel access to material amounts of funds.

Statement of Assertion: EL 2.7.7 is reasonable and in compliance.	
2.7.8 Furthermore, the Superintendent shall not: Receive, process, or disburse funds under controls that are insufficient to meet the School Board-appointed auditor's standards.	
Operational Interpretation: I interpret this to mean the District audit and financial statements must be based on Generally Accepted Government Auditing Standards, the federal Single Audit Act, and the Minnesota Legal Compliance Guide issued by the Office of the State Auditor in reference to the school district's financial resources.	61
Justification: School districts are required to have an annual independent financial audit, to submit audited financial data to the Minnesota Department of Education (MDE) electronically, and to submit all required components of the audit report to MDE and to the Office of the State Auditor.	
Measurement Plan: The Annual Audit Report that routinely tests the district's financial processes and practices. Non-compliance would be reflected by "findings' published in the Annual Audit Report to the Board of Education.	
Evidence:	

The School Board approved the fiscal year ~~2020~~ 2021 audit on November 22 ~~23~~, ~~2020~~ 2021 and these reports were submitted to the Minnesota Department of Education and the State Auditor's office in December ~~2020~~ 2021. The fiscal year ~~2020~~ 2021 Annual Audit revealed no ~~one~~ legal compliance findings and no ~~two~~ internal control findings over compliance. ~~A corrective action plan was put in place to address the findings.~~ We also received American School Board Association of School Business Officials (ASBO) and Government Financial Officer Association (GFOA) awards for excellence in financial reporting.	
Statement of Assertion: EL 2.7.8 is reasonable and in compliance.	
2.7.9 Furthermore, the Superintendent shall not: Compromise the independence of the School Board's audit or other external monitoring or advice.	
Operational Interpretation: I interpret this to mean I will not interfere with the external auditing process and not utilize auditing personnel for other financial business. I will ensure the annual audit takes place in a timely manner.	
Justification: The external audit is, in its purest form, a report card on the overall functioning of the school district. As such, the Superintendent and Executive Director of Business Services should cooperate (and not disrupt) the audit process to all possible extent. As a primary safeguard to maintaining fiscal integrity, the external audit should remain as neutral to the administration and operations of the district as possible.	62
Measurement Plan: Per State Statute, the School Board appoints an external auditor to conduct all external audits. Audits are conducted at the beginning of each fiscal year, and must be completed by the School Board prior to December 31. As a part of the process, the School Board meets with the external auditor to review the audited statements and to report its findings.	
Evidence: The School Board accepted ~~approved~~ the fiscal year ~~2020~~ 2021 audit on November ~~22~~ 23, 2021 ~~2020~~ and these reports were submitted to the Minnesota Department of Education and the State Auditor's office in December ~~2020~~ 2021.	
Statement of Assertion: EL 2.7.9 is reasonable and in compliance.	

2.7.10 Furthermore, the Superintendent shall not: Substantially change the principal educational purpose of a school by closing, repurposing, consolidating, combining or creating new or choice destination schools without School Board approval.	

Operational Interpretation:
1. I interpret *school* as:
   a. The legal definition of *school* per Minnesota Statute 120A.05,
   b. I further interpret *school* to be the "real property" consisting of any one of the eight (8) current *school* buildings and Lower Campus.
2. The phrase *principal educational purpose* is interpreted as the standard course of academic programs implemented to meet the standards established by the Minnesota Commissioner of Education (MN Statute 120A.05).
3. I interpret *substantially change the principal purpose of a school* to mean:
   a. Alter the primary use of one of the District's elementary, middle or secondary schools per the legal definition of a *school* (MN Statute 120A.05).
   b. Significantly alter the physical space <u>and</u> primary use of a specially designated or designed space of a *school* (i.e. gym, swimming pool, media center, etc.).
   c. To demolish, reconfigure, or remodel in order to create a new use at a cost in excess of $100,000 at one site.
4. I interpret *by closing or repurposing it* to mean:
   a. *Closing* is eliminating the use of a District *school* building for any District purpose.
   b. *Repurposing* is:
     i. Creating a District "*Destination School*"
     ii. Using a District *school* building for a purpose not associated with a school.
5. I interpret *by consolidating or combining it with another school* to mean:
   a. The action of moving one s*chool* into another *school's* building, and eliminating one of the *schools* affected, or;
   b. Moving one *school* into another school's building and changing the principal educational purpose of individual *schools*.
6. I interpret *board approval* as an affirmative majority vote by a quorum of the School Board on a recommendation provided by the Superintendent or his/her designee.
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Justification:
1. The legal definition of *school* was used to delineate those structures from other District real properties.
2. Minnesota Statute 120A.05 defines the *principal educational purpose* of school sites:
   a. **Subd. 9.Elementary school**. "Elementary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in prekindergarten through grade 6 or any portion thereof, and staff meeting the standards established by the commissioner.
   b. **Subd. 11.Middle school.** "Middle school" means any school other than a secondary school giving an	

approved course of study in a minimum of two consecutive grades above 4th but below 10th with building, equipment, courses of study, class schedules, enrollment, and staff meeting the standards established by the commissioner of education.

    c. **Subd. 13.Secondary school.** "Secondary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof, and staff meeting the standards established by the commissioner of education.

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

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

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

4. *Closing or Repurposing*
   a. It is not uncommon for individual rooms in a facility to provide several functions as needs arise and priorities change over a period of time while the *school* as a whole retains its *principal educational purpose*. Most often, the *repurposing* of usable space does not require substantial changes to the physical structure.
   b. This interpretation does not limit Administration from managing its *schools* to produce the desired ends. It does limit the administration from *substantially changing* to a *school* in a manner that would:
      i. Physically alter a "specially designated or designed space" for a new use.
      ii. Require contracts over $100,000 for repurposing classroom or specialized space at a single *school* to be approved by the School Board per MN Statute 123B.52 and MN Statute 471.345, Subd. 3.
5. "*Destination School*"
   a. Meets the legal definition of a *school* and provides the standard academic program and standards as established by the Minnesota Commissioner of Education *in an alternative, enhanced, or specialized learning environment.*
   b. Is open to enroll <u>eligible</u> students regardless of their home location within the School District
   c. Provides a specialized academic focus in *an alternative, enhanced, or specialized learning environment* that may include, but is not limited to: language immersion, technology, environmental studies, fine arts, online, STEM, etc.
      i. Programs such as Level III Gifted Services, Special Education Low Incidence and Center-Based programs, and English Language Learners are not *destination schools*.
      ii. Eagle Heights Spanish Immersion School is a *destination school* per this interpretation.
      iii. Eden Prairie Online is a destination school per this interpretation.
      iv. The Level IV Gifted and Talented programming would be considered a *destination school* at such point as it encompasses multiple grade levels at one or more *school* sites.

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6. Board Approval a. School Board voting rules are self-explanatory and legally required to do the business of the school district This interpretation has the expectation that the Superintendent will undertake a process that provides adequate background information, opportunities for discussion, and culminates with a specific recommendation for Board action.	

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

<u>Evidence:</u>
~~In August 2020, the School Board provided authority to the superintendent to repurpose educational facilities and learning models to remain in compliance with necessary health and safety practices due to the pandemic. During the reporting period various learning models (distance, hybrid, and in-person) were implemented at elementary schools, middle schools, pre-school spaces, Tassel, and the high school sites, but no grade levels were moved. EP Online was officially approved by the Minnesota Department of Education and the School Board as a new school during Fall of 2020. EP Online enrolled over 2000 students K-12 to meet the requirements of the Safe Learning Plan during the pandemic. Outside of the authority granted by the board or requirements by the State, Minnesota Department of Education and Minnesota Department of Health, no spaces were changed during the reporting period, except where legally required by the Governor's executive order and not under the control of the superintendent.~~
 	
~~Central Middle School (CMS) had significant updates performed during the reporting period. Those updates began after community approval of a bond and school board approval, which will enhance the school, create space for sixth graders to attend CMS beginning in 2021-22, and for preschool students to attend at neighborhood schools in non-required programming. All of this work and school updates followed School Board approvals during fiscal years 2019 and 2020 and aligned with the Designing Pathways vision generated through community engagement.~~
 	
   1. During the reporting period all school sites retained their principal educational purpose.
   2. During the reporting period grade level shifts were realized, which included 6th grade moving to Central Middle School and PreK programming moving to neighborhood elementary schools. This was all completed with prior board approval in 2019-2020 and in August 2020 through the Designing Pathways implementation process.
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<u>Statement of Assertion:</u> EL 2.7.10 is reasonable and in compliance.	

2.7.11 Furthermore, the Superintendent shall not: Allow anyone other than the School Board to name facilities, schools, classrooms, or spaces within the district.	
Operational Interpretation: The Eden Prairie School Board is responsible for permanently naming facilities, which includes buildings, rooms, internal spaces, streets, landscape materials and associated exterior furnishings, courts, athletic fields, open spaces, forests, and all other areas owned, operated, or controlled by the Eden Prairie School District. Eden Prairie School District may name facilities according to provisions established by statute. The School Board may elect to name facilities in recognition of individuals who have attained achievements of extraordinary and lasting distinction or enter into authorized agreements and contracts to lease naming rights for school facilities or enter into an agreement with a sponsoring agent in order to generate alternative sources of revenue to be used according to a plan specified by the School Board.	
Justification: Board authority, established in statute, permits the Board to enter into a contract to lease the naming rights for school facilities, sell advertising on or in facilities and otherwise enter into an agreement with a sponsoring agent. The School Board exercises approval authority for naming of all facilities owned, operated, or controlled by the Eden Prairie School District.	
Measurement Plan: Compliance with this policy shall be evidenced via the Board naming all permanent facilities owned or leased by the District.	66
Evidence: The Designing Pathways project along with planned Administrative Services Center (ASC) renovations created a few new spaces for the school board to name in March 2022. At CMS, the board officially approved the CMS Community Room as a new space near the theater. At ASC, the board officially approved naming 2 conference rooms, Rice Lake and Duck Lake. Additionally, the board removed Staring Lake and renamed the renovated space Eden Prairie Online. ~~The Central Middle School brought forward a new space to name as the CMS Performing Arts Center. The School Board approved this name on February 22, 2021 No other spaces formally changed names during FY 2020-21.~~	
Statement of Assertion: EL 2.7.11 is reasonable and in compliance.	

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

Operational Interpretation:
1. An "educational program" is defined as "a set of learning activities with a specific goal." In the context of a school district, an educational program is interpreted as a set of courses leading to acquisition or mastery of a set of identified competencies.
2. The core of this policy [The Superintendent shall not] "Eliminate any non-state required programs…without board approval" is self-explanatory. I interpret this policy to mean that Administration must seek approval via official vote of the School Board to discontinue any educational program at any level that is not required by Minnesota statute.
    a. The State of Minnesota requires the following of all of its high school graduates:
        i. 4 credits of language arts
        ii. 3 credits of mathematics, including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra I credit by the end of eighth grade.
        iii. 3 credits of science, including a biology credit. In addition, students in the graduating class of 2015 and beyond must complete a chemistry, physics, or Career and Technical Education (CTE) credit as part of the 3-credit requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.)
        iv. 3½ credits of social studies, including U.S. history, geography, government and citizenship, world history and economics.
        v. 1 credit in the arts
        vi. 7 elective credits
    b. In grades K-8 school districts are required to put state academic standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. (Source: MDE) Therefore, specific elective courses and programs are not required at these levels, but the standards embedded in those courses and programs are required to be delivered in some form to students.
3. The phrase "adversely affect our reputation and/or diminish educational opportunities" is subjective in nature. Therefore, the discussion regarding "value" becomes a consideration for the School Board rather than one for the Superintendent in the decision-making process.
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Justification: The parents and owners of Eden Prairie schools value the broad-based educational program offered by the District as evidenced through strategic planning, designing pathways, and district scientific random sample community surveys conducted over time by Morris Leatherman Company.	
Measurement Plan: Compliance shall be evidenced by adherence to the intent and direction of this policy.	
Evidence: No programs were eliminated during the reporting period. ~~Any programs that were temporarily suspended, experienced delayed timing, or impacted in other ways were due to requirements by the State, Minnesota Department of Education, Minnesota Department of Health, or Minnesota Department of Human Services during the pandemic.~~ ~~In June of 2021~~, In March 2022, the School Board heard a report from a 3rd party that was based on a valid and reliable scientific research survey of the community. ~~The board heard the results on June 28, 2021.~~ There was no statistically significant impact to the reputation of the district in-spite of the pandemic. In context to other public education institutions during this time, the public response and report continued to be ~~was~~ highly positive.	
Statement of Assertion: EL 2.7.12 is reasonable and in compliance.	
School Board member's summarizing comments:	68

Record of Board Self-Evaluation
Governance Policies

Monitoring 2021-22 School Year Data: July 1, 2021 – June 30, 2022
The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
BOARD-MANAGEMENT DELEGATION (BMD) POLICIES					
3.0 Single Point of Connection	09.26.22				
3.1 Unity of Control	09.26.22				
3.1.1	09.26.22				
3.1.2	09.26.22				69
3.1.3	09.26.22				
3.2 Delegation to the Superintendent	09.26.22				
3.2.1	09.26.22				
3.2.2	09.26.22				
3.2.3	09.26.22				
3.2.4	09.26.22				
3.3 Superintendent Accountability and Performance	09.26.22				
3.3.1	09.26.22				
3.3.2	09.26.22				
3.3.3	09.26.22				
3.3.4	09.26.22				
3.3.5	09.26.22				

Record of Board Self-Evaluation
Governance Policies

Monitoring 2021-22 School Year Data: July 1, 2021 – June 30, 2022
The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.0 Global Governance Commitment	10.24.22				
4.0.1	10.24.22				
4.0.2	10.24.22				
4.1 Governing Style	10.24.22				70
4.1.1	10.24.22				
4.1.2	10.24.22				
4.1.3	10.24.22				
4.1.4	10.24.22				
4.1.5	10.24.22				
4.1.6	10.24.22				
4.2 School Board Job Products	10.24.22				
4.2.1	10.24.22				
4.2.2	10.24.22				
4.2.2 - A	10.24.22				
4.2.2 - B	10.24.22				
4.2.2 - C	10.24.22				
4.2.2 - D	10.24.22				
4.2.3	10.24.22				

Monitoring 2021-22 School Year Data: July 1, 2021 – June 30, 2022
The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.3 **Annual Work Plan**	10.24.22				
4.3.1	10.24.22				
4.3.2	10.24.22				
4.3.3	10.24.22				
4.4 **Officer Roles**	09.26.22				71
4.4.1	09.26.22				
4.4.1.1	09.26.22				
4.4.1.2	09.26.22				
4.4.1.3	09.26.22				
4.4.1.4	09.26.22				
4.4.1.5	09.26.22				
4.4.1.6	09.26.22				
4.4.1.7	09.26.22				
4.4.1.8	09.26.22				
4.4.1.9	09.26.22				
4.4.2	09.26.22				
4.4.3	09.26.22				
4.4.4	09.26.22				
4.5 **School Board Members' Code of Conduct**	09.26.22				
4.5.1	09.26.22				

Record of Board Self-Evaluation
Governance Policies

Monitoring 2021-22 School Year Data: **July 1, 2021 – June 30, 2022**
The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.5.2	09.26.22				
4.5.2.1	09.26.22				
4.5.2.2	09.26.22				
4.5.2.3	09.26.22				
4.5.3	09.26.22				
4.5.3.1	09.26.22				
4.5.3.2	09.26.22				72
4.5.4	09.26.22				
4.5.5	09.26.22				
4.5.6	09.26.22				
4.5.7	09.26.22				
4.5.8	09.26.22				
4.5.8.1	09.26.22				
4.5.8.2	09.26.22				
4.5.8.3	09.26.22				
4.5.8.4	09.26.22				
4.5.8.5	09.26.22				
4.5.8.6	09.26.22				
4.5.8.7	09.26.22				
4.6 Process for Addressing School Board Member Violations	09.26.22				
4.6.1	09.26.22				
4.6.2	09.26.22				

Monitoring 2021-22 School Year Data: July 1, 2021 – June 30, 2022
The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.6.3	09.26.22				
4.6.4	09.26.22				
4.6.4.1	09.26.22				
4.6.4.2	09.26.22				
4.7 **School Board Committee Principles**	09.26.22				73
4.7.1	09.26.22				
4.7.2	09.26.22				
4.7.3	09.26.22				
4.7.4	09.26.22				
4.8 **School Board Committee Structure**	09.26.22				
4.8.1	09.26.22				
4.8.2	09.26.22				
4.8.3	09.26.22				
4.8.4	09.26.22				
4.9 **Governance Investment**	10.24.22				
4.9.1	10.24.22				
4.9.1.1	10.24.22				
4.9.1.2	10.24.22				

Monitoring 2021-22 School Year Data: July 1, 2021 – June 30, 2022
The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.9.1.3	10.24.22				
4.9.2	10.24.22				
4.9.3	10.24.22				
4.10 Operation of the School Board Governing Rules	09.26.22				
4.10.1	09.26.22				
4.10.1.1	09.26.22				
4.10.1.2	09.26.22				
4.10.1.3	09.26.22				

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Record of Board Policy Monitoring
Executive Limitations
Monitoring 2021-2022 School Year Data : July 1, 2021 – June 30, 2022
The purpose of this document is to demonstrate to the owners that the board holds the superintendent accountable to our ELs.

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – supports Operational Interpretation or not?		Date to re-monitor if either the OI is Not Reasonable or if Evidence does not support OI	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.0 Global Executive Constraint	12/12/22						
EL 2.1 Emergency Superintendent Succession	08/22/22						
El 2.2 Treatment of Students	08/22/22						
EL 2.3 Treatment of Parents	09/26/22						75
EL 2.4 Treatment of Staff	10/24/22						
EL 2.5 Financial Planning and Budgeting	12/12/22						
EL 2.6 Financial Management and Operations	09/26/22						
EL 2.7 Asset Protection	08/22/22						
EL 2.8 Compensation and Benefits	10/24/22						
EL 2.9 Communication and Support to the School Board	11/28/22						

Record of Board Policy Monitoring
ENDS
Monitoring 2021-2022 School Year Data: July 1, 2021 – June 30, 2022
The purpose of this document is to demonstrate to the owners that the board holds the superintendent accountable to our Ends and ELs.

Policy	School Year	Operational Interpretation – Reasonable or not?		Evidence – demonstrates expected progress?		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							
1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23	*Yes 6/27/22*	*Yes 6/27/22*				
1.2 Each student is reading at grade level by the end of third grade	2021-22	Yes 6/28/21	Yes 6/28/21				76
	2022-23	*Yes 6/27/22*	*Yes 6/27/22*				
1.3 Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23	*Yes 6/27/22*	*Yes 6/27/22*				

Record of Board Policy Monitoring
ENDS
Monitoring 2021-2022 School Year Data: July 1, 2021 – June 30, 2022

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

Policy	School Year	Operational Interpretation – Reasonable or not?		Evidence – demonstrates expected progress?		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							
1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23	*Yes 6/27/22*	*Yes 6/27/22*				
1.5 Each student demonstrates the 21st century skills needed to succeed in the global economy	2021-22	Yes 6/28/21	Yes 6/28/21				77
	2022-23	*Yes 6/27/22*	*Yes 6/27/22*				
1.6 Each student demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23	*Yes 6/27/22*	*Yes 6/27/22*				

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 $ 96.00 – 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
   b. Change in Assignment
   c. Resignation/Retirements
2. Human Resources – Administrative/Supervisory/Technical (AST)
   a. New Hires
      Wolf, Brandon - Instructional Excellence Coordinator, Administrative Services Center, 8 hrs/day, 5 days/week, 260 days/yr, effective 8/1/2022
   b. Change in Assignment
   c. Resignation/Retirements
      Smith, Taneisha - Dean of Students, Eden Prairie High School, effective 8/16/2022
3. Human Resources – Eden Prairie Supervisors & Specialists (EPSS)
   a. New Hires
      Playa-Rentas, Jessica - Special Revenue Accountant, Administrative Services Center, 8 hrs/day, 5 days/week, 260 days/yr, effective 7/11/2022
   b. Change in Assignment
   c. Resignation/Retirements
4. Human Resources – Licensed Staff
   a. New Hires/Rehires
      Barr, Alicia - Elementary Interventionist, 1.0 FTE, Districtwide, effective 8/29/2022
      Butler, Kaymee - Elementary Interventionist, 1.0 FTE, Districtwide, effective 8/29/2022
      Chase, Tyson -Physical Education Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/29/2022
      Chavez Mota, Luis - Elementary Education Teacher-Spanish Speaking, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/29/2022
      Contreras, Alex - Special Education Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/29/2022
      Falls, Benjamin - Physical Education Teacher, 1.0 FTE, Central Middle School, effective 8/29/2022
      Defenbaugh, Emily - Social Studies Teacher, 1.0 FTE, Eden Prairie High School), effective 8/29/2022
      Harding, Anna - ELL/ESL Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/29/2022
      Hay, Sarah- Mathematics Teacher, 1.0 FTE, Central Middle School, effective 8/29/2022
      Huston, Scott- Business Management Teacher, 1.0 FTE, Central Middle School, effective 8/29/2022
      Martin,Cazz - Physical Education Teacher, 1.0 FTE, Central Middle School, effective 8/29/2022
      Jarecki, Emily - English Teacher, .83 FTE, Eden Prairie High School), effective 8/29/2022
      Johnson, Jared - Grade 5 Teacher, 1.0 FTE, Forest Hills, Elementary, effective 8/29/2022

SUPERINTENDENT CONSENT AGENDA

Kruschke, Brianna- Family and Consumer Science Teacher, 1.0 FTE, Eden Prairie High school, effective 8/29/2022

Laine, Nicola - Art Teacher, .50 FTE, Central Middle School, effective 8/29/2022

Landquist, Rachel - Engineer and Technology Teacher, 1.0 FTE, Eden Prairie High School, effective 8/29/2022

Malo, Andrew - K-12 Spanish Teacher,(.333 FTE, Eden Prairie Online and World Language, .667 FTE, Eden Prairie High School), effective 8/29/2022

Maloney, Jillian - Grade 3 Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/29/2022

Martin, Brooke - Grade 5 Teacher, 1.0 FTE, Forest Hills, Elementary, effective 8/29/2022

Martin,Cazz - Physical Education Teacher, 1.0 FTE, Central Middle School, effective 8/29/2022

Martin, Natalie - Speech Language Pathology Teacher, 1.0 FTE, Eden Prairie High School), effective 8/29/2022

Menth, Sarah - Art Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/29/2022

Miskinis, Aiste - ELL/ESL Teacher, 1.0 FTE (.5 Eden Lake Elementary and .5 Oak Point Elementary), effective 8/29/2022

Montheard, Shannon - ELL/ESL Teacher, 1.0 FTE (.5 Central Middle School and .333 Eden Prairie High School), effective 8/29/2022

Parish, Sarah - Special Education Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 8/29/2022

Philliber, Michelle- Business and Management Teacher, 1.0 FTE, Central Middle School, effective 8/29/2022

Retzaff, Christine - Engineering and Technology Teacher, 1.0 FTE, Central Middle School, effective 8/29/2022

Rossmiller, Jaime - Instrumental Music Teacher, .6 FTE, Eden Lake Elementary, effective 8/29/2022

Statt, Emily- English Teacher, 1.0 FTE, Eden Prairie High School), effective 8/29/2022

Vu, Quynh- Social Studies Teacher, 1.0 FTE, Eden Prairie High School), effective 8/29/2022

Zimmermann, Arely - World Language - Spanish Teacher, 1.0, Oak Point Elementary, effective 8/29/2022

<ol type="a" start="2">
Change in Assignment
Resignation/Retirements
Farrell, Catherine - Early Childhood Licensed School Nurse, 1.0 FTE, ECSE - Lower Campus, effective 6/10/2022

<ol start="5">
Human Resources – Classified Staff

<ol type="a">
New Hires
BUILDING SERVICES
Skelly, Francis - Day Custodian (Licensed), Administrative Services Center, 8 hrs/day, 5 days/week, 260 days/yr, effective 8/15/2022
CLASS
Daniel, Danielle - Receptionist, Forest Hills Elementary, 8 hrs/day, 5 days/week, 191 days/yr, effective 8/15/2022
Maczka, Jill - Curriculum Assistant, Eagle Heights Spanish Immersion, 3 hrs/day, 5 days/week, 185 days/yr, effective 9/6/2022

SUPERINTENDENT CONSENT AGENDA

Workin, Kathryn - Curriculum Assistant, Prairie View Elementary, 6.5 hrs/day, 3 days/week, 185 days/yr, effective 8/29/2022

Stottler, Arika - Student Activities, Eden Prairie High School, 8 hrs/day, 5 days/week, 260 days/yr, effective 8/8/2022

FOOD SERVICE

MSEA

Furgerson, Sarah - Reading Support Paraprofessional, EP Online, 7 hrs/day, 5 days/week, 178 days/yr, effective 9/6/2022

Miller, Brandi - Lunchroom Paraprofessional, Oak Point Elementary, 3 hrs/day, 5 days/week, 185 days/yr, effective 9/6/2022

Moen, Anna - Little Eagles Preschool Paraprofessional, Cedar Ridge Elementary, 4.5 hrs/day, 5 days/week, 178 days/yr, effective 9/6/2022

Senthil Kumaran, Venkateswari - Little Eagles Preschool Paraprofessional, Prairie View Elementary, 5.5 hrs/day, 5 days/week, 178 days/yr, effective 9/6/2022

PRESCHOOL TEACHERS

Babtiwale, Amarja – Little Eagles Preschool Teacher, 0.42 FTE, Lower Campus, effective 8/29/2022

Lancia-Roland, Gabriella – Little Eagles Preschool Teacher, 0.54 FTE, Forest Hills Elementary, effective 8/29/2022

b. Resignation/Retirements

BUILDING SERVICES

CLASS

Bates, Lucas - Eagle Zone Program Lead, Oak Point Elementary, effective 8/17/2022

Eskew, Anthony- Transportation Route Programmer, Transportation, effective 8/5/2022

Jones, Jeaneane - Administrative Assistant, Transportation, effective 9/9/2022

King, Lori - Administrative Assistant, Educational Services, effective 9/2/2022

FOOD SERVICE

Annis, Jessica - Food Service, Central Middle School, effective 6/9/2022

MSEA

Andersen, Mary - Special Education Paraprofessional, Eden Lake Elementary, effective 6/9/2022

Becks, Mara - Preschool Special Education Paraprofessional, Forest Hills Elementary, effective 6/9/2022

Gerten, Denise - Preschool and Early Childhood Special Education Paraprofessional, Lower Campus, effective 6/9/2022

Reyes Leyva, Lydia - Kindergarten and Lunch Paraprofessional, Eagle Heights Spanish Immersion, effective 6/9/2022

Soberanes De Perez, Maria - Special Education Paraprofessional, Eagle Heights Spanish Immersion, effective 6/9/2022

Solie, Heather - Early Childhood and Preschool Special Education Paraprofessional, Lower Campus, effective 6/9/2022

Stodolka, Sydney - Eagle Zone Paraprofessional and Preschool Special Education Paraprofessional, Forest Hills Elementary, effective 6/9/2022

Stroh, Shannon - Early Childhood Special Education Paraprofessional, Lower Campus, effective 6/9/2022

Kongdaravong, Vongsa - Paraprofessional, Central Middle School, effective 6/9/2022

PRESCHOOL TEACHERS
TRANSPORTATION
Allen, Gary - Bus Driver, Transportation, effective 6/9/2022
Baker, Thomas - Bus Driver, Transportation, effective 6/9/2022
Healy, John F. - Bus Driver, Transportation, effective 6/9/2022
Johnson, Bradley - Bus Driver, Transportation, effective 6/9/2022
Mohamed, Yonis - Bus Driver, Transportation, effective 6/9/2022
Rickel, John - Bus Driver, Transportation, effective 6/10/2022

c. Change in Assignment
BUILDING SERVICES
CLASS
Nolana Holloway - From Student Activities Finance Assistant to Administrative Assistant, Eden Prairie High School, effective 8/8/2022
FOOD SERVICE
MSEA
PRESCHOOL TEACHERS
TRANSPORTATION

d. Resignation/Retirements
BUILDING SERVICES
CLASS
FOOD SERVICE
MSEA
PRESCHOOL TEACHERS
Braun, Lisa - Little Eagles Preschool Teacher, Oak Point Elementary, effective 6/10/2022
TRANSPORTATION

Board Business

General Consent Agenda

Approval of Payments, all funds, June 2022

Check #413146-413904	$2,231,553.32
Electronic Disbursements	$7,781,303.30
TOTAL	**$10,012,856.62**

Approval of Payments, all funds, July 2022

Check #413905-414167	$3,985,114.59
Electronic Disbursements	$8,027,491.56
TOTAL	**$12,012,606.15**

Acknowledgment of Electronic Transfers June 2022

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
06/17/2022	PMA Financial	MNTrust	.836%	07/15/2022	$2,999,096.12
01/27/2022	PMA Financial	MNTrust	.230%	07/28/2022	$1,000,000.00

Eden Prairie School District No. 272

M.S. 123B.71

REVIEW AND COMMENT

PROPOSAL

2022 Capital Project Levy

Submitted by

Dr. Josh Swanson, Superintendent

August 10, 2022

August 10, 2022

Dr. Heather Mueller, Commissioner
State of Minnesota
Department of Education
1500 Highway 36 West
Roseville, MN 55113

Dear Dr. Mueller:

Pursuant to M.S. 123B.71, the School Board, Superintendent, staff and community of Eden Prairie Schools ISD 272 are pleased to submit the following proposal for review and comment to the Minnesota Department of Education.

District 272 has performed an assessment of the district capital needs. Based on the review the district has aging technology equipment, infrastructure and staffing needs, along with an aging transportation fleet. All of this is needed to help ensure Eden Prairie students have the opportunity for equity with other school districts and meet our mission to Inspire Each Student Every day. Thus, the district is proposing to ask district voters to consider a capital project levy renewal on November 8, 2022.

In addition to the Capital Project Levy, district voters will be asked to revoke and replace a current operating levy set to expire in 2025. The current levy of $1,815.27 would be replaced with a new levy of $2,075.27 per student. This new amount would still place our school district lower than many of our neighboring districts. The Capital Project Levy renewal would continue our financial stability and 1:1 device for students.

The Eden Prairie School Board has reviewed the content within this report at its regularly scheduled school board meetings along with approving the ballot questions on July 25, 2022 which are being proposed on the November 8, 2022 election as follows:

1. The board of Independent School District No. 272 (Eden Prairie Schools) has proposed to revoke the school district's existing referendum revenue authorization of $1,815.27 per pupil, and to replace that authorization with a new authorization of $2,075.27 per pupil.

2. The board of Independent School District No. 272 (Eden Prairie Schools) has proposed to renew the school district's existing capital project levy authorization of 6.5285470% times the net tax capacity of the school district, which is scheduled to expire after taxes payable in 2024. The money raised by the capital project levy authorization will be used to cover costs related to school district technology, including the acquisition, installation, replacement, support and maintenance of software, software licenses, computers, improved technology equipment, and the acquisition of buses.

The proposed capital project levy authorization will raise approximately $9,357,728 for taxes payable in 2025, the first year it is to be levied, and would be authorized for ten years. The estimated total cost of the projects to be funded over that time period is approximately $93,577,280.

Sincerely,

Dr. Josh Swanson
Superintendent of Schools

MS 123B.71
REVIEW AND COMMENT

CHECKLIST

1. The geographic area and population to be served:

The majority of the City of Eden Prairie falls within the Eden Prairie School District, except for a small part of the northwest corner which is located in the Minnetonka School District, and a small part of the northeast corner which is located in the Hopkins School District. The current population of the City of Eden Prairie is 64,481. This project will serve the entire Eden Prairie School District. Individuals using our facilities range in age from early childhood students to senior citizens, all of which will benefit from the Capital Project Levy.

The district encompasses approximately 36 square miles with a 2021-22 student average daily membership enrollment of 8,880 in grades EC-12. District-wide enrollment data for the past five years and projections for the next five years are as follows:

Year	Actual Enrollment
2017-2018	8,841
2018-2019	8,916
2019-2020	8,834
2020-2021	8,598
2021-2022	8,880

Year	Projected Enrollment
2022-2023	8,781
2023-2024	8,760
2024-2025	8,788
2025-2026	8,762
2026-2027	8,743

2. A list of existing school facilities:

Eden Prairie School District consists of 5 elementary buildings housing 6 schools, 1 middle school, 1 high school, 1 early childhood building/administrative building, and 1 transportation garage. Listed below are the facilities, year constructed and additions, square footage and use:

Building	Year	Square Footage	Facility Use
Eden Prairie High School	1979,1990,1994,1997,1998	693,771	Grades 9-12 (district-wide)
Central Middle School	1959,1962,1967,1987,1993, 1994,2021	334,358	Grades 6-8 (district-wide)
Cedar Ridge Elementary	1988,1994	115,599	Grades K-5 (boundary)
Eden Lake Elementary	1986,1994	110,469	Grades K-5 (boundary)
Forest Hills Elementary	1970,1993,2000,2007	93,000	Grades K-5 (boundary)
Oak Point Elementary/ Eagle Heights Elementary	1990,1994,1996	278,887	Grades K-5 (boundary) Grades K-5 (choice)
Prairie View Elementary	1965,1967,1980,1990,1993	95,063	Grades K-5 (boundary)
Administrative Services Center/ Lower Campus	1924,1956,1987,1990,1993, 1998	101,553	Central Admin
Transportation	1996	71,038	School Bus Garage

3. **A list of specific capital deficiencies:**

Technology (equipment, infrastructure, software):
A renewal of the capital project levy will allow for a continued funding source to:
- Maintain critical access to technology for students and staff for 10 years
- Maintain and update critical infrastructure that is aging and nearing end of life
- Implement evolving and new data security systems to protect our students, families, and staff
- Maintain staff that support our students, staff, and infrastructure
- Test and invest in emerging technologies to support learning so we do not fall behind, including those that may impact other operational efficiencies and reduce costs
- Support critical data systems and use, that allow us to personalize learning.

Transportation
Eden Prairie School District owns its transportation fleet and provides a highly relational and quality riding experience for students. The costs to replace these aging buses continue to rise at historically high rates causing continued pressure on the general fund. The district desires to not only provide safe and reliable transportation, but to also explore emerging vehicle technologies, vehicle efficiencies, and to provide a healthier riding experience for our students. Access to the capital project levy will allow Eden Prairie to manage the funds entrusted to us by the state and local taxpayers to most effectively impact student learning.

4. **Estimated costs by year:**

Year	Technology	Transportation	Total
2025-26	$8,357,728	$1,000,000	$9,357,728
2026-27	$8,357,728	$1,000,000	$9,357,728
2027-28	$8,357,728	$1,000,000	$9,357,728
2028-29	$8,357,728	$1,000,000	$9,357,728
2029-30	$8,357,728	$1,000,000	$9,357,728
2030-31	$8,357,728	$1,000,000	$9,357,728
2031-32	$8,357,728	$1,000,000	$9,357,728
2032-33	$8,357,728	$1,000,000	$9,357,728
2033-34	$8,357,728	$1,000,000	$9,357,728
2034-35	$8,357,728	$1,000,000	$9,357,728

5. Specification of the source of project financing:

Financing of the project is subject to voter approved levy under the guidelines for Capital Project Levies. The following table shared the tax impact for our Capital Project Levy in question 2:

PRE-ELECTION ESTIMATES

Eden Prairie Schools, ISD 272   July 19, 2022
Estimated Tax Impact of Proposed Operating Referendum and Capital Project Levy
November 8, 2022 Election

		Question 1			Question 2		
		Revoked Authority	Proposed Authority	Net Change	Expiring Authority	Renewed Authority	Net Change
Year Taxes Payable		2023	2023	2023	2024	2025	2025
Operating Referendum Revenue Per Pupil		$1,815.27	$2,075.27	$260.00			
Capital Project Levy Rate					-6.529%	6.529%	0.00%
Estimated Annual Change in Revenue		-$17,453,846	$19,953,746	$2,499,900	-$9,085,173	$9,357,728	$272,555
Type of Property	**Estimated Market Value**	Estimated Annual Change in Taxes for Operating Referendum Levy *			Estimated Annual Change in Taxes for Capital Project Levy *		
	$100,000	-$146	$168	$22	-$48	$48	$0
	200,000	-291	335	44	-122	122	0
	300,000	-437	503	66	-195	195	0
Residential	400,000	-582	670	88	-269	269	0
Homestead	430,000	-626	721	95	-290	290	0
	500,000	-728	838	110	-337	337	0
	600,000	-873	1,006	133	-422	422	0
	700,000	-1,019	1,173	154	-506	506	0
	800,000	-1,164	1,341	177	-590	590	0
	900,000	-1,310	1,508	198	-674	674	0
	1,000,000	-1,455	1,676	221	-759	759	0
	$250,000	-$364	$419	$55	-$171	$171	$0
Commercial/	500,000	-728	838	110	-372	372	0
Industrial +	750,000	-1,091	1,257	166	-573	573	0
	1,000,000	-1,455	1,676	221	-773	773	0
	2,000,000	-2,910	3,352	442	-1,577	1,577	0
	$500,000	-$728	$838	$110	-$422	$422	$0
Apartments and Residential	1,000,000	-1,455	1,676	221	-843	843	0
Non-Homestead	2,000,000	-2,910	3,352	442	-1,686	1,686	0
	4,000,000	-5,821	6,704	883	-3,372	3,372	0

* Amounts are based on school district taxes for proposed operating referendum and capital project levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including impact of homeowner's Homestead Credit Refund ("Circuit Breaker") program. Owners of homestead property may qualify for a refund, based on their income and total property taxes. This may decrease the net change for those property owners.

\+ For commercial-industrial property, estimates are for property in the City of Eden Prairie. The tax impact for commercial-industrial property in other municipalities in the school district may be slightly different, due to the varying impact of the Twin Cities Fiscal Disparities program.

EHLERS
PUBLIC FINANCE ADVISORS

Tax Impact OR&CPL Call for Election

School Board Meeting – August 22, 2022   Capital Project Levy Review & Coment

6. Document obligating the school district and contractor to comply:
Not applicable.

Narrative Description of the project:

The Eden Prairie School District is pursuing a renewal of the Capital Project Levy in November, 2022. The levy is being pursued to provide our students with a technological advantage in a modern and future-focused learning environment; support the district's technology infrastructure, including student devices, classroom technologies, and teacher training; keep student and staff data safe by funding our work to reduce the likelihood of cyber security attacks; maintain and update critical technology infrastructure that is aging and nearing end of life; and to maintain and replace aging school buses.

This levy will give the district the continued authority to maintain a replacement cycle for technology. Approval provides Eden Prairie Schools a stable funding source to continue investing into the future of our kids and to Inspire Each Student Every Day.

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

Developing a broad-based education requires extensive study, practice, and dynamic thinking. With graduation season just behind us and many of our graduates heading off to college or career opportunity, the EP School Board wanted to share our last 2021 "Measuring What Matters" metric before shifting to 2022 metrics in October.

Eden Prairie Schools offers many opportunities for students to receive a broad-based education that exceeds Minnesota Graduation requirements, such as: College in the Schools (CIS), Post-Secondary Educational Opportunities (PSEO), World Language, Advanced Placement, and Career and Technical Education (CTE) courses. Research shows that the courses taken in high school play a key role in persistence, graduation, and post-graduation success.

The School Board evaluates the following metrics to demonstrate exceeding minimum MN graduation requirements (most measured in percentages):

1. Students enrolled in Post-Secondary Options
   - Students eligible for Post-Secondary Options.
   - Students enrolled in and completing PSEO coursework.
   - Students enrolled in and completing CIS course work.
2. Students enrolled in rigorous coursework
   - Students enrolled in at least one AP course.
   - Students scoring 3 or greater on AP exams.
3. Students enrolled and completing Advanced course offerings (i.e. World Languages, Career & Tech Ed, Math).
4. Graduating students who earned more than 54 credits, above and beyond MN state minimum graduation requirements

We have included support evidence of "Students enrolled in rigorous coursework" in the following two tables:

RIGOROUS COURSE WORK

43% of students enrolled in at least on AP course

69% of AP exam scores were a 3 or greater

Students Enrolled in Rigorous Course Work

Students Enrolled in at Least One AP Class

- 2018-2019: 29%
- 2019-2020*: 34%
- 2020-2021*: 43%

AP Exam Scores of 3 or Greater

- 2018-2019: 77%
- 2019-2020*: 73%
- 2020-2021*: 69%

*Indicates School Year Affected by COVID-19
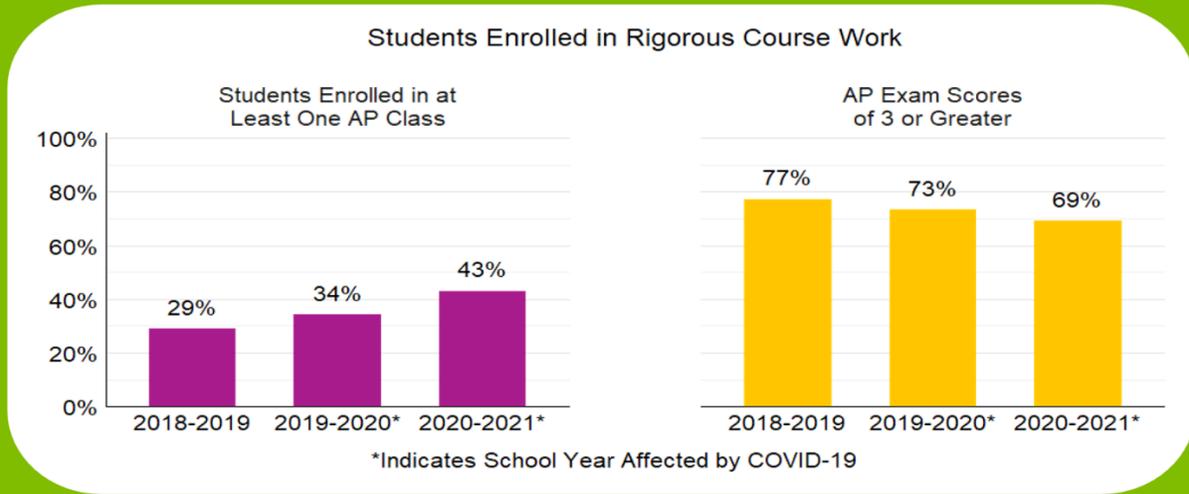
Suggested Changes:
- add an "e" to the word one next to the 43%

EP Schools has expanded access to these classes across demographic and service groups, to ensure EACH student receives a broad-based education and is well prepared for success after graduation. To inspire each student to participate and believe they can succeed, EPHS has implemented layered strategies, mentoring, and expanded the Capstone program to provide 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			

Statement of Assertion by School Board on 10/25/2021: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.3 "Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements."

With increasing concern about the cost of college, Eden Prairie High School offers students one of the largest AP and PSEO opportunities in Minnesota. Students can earn college credit at a significant cost-savings, experience rigorous course work that prepares them for success after graduation, and families can potentially save tens of thousands of dollars in college tuition fees.

Eden Prairie School Board
Negotiations Committee Meeting Minutes
July 22, 2022
Via Zoom

Charter per Board Policy GP 4.8: This committee will observe the collective bargaining of union contracts of the district. The School Board will determine annually which group contract negotiations they will observe. When convened, the committee, which shall consist of three board members appointed by the Chair, will have at least one Scholl Board member in attendance for each negotiating session.

Committee Members: Aaron Casper, Adam Seidel, Kim Ross

Committee discussed process and logistics of negotiating a new contract with the superintendent.

Discussed values that will come into play.

Action items:
- Kim to ask MSBA about "subsequent contract notification" language note.
- Adam to get a copy of the current contract.
- Adam to seek feedback from other board members.

Date of Meeting/Workshop	Changes Requested
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 14, 2022 – Election Canvassing	
Monday, November 14, 2022 – *Workshop*	
Monday, November 28, 2022	
Monday, December 12, 2022	
Monday, ~~January 2, 2023~~ *Monday, January 9, 2023* – *Annual Organization Meeting*	
Monday, ~~January 2, 2023~~ *Monday, January 9, 2023* – *Workshop*	

Placeholder – General Board Work
• Technology Use & Screen Time: Overview of Digital Practices & Digital Citizenship – Schedule for Fall of 2022 (Date TBD)

Placeholder – Policy Review

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings
8/22/2022

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			
****2022**** **Board Meeting** **Mon, Jul 25, 2022** **7:30 AM**			• Resolution Calling the Eden Prairie School District Election	Finalize DRAFT - Inspiring News Article	• Monthly Reports • TASSEL Student Handbook • Student Handbooks: - High School - Middle School - Elementary Schools (Summary Detail Included)		95
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**	• 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**							• ADMIN Proposals for FY 2022-23 Workshops • 2021-22 Financial Update • Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings
8/22/2022

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**			
							•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	•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		•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	Superintendent Incidentals: • FY 2021-2022 Year-end Preliminary Financial Report •FY 2022-2023 Preliminary Enrollment Report	96

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

8/22/2022

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			
Post Meeting Board Workshop Mon, Sep 26, 2022							School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 10, 2022 6:00 PM							• 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	• 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 • GP 4.9 Governance Investment		• Future Board Workshop Topics • Record of Board Self-Evaluation		Monthly Reports	Superintendent Incidentals: • Enrollment Report as of 10/1/2022 • World's Best Workforce Report • FY 2021-2022 Achievement Integration Summary Report	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	**Decision Preparation**	**Required Board Action**	**Board Action on Committee Reports & Minutes**			
Post Meeting Board Workshop Mon, Oct 24, 2022							• School Board Mtg. Self-Assessment
Board Business Meeting Mon, Nov 14, 2022 6:00 PM			• Resolution Approving Canvass Election Results •Resolution Authorizing Issuance of Certificates of Election				
Board Workshop Mon, Nov 14, 2022 6:15 PM							•"New Policy Introductions" •Review of Board Treasurer's Annual Report •Community Linkage: - Identify topics for the Inspiring News •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							•School Board Mtg. Self-Assessment

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	**Decision Preparation**	**Required Board Action**	**Board Action on Committee Reports & Minutes**			
Board Meeting Mon, Dec 12, 2022 6:00 PM	• EL 2.5 Financial Planning and Budgeting • EL 2.0 Global Executive Constraint		• Approval of Final FY 2023-24 Levy • School Board Treasurer's Report • _Closed Session:_ 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	99
Post Meeting Board Workshop Mon, Dec 12, 2022							• School Board Mtg. Self-Assessment

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			

****2023****
 	
Annual Organizational Meeting
~~Mon, Jan 2, 2023~~
Mon, Jan 9, 2023
6:00 PM
			• 2023 Annual Organizational Mtg.
			  - 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
					• 2023 Annual School District Organizational Items:
					- School District Newspaper
					- School District Depository/Financial Institutions
					- Money Wire Transfers
					- Early Claims Payment
					- School District Legal Counsel
					- School District Responsible Authority
					- Deputy Clerk & Deputy Treasurer
					- Facsimile Signature Authorization
					- Authorization to Sign Contracts
					- Local Education Agency (LEA) Representative
					- MDE Designation of Identified Official with Authority (IoWA)
							100

Board Workshop ~~Mon, Jan 2, 2023~~ *Mon, Jan 9, 2023* **6:30 PM** **Convene following the Annual Organizational Meeting**							• 2023 Committees & Outside Organization Discussion • Budget: 5-Year Financial Forecast

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 23, 2023 6:00 PM		•FY 2023-24 Final School Calendar (Draft) •FY 2024-25 Preliminary School Calendar (Draft) •FY 2023-24 Budget Timelines – *First Reading* • FY 2023-24 Budget Assumptions – *First Reading*	•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	• Monthly Reports • FY 2023-24 Bus Purchase		101
Post Meeting Board Workshop Mon, Jan 23, 2023							School Board Meeting Self-Assessment
Board Workshop Mon, Feb 13, 2023 6:00 PM							•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		• Monthly Reports • Approval of FY 2023-24 School Calendar		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			Record of Board Self-Evaluation		• 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
Board Workshop Mon, Mar 13, 2023 6:00 PM							• Discuss Policy Change Process • New Policy Introductions • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 27, 2023 6:00 PM		• FY 2023-24 Capital Budget – First Reading	• Final FY 2023-24 Budget Assumptions • Closed Session: Negotiation Strategy (MN Statue 13D.03, Subd.1 • Record of Board Self-Evaluation	Identify Topic for Inspiring News Article	• Monthly Reports • Achievement & Integration Budget • Resolution to Release Probationary Teachers		
Post Meeting Board Workshop Mon, Mar 27, 2023							School Board Meeting Self-Assessment

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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Apr 10, 2023 6:00 PM							• Agenda Items: Sample Agenda & Discussion of Agenda Elements • Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline • 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

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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• Workshop Skeleton Summary Discussion • Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 24, 2023 6:00 PM		• FY 2023-24 School Board Work Plan – First Reading • FY 2023-24 School Board Budget – First Reading	• Approval of FY 2023-24 Capital Budget • Approval of FY 2023-24 School Board Meeting Calendar • Approval –Workshop Skeleton Summary Discussion • *Closed Session:* Negotiation Strategy (MN Statue 13D.03,Subd.1) • Record of Board Self-Evaluation	Approve Inspiring News Article DRAFT	Monthly Reports		104
Post Meeting Board Workshop Mon, Apr 24, 2023							School Board Meeting Self-Assessment
Board Workshop Mon, May 8, 2023 6:00 PM							• Confirm agenda for next Board Workshop

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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, May 22, 2023 6:00 PM		•FY 2023-24 Budget – First Reading •FY 2023-24 School Meal Prices - *DRAFT*	• Approval of FY 2023-24 School Board Work Plan •Approval of FY 2023-24 School Board Budget •Record of Board Self-Evaluation		•Monthly Reports		
Post Meeting Board Workshop Mon, May 22, 2023							•School Board Meeting Self-Assessment
Board Workshop Mon, June 12, 2023 6:00 PM							•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		•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	• Monthly Reports • EPS 10-Year Facilities Maintenance Plan • Q-Comp Annual Report • Summary Update of General District Policies		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
					• Annual Review of District Mandated Policies • MSHSL Resolution for Membership		
Post Meeting Board Workshop Mon, Jun 26, 2023							•School Board Meeting Self-Assessment 106