



**MEETING AGENDA**

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

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

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

**2. Pledge of Allegiance**

**3. Agenda Review and Approval: (Action)**

Approval of the agenda for the Monday, October 24, 2022, meeting of the School Board of Independent School District 272, Eden Prairie Schools.

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

**4. Approval of Previous Minutes: (Action)**

Approval of the UNOFFICIAL Minutes of the School Board Regular Business Meetings for September 26, 2022 and the Workshop notes for October 10, 2022.

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

- A. 9/26/22 School Board Minutes 5
- B. 10/10/22 School Board Workshop Notes 10

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

**6. Announcements: 6:10 PM (Information)**

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

- A. Eden Prairie Online

**8. Board Education & Required Reporting: 6:25 PM (Information)**

- A. 2022-23 Board Education & Workshop Topic: Sustainability 12

**9. Board Work: 6:45 PM (Action)**

- A. Decision Preparation

- B. Required Board Action (Action)

- 1) Superintendent Contract

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

- C. Policy Monitoring (Action)

- 1) Ends 1.1 through 1.6 Evidence (FY 2021-22) (Action)

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

- a. Ends Policy 1.1 - Each student graduates and is academically prepared to progress to multiple opportunities after high school. 23

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

- b. Ends Policy 1.2 - Each student is reading at grade level by the end of third grade. 34

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

c. Ends Policy 1.3 - Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science.	43
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
d. Ends Policy 1.4 - Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	60
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
e. Ends Policy 1.5 - Each student has the 21st century skills needed to succeed in the global economy.	70
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
f. Ends Policy 1.6 - Each student demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society.	79
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
2) Executive Limitations (EL's) <b>(Action)</b>	
a. EL 2.4 - Treatment of Staff - The Superintendent shall not cause or allow a work environment that is unsafe, unwelcoming, inequitable, disrespectful, unclear or that otherwise inhibits effective staff performance. <b>(Action)</b>	89
<b>OI Motion</b> _____ <b>Seconded</b> _____	
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
(1) EL 2.4.1 <i>The Superintendent shall not:</i> Allow staff to work without a written job description.	
<b>OI Motion</b> _____ <b>Seconded</b> _____	
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
(2) EL 2.4.2 - <i>The Superintendent shall not:</i> Operate without accessible, clearly-written personnel policies.	
<b>OI Motion</b> _____ <b>Seconded</b> _____	
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
(3) EL 2.4.3 - <i>The Superintendent shall not:</i> Operate without a reasonable, formal evaluation policy for all staff.	
<b>OI Motion</b> _____ <b>Seconded</b> _____	
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
(4) EL 2.4.4 - <i>The Superintendent shall not:</i> Allow staff to be unprepared to deal with emergency situations.	
<b>OI Motion</b> _____ <b>Seconded</b> _____	
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
(5) EL 2.4.5 - <i>The Superintendent shall not:</i> Operate without policies and procedures which prevent conflict of interest.	
<b>OI Motion</b> _____ <b>Seconded</b> _____	
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
b. EL 2.8 - Compensation and Benefits - <i>With respect to employment, compensation, and benefits to employees, consultants, and contract workers, the Superintendent shall not cause or allow jeopardy to financial integrity or to public image.</i> <b>(Action)</b>	99
<b>OI Motion</b> _____ <b>Seconded</b> _____	
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
(1) EL 2.8.1 - <i>The Superintendent shall not:</i> Promise or imply permanent or guaranteed employment.	
<b>OI Motion</b> _____ <b>Seconded</b> _____	
<b>Evidence Motion</b> _____ <b>Seconded</b> _____	
(2) EL 2.8.2 - <i>The Superintendent shall not:</i> Establish current compensation and benefits that deviate materially from the geographical or professional market for the skills employed. Further, compensation and benefits must not deviate from School Board-established parameters.	
<b>OI Motion</b> _____ <b>Seconded</b> _____	
<b>Evidence Motion</b> _____ <b>Seconded</b> <u>2</u>	

3) Governance Process (GP's) <b>(Action)</b>	
a. GP 4.0 - Global Governance Commitment: <i>The purpose of the School Board on behalf of owners, defined as Eden Prairie taxpayers and residents, is to ensure that the Eden Prairie Public School district:</i>	103
<b>Motion _____ Seconded _____</b> Board is/is not compliant.	
b. 4.1 - Governing Style: <i>The School Board will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on (a) outward vision rather than an internal preoccupation, (b) encouragement of diversity in viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of School Board and Superintendent roles, (e) collective rather than individual decisions, and (f) the future rather than the past.</i>	104
<b>Motion _____ Seconded _____</b> Board is/is not compliant.	
c. GP 4.2 - School Board Job Product: <i>Specific job outputs of the School Board, as an informed agent of the owners, are those that assure appropriate district performance. Accordingly, the School Board has direct responsibility to:</i>	106
<b>Motion _____ Seconded _____</b> Board is/is not compliant.	
d. GP 4.3 - Annual Work Plan: <i>The School Board will follow an annual work plan that schedules time to a) maintain purposeful and ongoing linkage with owners, b) review and refine its Ends policies c) review and refine its Executive Limitations policies, d) monitor all written policies and e) continually improve School Board performance through School Board development and education.</i>	108
<b>Motion _____ Seconded _____</b> Board is/is not compliant.	
e. GP 4.9 - Governance Investment: <i>Because poor governance costs more than learning to govern well, the School Board will invest in its governance capacity.</i>	109
<b>Motion _____ Seconded _____</b> Board is/is not compliant.	
D. Record of Board Self-Evaluation <b>(Action)</b>	
1) 2021-22 Record of Board Policy Monitoring - Board Management Delegation Policies (BMD's) & Governance Policies (GP's) <b>(Action)</b>	111
<b>Motion _____ Seconded _____</b>	
2) 2021-22 Record of Board Policy Monitoring - Executive Limitations (EL's) <b>(Action)</b>	117
<b>Motion _____ Seconded _____</b>	
3) 2021-22 Record of Board Policy Monitoring - Ends 1.1 - 1.6 (No Updates)	118
10. Superintendent Consent Agenda: <b>8:30 PM (Action)</b>	
<i>Management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.</i>	
<b>Motion _____ Seconded _____</b>	
A. Monthly Reports	
1) Resolution of Acceptance of Donations	120
2) Human Resources Report	121
3) Business Services Reports	
a. Board Business	129
b. Financial Report - Monthly Revenue/Expenditure Report	130
B. Minnesota State High School League (MSHSL Grant Application)	131
11. Superintendent's Incidental Information Report: <b>8:35 PM (Information)</b>	
<i>Incidental Information is considered as "nice to know" information regarding district business. Monitoring and decision-making information are handled elsewhere on the agenda. These items are not open for debate, but rather for awareness and understanding. (Supports EL 2.9 in general and 2.9.6 specifically)</i>	
A. Enrollment Report as of October 1, 2022	
12. Board Action on Committee Reports & Minutes: <b>8:50PM</b>	

- A. Board Development Committee
- B. Community Linkage Committee
- C. Negotiations Committee
- D. Policy Committee

1) GP Policy 4.8.4 Discussion

132

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

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

A. Work Plan "Change" Document (Action)  
**Motion \_\_\_\_\_ Seconded \_\_\_\_\_**

133

B. 2022-23 Board Annual Work Plan

134

**15. Adjournment: (Action)**

**Motion \_\_\_\_\_ Seconded \_\_\_\_\_** to adjourn at \_\_\_\_\_ PM.

**INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS**  
**UNOFFICIAL MINUTES OF THE SEPTEMBER 26, 2022**  
**SCHOOL BOARD MEETING**

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A Regular Business Meeting of the Independent School District 272, Eden Prairie Schools, was held on September 26, 2022, in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

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**1. Convene: 6:05 PM – Call to Order**

*Present:* Steve Bartz, Aaron Casper, Francesca Pagan-Umar, Kim Ross, Adam Seidel, Charles "CJ" Strehl  
Board Member Debjyoti "DD" Dwivedy joined remotely at 43 Uttarayan, P.O. Chinsurah (R.S.), Dist - Hooghly (WB), 712102, India

*Present:* Superintendent Josh Swanson

**2. Pledge of Allegiance**

**3. Agenda Review and Approval – Motion** by K. Ross, **Seconded** by A. Caspar to approve the agenda for Monday, September 26, 2022, meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed 7-0: Yes-7, KR, AS, AC, CS, FPU, SB, DD; No-0

**4. Approval of Previous Minutes – Motion** by S. Bartz, **Seconded** by F. Pagan-Umar to approve the UNOFFICIAL Minutes of the Regular School Board Meeting on August 22, 2022, and the Workshop Notes on September 12, 2022 agenda for Monday – Passed 7-0: Yes-7, KR, AS, AC, CS, FPU, SB, DD; No-0

**5. Public Comment (2):** N. Dahl – Cell Phone Safety; E. Fahey – Experience of Vaccination Mandate/Parental Rights

**6. Announcements**

- EPHS 12th grader Andy Kaiser was named the [2022 Star Tribune All-Metro Sports Difference Maker](#).
- EPHS 10th graders Isha and Alisha Shah [performed the two-hour Bharatanatyam Indian classical dance](#), the culmination of over eight years of preparation.
- The EPHS Drama Team kicked off the year with the [38th Annual Trajectories show](#), which is entirely student written, directed and choreographed.
- EPHS 12th grader Calista Swenson has [donated over 1,000 pounds of produce](#) from her People's Patchwork Community Garden to the PROP Food Shelf.
- The Eagle Marching Band took second place on Saturday at the Waseca Marching Classic competition. The band's Guard and Percussion sections received Outstanding awards.
- **Acknowledgement** – Sr. Director of Student Support Services Christina Adeboye Sullivan (Bemboom) for her years of service to Eden Prairie Schools

**7. Spotlight on Success – TASSEL - Print Shop**

**8. Board Work**

A. Decision Preparation

B. Required Board Action

1. Approval of Preliminary FY2023-24 Levy – **Motion** by K. Ross, **Seconded** by A. Caspar to approve the preliminary tax levy at the maximum for taxes payable in 2023 for Independent School District #272 – Passed 7-0: Yes-7, KR, AS, AC, CS, FPU, SB, DD; No-0

a. Executive Summary

b. Tax Levy Comparison

c. Tax Levy Presentation Pay 23

C. Policy Monitoring

1) Executive Limitations (EL's)

a. EL 2.3

**OI Motion** by A. Casper, **Seconded** by K. Ross, overarching Operational Interpretation of EL 2.3 is reasonable – Passed 7-0: Yes-7, KR, AS, AC, CS, FPU, SB, DD; No-0

**Evidence Motion** by A. Casper, **Seconded** by A. Seidel, overarching Evidence support Operational Interpretation of EL 2.3 is compliant – Passed 7-0: Yes-7, KR, AS, AC, CS, FPU, SB, DD; No-0

(1) EL 2.3.1

**OI Motion** by A. Seidel, **Seconded** by S. Bartz, OI is reasonable – Passed 7-0: Yes-7, KR, AS, AC, CS, FPU, SB, DD; No-0

**Evidence Motion** by A. Seidel, **Seconded** by K. Ross, accept assertion of compliance – Passed 7-0: Yes-7, KR, AS, AC, CS, FPU, SB, DD; No-0

(2) EL 2.3.2

**OI Motion** by A. Seidel, **Seconded** by A. Casper, OI is reasonable – Passed 6-1: Yes-KR, AS, AC, FPU, SB, DD; No-CS

**Evidence Motion** by D. Dwivedy, **Seconded** by A. Casper, accept assertion of compliance – Passed 6-1: Yes-KR, AS, AC, FPU, SB, DD; No-CS

(3) EL 2.3.3

**OI Motion** by A. Seidel, **Seconded** by A. Casper, OI is reasonable – Passed 7-0; Yes- KR, AS, AC, CS, FPU, SB, DD; No-0

**Evidence Motion** by S. Bartz, **Seconded** by A. Casper, accept assertion of compliance – Passed 7-0; Yes- KR, AS, AC, CS, FPU, SB, DD; No-0

b. EL 2.6 Financial Management and Operations

**OI Motion** by S. Bartz, **Seconded** F. Pagan-Umar, Ross, overarching Operational Interpretation and its Child Policies are reasonable – Passed 7-0: Yes-7, KR, AS, AC, CS, FPU, SB, DD; No-0

**Evidence Motion** by A. Seidel, **Seconded** A. Casper, overarching Evidence and Child Policies support Operational Interpretation of EL 2.6 and is compliant – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

**Motion** by A. Seidel, **Seconded** by F. Pagan-Umar to recess at 9:07 PM; – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0; Resued at 9:13 PM

2) All Board Management Delegation Policies

a. BMD 3.0

**Motion** by A. Seidel, **Seconded** by A. Casper, Board behavior is fully compliant – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

b. BMD 3.1

**Motion** by A. Seidel, **Seconded** by K. Ross, Board behavior is fully compliant – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0.

c. BMD 3.2

**Motion** by D. Dwivedy, **Seconded** by F. Pagan-Umar, Board behavior is fully compliant – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

d. BMD 3.3

**Motion** by A. Casper, **Seconded** by S. Bartz, Board behavior is fully compliant – Passed 7-0: KR, AS, C, CS, FPU, SB, DD; No-0

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

a. GP 4.4

**Motion** by S. Bartz, **Seconded** by K. Ross, Board behavior is compliant – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

b. GP 4.5

**Motion** by F. Pagan-Umar, **Seconded** by A. Casper, Board behavior is compliant – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

c. GP 4.6

**Motion** by F. Pagan-Umar, **Seconded** by A. Seidel, Board behavior is compliant – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0.

d. GP 4.7

**Motion** by A. Casper, **Seconded** by K. Ross, Board behavior is compliant – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

e. GP 4.8

**Motion** by A. Casper, **Seconded** by K. Ross, Board behavior is compliant – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

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

**Motion** by S. Bartz, **Seconded** by A. Casper, Board behavior is compliant – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

D. Record of Board Self-Evaluation

1) 2022-23 Record of Board Policy Monitoring - Governance Policies - BMD's & GP's (*No Updates*)

2) 2022-23 Record of Board Policy Monitoring - Executive Limitation - EL's

**Motion** by A. Casper, **Seconded** by S. Bartz, to approve as presented – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

3) 2022-23 Record of Board Policy Monitoring - Ends (1.1 - 1.6) (*No Updates*)

**9. Superintendent Consent Agenda – Motion** by A. Seidel, **Seconded** by A. Casper to approve Consent Agenda as presented – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

A. Monthly Reports

1) Resolution of Acceptance of Donations

2) Human Resources Report

3) Business Services Reports

a. Board Business

b. Financial Report - Monthly Revenue/Expenditure Report

(1) June 2022 Report

(2) July 2022 Report

(3) August 2022 Report

B. 2022-2024 CLASS Agreement

**10. Superintendent's Incidental Information Report**

A. FY 2021-22 Year-end Preliminary Financial Report

B. FY 2022-23 Preliminary Enrollment Report

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

A. Board Development Committee

B. Community Linkage Committee

1) CLC Meeting Minutes for 9/18/22

**Motion** by A. Seidel, **Seconded** by A. Casper to approve Minutes as presented – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

C. Negotiations Committee

1) Negotiations Committee Minutes for 8/11/22, 8/18/22, 8/23/22, 8/27/22, 9/1/22, 9/8/22 and 9/12/22

**Motion** by A. Seidel, **Seconded** by Aaron Casper to approved all as presented – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

D. Policy Committee

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

A. AMSD – *Update provided*

B. ECSU – *No updates*

C. ISD 287 – *No updates*

D. MSHSL – *Update provided*

**13. Board Work Plan**

A. Work Plan "Change" Document – **Motion** by A. Seidel, **Seconded** by D. Dwivedy to approve as presented – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

1. **Motion** by F. Pagan-Umar, **Seconded** by C. Strehl to provide evidence of data around EL 2.3.2 – **Motion** failed 1-6: Yes (1) – FPU; No (6) – KR, AS, AC, CS, SB, DD

**Eden Prairie School Board**  
**2022-23 WORK PLAN CHANGES**  
**“Proposed” Changes**  
**September 26, 2022**

Date of Meeting/Workshop	Changes Requested
Monday, October 10, 2022 – <b>Workshop</b>	- <b>2022-23 Board Education &amp; Workshop Topic: Panorama</b> - <b>Community Linkage: Listen &amp; Learn – Discuss Theme &amp; Location for Event on Wednesday, November 16, 2022</b>
Monday, October 24, 2022	- <b>2022-23 Board Education &amp; Workshop Topic: Sustainability</b>
<b>Monday, November 14, 2022 – Election Canvassing</b>	
Monday, November 14, 2022 – <b>Workshop</b>	- <b>2022-23 Board Education &amp; Workshop Topic: Technology Use &amp; Screen Time: Overview of Digital Practices &amp; Digital Citizenship</b>
<b>Wednesday, November 16, 2022 – Community Linkage Event</b>	- <b>Community Linkage Event: Listen &amp; Learn Session/Board Reception at 4:30 PM, Location TBD</b>
Monday, November 28, 2022	
Monday, December 12, 2022	- <b>2022-23 Board Education &amp; Workshop Topic: Strategic Planning</b>
Monday, January 9, 2023 – <b>Annual Organization Meeting</b>	
Monday, January 9, 2023 – <b>Workshop</b>	
Monday, January 23, 2023	
Monday, February 13, 2023 – <b>Workshop</b>	
Monday, February 27, 2023	
Monday, March 13, 2023 – <b>Workshop</b>	
Monday, March 27, 2023	
Monday, April 10, 2023 – <b>Workshop</b>	
Monday, April 24, 2023	
<b>Placeholder – General Board Work</b>	
<ul style="list-style-type: none"> <li>• <b>Technology Use &amp; Screen Time: Overview of Digital Practices &amp; Digital Citizenship – Schedule for Fall of 2022 – Moved to 11/14/22 Workshop</b></li> <li>• <b>2022-23 Board Education &amp; Workshop Topics:</b> <ul style="list-style-type: none"> <li>○ <b>Strategic Planning (and Spring 2023)</b></li> <li>○ <b>Board Education on Pathways (Spring 2023)</b></li> <li>○ <b>Types of Assessments (Spring 2023)</b></li> </ul> </li> </ul>	
<b>Placeholder – Policy Review</b>	
<ul style="list-style-type: none"> <li>• <b>GP 4.4.3 – Governance Process – Officer Roles: Clarification of fiscal year</b></li> <li>• <b>GP 4.8.4 – Governance Process – School Board Committee Structure: Negotiations Committee - Point of clarification (1<sup>st</sup> and 2<sup>nd</sup> Sentence – Kim Ross to provide sample language change)</b></li> </ul>	

B. 2022-23 Board Annual Work Plan

**14. Closed Session: Negotiation Strategy (MN Statue 13D.03, Subd.1)**

**Motion** by A. Seidel, **Seconded** by F. Pagan-Umar to move into Closed Session at 11:13 PM – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

**Motion** by A. Seidel, **Seconded** by A. Casper to move out of Closed Session and the resume regular Business Meeting at 12:10 AM – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

**15. Adjournment – Motion** by A. Seidel, **Seconded** by S. Bartz to adjourn at 12:14 AM – Passed 7-0: KR, AS, AC, CS, FPU, SB, DD; No-0

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Debjyoti Dwivedy – Board Clerk

UNOFFICIAL

## School Board Workshop Notes – Monday, October 10, 2022

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1. CONVENE - 6:00 PM

Attendees: Steve Bartz, Aaron Casper, Francesca Pagan-Umar, Charles Strehl, Superintendent J. Swanson

2. Mr. Mutzenberger presented--Setting Stage for Fiscal Year 2023-24 Budget Guidelines.
  - a. Mr. Mutzenberger informed board he will be presenting regularly over the next several months to provide budget information and time to ask questions
  - b. Questions and discussion regarding bond issuance
3. Superintendent Swanson discussed school site visits proposal.
  - a. Discussed Covid impacts on site visits over the past 2 years
  - b. Discussed having first site visit in January vs. November, with consideration of upcoming election and potential change in board make-up.
  - c. Discussed bringing newly elected members along for the December visit
4. Panorama Student survey presentation and Q&A by Dr. Hines and Dr. Virgin
  - a. Discussion and questions took place after the presentation.
  - b. Several board members requested to see the student survey in order to gain a better understanding of the Panorama assessment tool.
  - c. Question and discussion on how to bring the qualitative piece of Panorama to support the quantitative data.
5. Discussed the next proposed Community Linkage Committee – Listen & Learn Event/Theme & Location
  - a. Theme–Current theme--New food offerings/choices in school. Another idea was “If referendum does not pass...Now What?”
  - b. Location–Senior center, school kitchen, CMS community room.
  - c. Discussed holding off on the November listen and learn and reorient on some agreed upon expectations
6. Brief Recess
7. Reconvened
8. Reviewed Governance Process: (GP's) 4.0, 4.1, 4.2, 4.3 and 4.9 for comments on compliance
  - a. Comments on 4.2-- CLC added products–meet and greets, measuring what matters, inspiring news.



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

9. Reviewed Work Plan Changes Document

10. Reviewed 2022-23 School Board Annual Work Plan Discussion.

- a. Request for closed session debrief of lockdown. Proposed times: Nov 14th or the Nov 28th, will be determined in agenda setting.

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Debjyoti Dwivedy, Board Clerk

DRAFT

# Sustainability 2022-23



**EDEN PRAIRIE SCHOOLS**

*Inspiring each student every day*

# What is Sustainability to Eden Prairie Schools?

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1. Environmentally Responsible
2. Focus on Student and Staff Wellness
3. Community Friendly



13

- City of Eden Prairie: “Ongoing effort focusing on education and implementation of sustainable practices to protect the environment and natural resources our community enjoys.”

# Solar Power

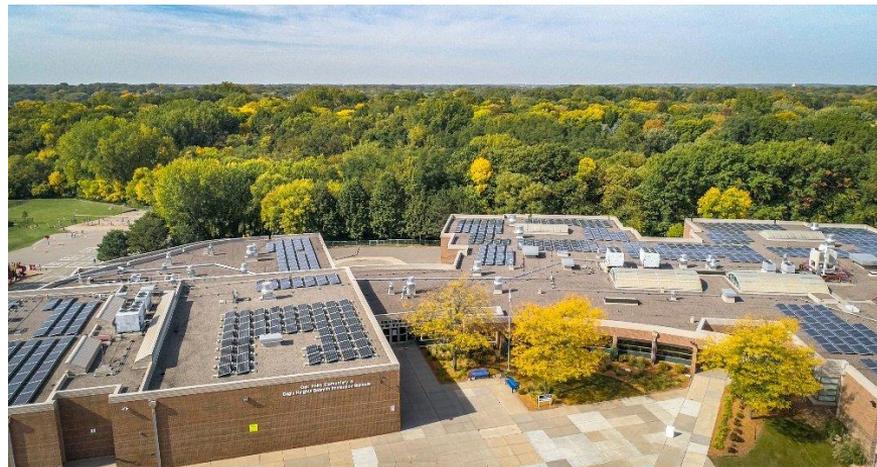
- Photovoltaic Rooftop Arrays (22 currently)
  - Installations started in 2017 (4), 2018 (10), 2019 (6), 2021 (2)
    - Design happening on 2 large array's at CMS & EPHS (Install in 2023)
  - Generating the equivalent of 19% of our electricity usage
  - \$0 capital investment on the front end, payable as panels generate energy
  - Projected \$4,300,000 in general fund savings over 25 years
  
- Community Solar Gardens (3 currently)
  - Subscriptions signed in 2015, install in 2017 (1), 2018 (2)
  - Generating the equivalent of 67% of our electricity usage
  - \$0 capital investment
  - Projected \$1,800,000 in general fund savings over 25 years



# Solar Photos

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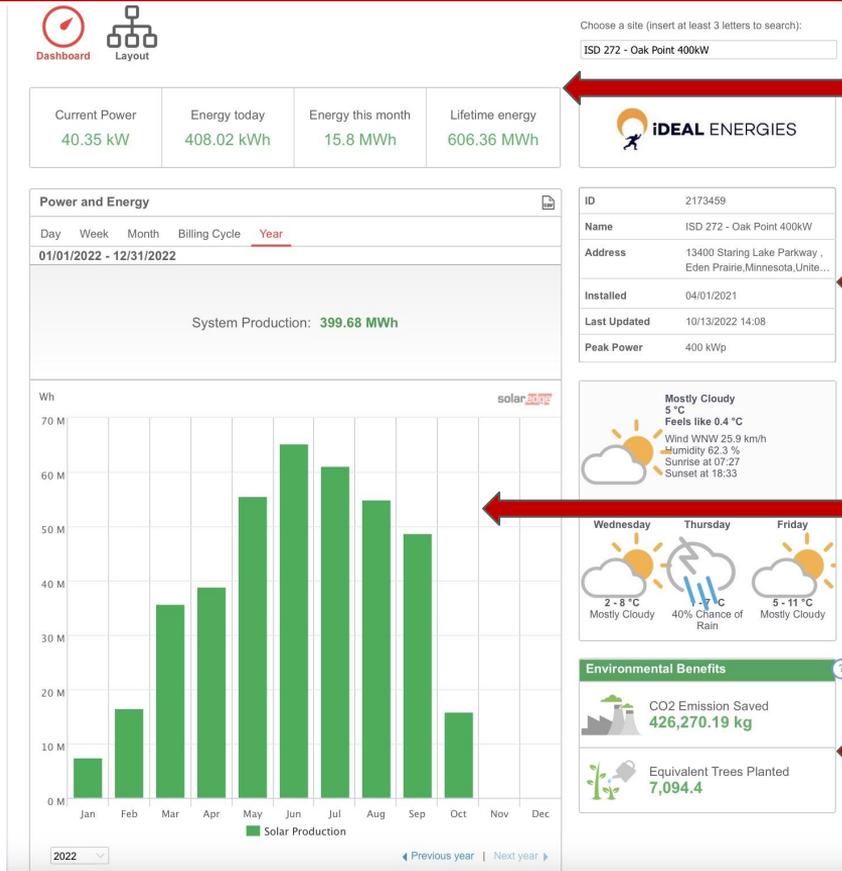
Oak Point/Eagle Heights Elementary Aerial



Community Solar Garden Example



# Solar Metrics



Key Metrics

Array Installation Data

System Production by Month

Environmental Benefits

# Electric Buses - Future Consideration

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- Currently operate 104 diesel buses
  - Just 10 are not 'clean diesel' (Older than 2010)
  - Bus costs approximately \$110,000 to purchase plus fuel and maintenance
- Grant Opportunities
  - Applied for a Diesel Emissions Reduction Act Grant in 2021 - Denied
  - Applied for Environment Protection Agency Grant in 2022 for up to 10 buses
    - Funding up to \$250,000 per bus plus \$13,000 per charging station
  - If awarded above, will apply for Minnesota Pollution Control Agency Grant for charging stations
    - Additional funding up to \$125,000 per bus plus \$7,000 per charging station
- Electric Bus Stats
  - Range 138 miles
  - 2-3 hour charge
  - Vehicle to grid capability
- Financials
  - New EV bus is \$350,000
  - Charging Infrastructure runs between \$9,000-\$50,000 per bus



# LED Lighting Upgrades

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- Light Emitting Diode (LED) Lighting vs Fluorescent Lighting
  - LEDs use 50% less energy than fluorescent lighting
  - 'Burns' at a lower temperature
  - Provide vibrant illumination
  - Adding dimmable feature for light sensitivity
- All new spaces in the district are being built or remodeled with LED Lighting (i.e. CMS, ASC North Wing, OP Special Education Classrooms, etc.)
- Added occupancy sensors to many rooms and spaces
- The district has updated most exterior lighting to LED over the past 5 years
- Currently working with a vendor to create a 5 year replacement plan for all interior lighting
- Financials:
  - \$4,700,000 investment (Payable over a 10 year financing plan)
  - \$9,800,000 in savings over 20 years

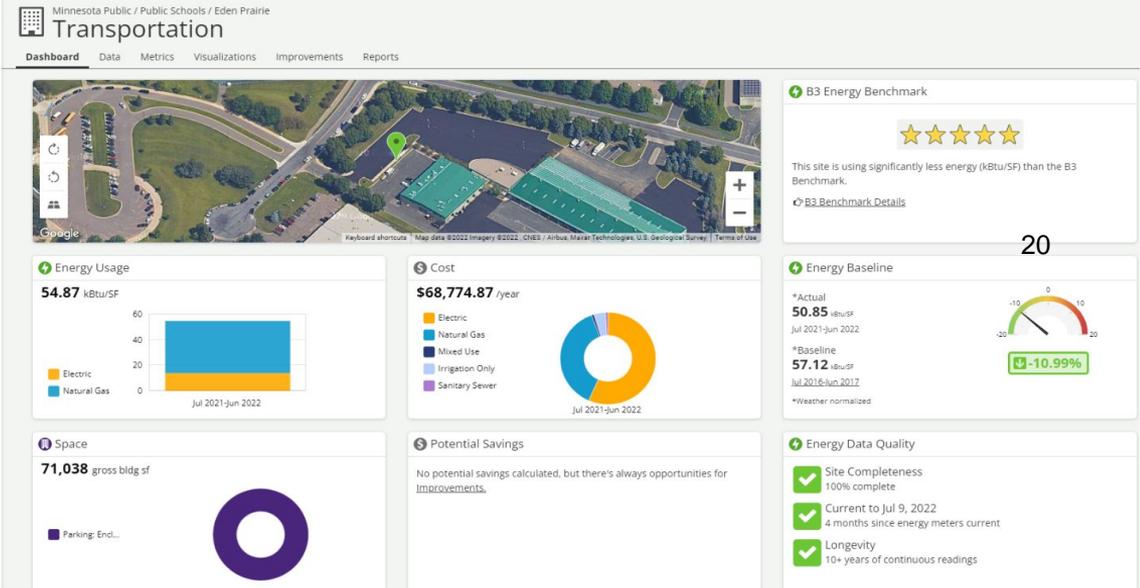
# Financial Efforts and Rewards

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- Regular Energy Audits
  - Generate rebates - March 2022 received \$105,000
- Energy Design Rebate - CMS (Envelope, Window Glazing, Lighting, HVAC)
  - Project costs \$226,120
  - Rebate incentive check of \$116,316
  - Annual energy savings of \$73,643 (1.5 year payback)
- Grants:
  - Tree planting (\$8,940) for 82 trees
  - Chloride reduction (\$20,000) - Helped reduce winter road salt
    - Reduced Rock Salt usage by 40% over the past 5 years
    - Grounds crew is Smart Salt Certified
  - Recycling (\$4,800) to reduce disposable food ware
  - Recycling (\$12,500) to enhance food recycling process
  - Reduce food waste (\$500)

# Data Tracking

- B3 Benchmarking
  - Software that provides advanced metrics for our buildings
  - Peer comparison data
  - Benchmark energy modeling



# Other Sustainable Items

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- 358 trees planted over the last 5 years
- 4 water retention ponds to reduce water runoff (2 OP, 2 CMS)
- Replaced gas powered grounds equipment with battery operated
- New Irrigation software to monitor and track field watering
- Updated Building Automation System to maximize heating and cooling systems
  - 74 degrees during cooling months, 68 degrees during heating months, 10 degree setback in unoccupied modes
- Updated our Fresh Air setpoints, saving \$17,000 annually
- Utilizing organic, plastic free, and recycled products in restrooms

**THANK  
YOU**

22



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



## EDEN PRAIRIE SCHOOLS

Inspiring each student every day

### Eden Prairie Schools Ends Monitoring FY 2021-2022

Ends Policy 1.1	Each student graduates and is academically prepared to progress to multiple opportunities after high school.	28
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**Date of Operational Interpretation Monitoring: June 28, 2021**

**Date of Evidence Monitoring: October 24, 2022**

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

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

Signed

Dr. Josh Swanson, Superintendent

Date: October 12, 2022

# Eden Prairie School District 272 Ends Policy Monitoring Report

24

**Policy Name:**

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

**Monitoring Timeline:**

July 2021 to June 2022

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**

Ol: June 28, 2021

Evidence: October 24, 2022

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

### Operational Interpretation:

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not be predictable between racial and service student groups.
2. I interpret a graduate to be a student who has met all of the requirements within District Policy 613.
3. I interpret *academically prepared to progress to multiple opportunities after high school* as each student who met the Eden Prairie District graduation requirement will demonstrate post-secondary success as measured by a body of evidence including standardized assessment, successful completion of high school course work and capstone experience as well as the persistence and completion of post-secondary programming. 25

### Justification:

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

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

### **Graduation Rates**

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

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

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

### Standardized College Entrance Assessment

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

### Gateway Courses

A gateway course is defined as credit-bearing course necessary for college preparation. Gateway courses are aimed to set up students for post-secondary success during both their academic career and professional lives. When students enter post-secondary experiences without background knowledge, critical thinking skills, or the ability to work collaboratively, they may not be set up for success. Students who were not provided these experiences in high school may enter their post-secondary opportunity with fewer skills and abilities to do well in their chosen major, obtain their degree, or enter the workforce (Kwak, 2021). 26

### Capstone Experience Courses

Student exploration, learning, and experience with a career pathway can culminate in a Capstone experience. Capstone experiences provide students opportunities to acquire, apply and demonstrate learning in personalized ways that authentically reflect how professionals think and act within the career field. As part of Eden Prairie School's Designing Pathways implementation process, stakeholders including business partners and community members identified that the essential elements of a Capstone experience should include authentic learning defined as instruction and assessments that utilize resources, tasks, purposes, and audiences found regularly within the career field. In partnership with business leaders who are part of the EP Inspires group, this Capstone experience was designed to include collaboration with professionals in the field through both networking and mentoring. Throughout the Capstone experience, students will apply their previous and current learning and demonstrate their learning in a variety of ways.

### Citations:

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

## **Measurement Plan:**

### ***I. Description of the Measurement Tools***

#### **Graduation Rates**

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

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

27

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

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

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

#### **Academically Prepared for Opportunities after High School:**

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

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

#### **(1 of 3) Standardized College Entrance Assessment: ACT**

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

#### **(2 of 3) Gateway Courses**

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

#### **(3 of 3) Capstone Experience Courses**

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

## ***II. Targets***

### **Graduation Rates: Target for 2021-2022**

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

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

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

28

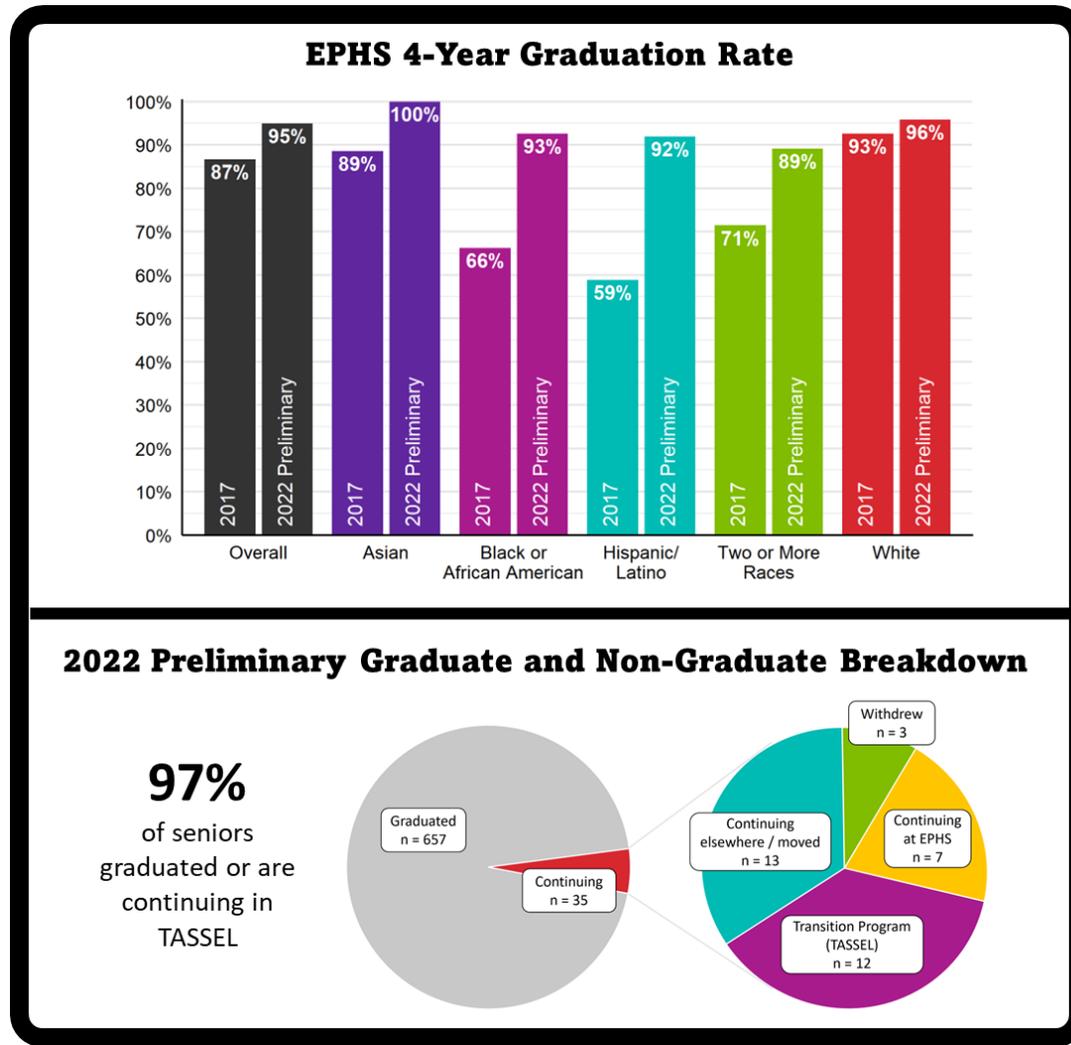
### **Academically Prepared for Opportunities after High School: Target for 2021-2022**

- Baseline data will be collected for 2021-2022

**Evidence:**

**Graduation Rates**

*4-Year Graduation Rate*



*4-Year Graduation Rate by Student Group*

EPHS 4-Year Graduation Rate by Student Group						
Demographic Group	2017	2018	2019	2020	2021	2022 Preliminary
<b>Overall</b>	<b>87%</b>	<b>88%</b>	<b>93%</b>	<b>95%</b>	<b>94%</b>	<b>95%</b>
Asian	89%	91%	96%	100%	95%	100%
Black or African American	66%	73%	79%	88%	90%	93%
Hispanic/Latino	59%	72%	93%	83%	82%	92%
Two or more races	71%	83%	87%	97%	100%	89%
White	93%	91%	95%	97%	95%	96%
EL	46%	42%	72%	74%	75%	83%
FRP	63%	71%	80%	85%	87%	86%
SPED	54%	59%	73%	68%	71%	64%
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.						

30

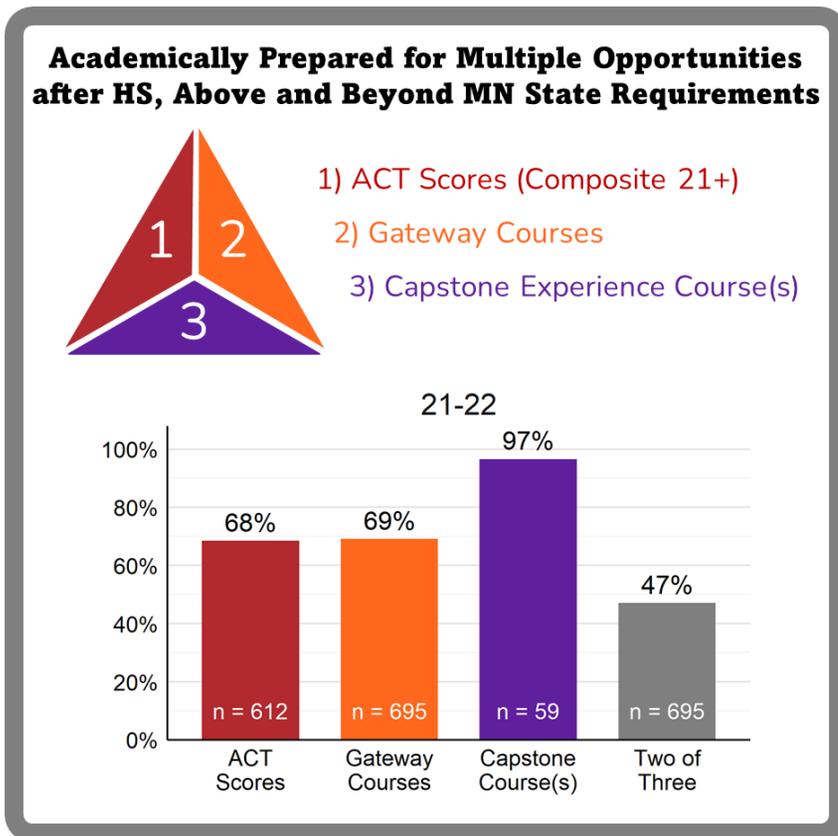
*4-Year and 7-Year Graduation Rates*

EPHS 4-Year and 7-Year Graduation Rates						
	2017	2018	2019	2020	2021	2022 Preliminary
4-Year Graduation Rate	87%	88%	93%	95%	94%	95%
7-Year Graduation Rate	95%	96%	97%	96%	96%	n/a
*We do not estimate a preliminary 7-year graduation rate.						

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

	HS Graduation Year					
	EPHS			MN		
	17-18	18-19	19-20	17-18	18-19	19-20
Percent of HS Graduates Enrolling in College – Fall	86%	85%	81%	67%	66%	62%
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year	93%	93%	91%	84%	84%	83%
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
4-Year College Completion Target	49%	51%	55%	33%	36%	37%
	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
6-Year College Completion Target	72%	71%	71%	51%	52%	49%

**Academically Prepared for Multiple Opportunities after High School, Above and Beyond MN State Requirements**



Academically Prepared for Multiple Opportunities after HS: Meets Two of Three Criteria	
	21-22 Baseline
<b>Overall</b>	<b>47%</b>
Asian	39%
Black or African American	11%
Hispanic/Latino	27%
Two or more races	53%
White	62%
EL	5%
FRP	17%
SpEd	20%

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.

32

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable.
- The data presented as evidence justifies the Superintendent's assertion of: Making expected progress or not making expected progress toward achievement of the End as constituted by the OI.

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

33

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

**Board Member's Summarizing Comments**



**EDEN PRAIRIE SCHOOLS**  
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**Eden Prairie Schools Ends Monitoring FY 2021-2022**

Ends Policy 1.2	Each student is reading at grade level by the end of third grade.
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34

**Date of Operational Interpretation Monitoring: June 28, 2021**

**Date of Evidence Monitoring: October 24, 2022**

**Assertion of Expected Progress by the Superintendent:** The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.2, "Each student is reading at grade level by the end of third grade."

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

Signed   
Dr. Josh Swanson, Superintendent

Date: October 12, 2022

# Eden Prairie School District 272 Ends Policy Monitoring Report

35

**Policy Name:**

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

**Monitoring Timeline:**

July 2021 to June 2022

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**

OI: June 28, 2021

Evidence: October 24, 2022

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

### **Operational Interpretation:**

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

36

### **Justification:**

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

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

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

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

### **Long-Cycle: State and national assessments**

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

### **Mid-Cycle: Universal screening and benchmark assessments**

Universal screening and benchmark assessments are used to evaluate where students are in their learning progress and determine whether they are on-track to perform well on future assessments, such as high-stakes tests like the MCA. Mid-cycle assessments are administered periodically during a course or school year (e.g., three times a year) and are administered separately from the process of instructing students. These assessments provide information on student's trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards), as well as the progress towards those targets (Great Schools Partnership, 2013). <sup>37</sup>

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

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

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

#### *Citations:*

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

## **Measurement Plan:**

### ***I. Description of the Measurement Tools***

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

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

38

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

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

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

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

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

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

FastBridge aReading Student Reading Achievement Levels:

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

39

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

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

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

FastBridge CBM-R Student Reading Achievement Levels:

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

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

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

## II. Targets

### **Proficient in Two of Three Aligned Reading Assessments: Target for 2021-2022**

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

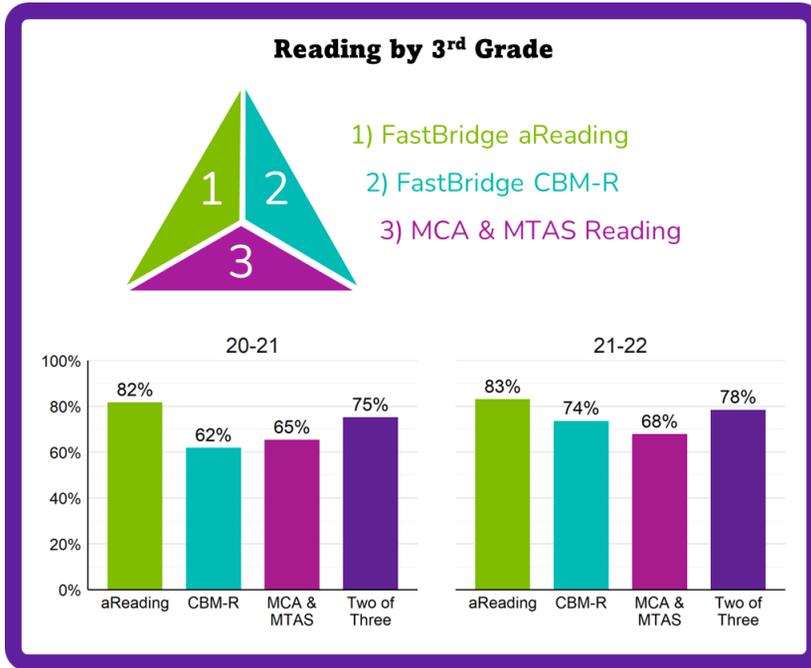
#### *Citations:*

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

40

**Evidence:**

**Proficient in Two of Three Aligned Reading Assessments**

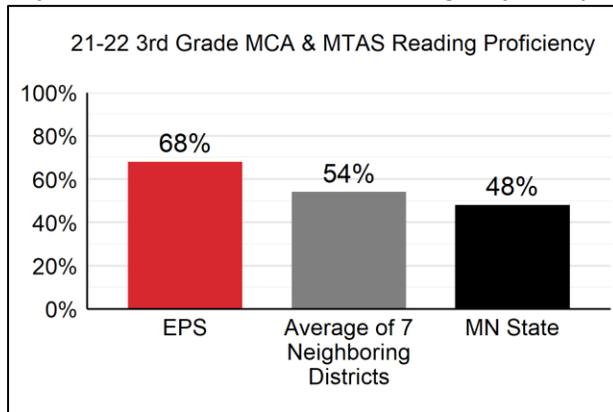


Reading by 3 <sup>rd</sup> Grade: Meets Two of Three Criteria		
	20-21	21-22
<b>Overall</b>	<b>75%</b>	<b>78%</b>
Asian	96%	86%
Black or African American	58%	59%
Hispanic/Latino	59%	68%
Two or more races	78%	78%
White	79%	86%
EL	34%	39%
FRP	52%	59%
SpEd	45%	61%

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.

41

*Additional Context for 3<sup>rd</sup> Grade MCA & MTAS Reading Proficiency: Neighboring District Average and State Proficiency Levels*



**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable.
- The data presented as evidence justifies the Superintendent's assertion of: Making expected progress or not making expected progress toward achievement of the End as constituted by the OI.

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

42

**Statement of Assertion:** The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.2, "Each student is reading at grade level by the end of third grade."

**Board Member's Summarizing Comments**



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

**Eden Prairie Schools Ends Monitoring FY 2021-2022**

Ends Policy 1.3	Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.	43
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**Date of Operational Interpretation Monitoring: June 28, 2021**

**Date of Evidence Monitoring: October 24, 2022**

**Assertion of Expected Progress by the Superintendent:** The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.3, "Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

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

Signed   
Dr. Josh Swanson, Superintendent

Date: October 12, 2022

# Eden Prairie School District 272

## Ends Policy Monitoring Report

44

**Policy Name:**

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

**Monitoring Timeline:**

July 2021 to June 2022

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**

OI: June 28, 2021

Evidence: October 24, 2022

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

#### **Operational Interpretation:**

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not be predictable between racial and service student groups.
2. I interpret *district growth expectations* to be at least a year's growth in a year's time for each student at or above grade level and accelerated growth for students below grade level. I interpret not limited to include Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health, and Physical Education.
3. I interpret *proficiency expectations annually in, but not limited to Language Arts, Math, and Science*, for each student identified at or above proficiency as measured by content area assessments in English Language Arts, Math, and Science.

#### **Justification:**

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

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

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

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

### **Long-cycle: State and national assessments**

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

### **Mid-cycle: Universal screening and benchmark assessments**

46

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

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

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

### **Short Cycle: Grades based on classroom assessments**

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

### **District Growth Expectations**

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

*Citations*

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

**Measurement Plan**

47

***I. Description of the Measurement Tools:***

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

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

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

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

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

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

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

48

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

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

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

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

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

FastBridge Student Growth Achievement Levels:

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

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

49

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

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

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

**II. Targets**

**Long-Cycle Assessment Proficiency: Minnesota State MCA & MTAS Assessments: Target for 2021-2022**

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

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

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

Note: Aggressive growth is the 75<sup>th</sup> growth percentile and above

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

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

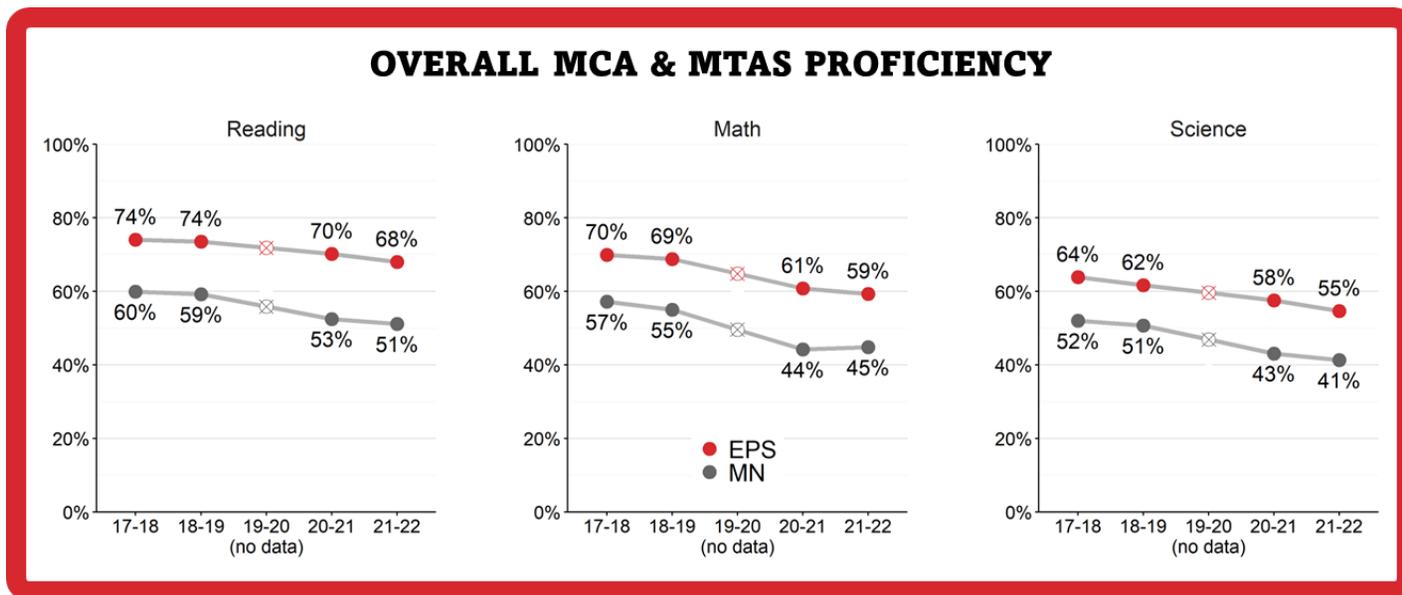
Note: Other curriculum areas include: Social Studies, World Language, Career Technology Education, Business Education - Fine or Applied Arts (music, art courses), Health, Physical Education.

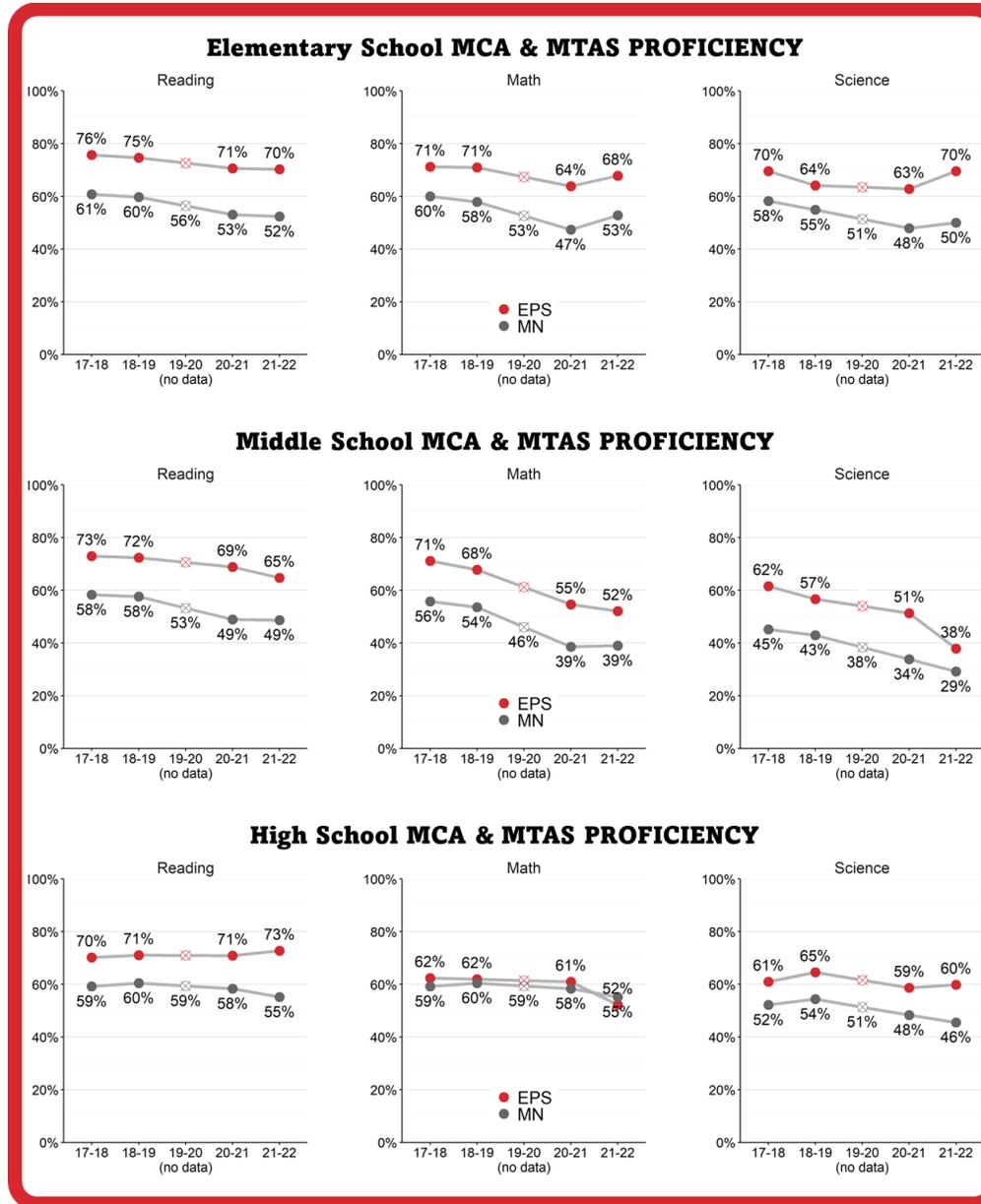
*Citations:*

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

**Evidence:**

**Long-Cycle Assessment Proficiency: Minnesota State MCA & MTAS Assessments**



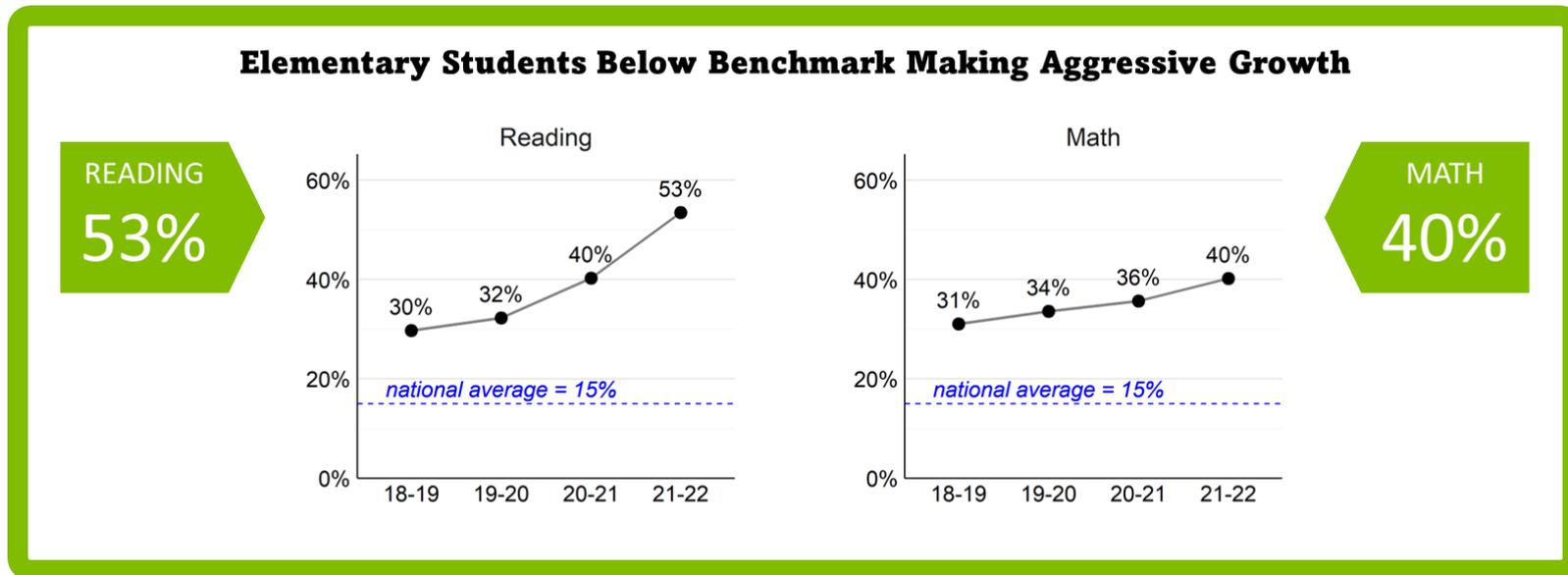


Reading MCA & MTAS Proficiency					
Percentage of Students Meeting Grade Level Standards for MCA & MTAS					
		18-19	19-20*	20-21*	21-22*
<b>Overall</b>	<b>74%</b>	<b>74%</b>	<b>n/a</b>	<b>70%</b>	<b>68%</b>
Grade 3	70%	69%		65%	68%
Grade 4	72%	69%		65%	64%
Grade 5	82%	81%		76%	78%
Grade 6	79%	80%		76%	70%
Grade 7	72%	75%		70%	63%
Grade 8	74%	70%		67%	61%
Grade 10	70%	71%		71%	73%
Asian	83%	83%		84%	81%
Black or African American	48%	49%		44%	42%
Hispanic/Latino	57%	59%		51%	49%
Two or more races	73%	71%		69%	66%
White	81%	80%		78%	77%
EL	22%	21%		16%	17%
FRP	48%	48%		42%	41%
SpEd	38%	35%		35%	39%
<p>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.</p> <p>*Indicates school year affected by COVID-19. MCA &amp; MTAS were not given in 19-20. Due to the challenges of COVID-19, MDE does not support widely comparing 20-21 MCA &amp; MTAS assessment results to previous years' results.</p>					

Math MCA & MTAS Proficiency					
Percentage of Students Meeting Grade Level Standards for MCA & MTAS					
		18-19	19-20*	20-21*	21-22*
<b>Overall</b>	<b>74%</b>	<b>74%</b>	<b>n/a</b>	<b>70%</b>	<b>59%</b>
Grade 3	72%	74%		72%	76%
Grade 4	78%	75%		66%	67%
Grade 5	67%	65%		57%	61%
Grade 6	69%	69%		61%	47%
Grade 7	65%	69%		53%	53%
Grade 8	76%	67%		57%	57%
Grade 11	62%	62%		61%	52%
Asian	87%	86%		82%	81%
Black or African American	38%	38%		33%	30%
Hispanic/Latino	47%	46%		36%	36%
Two or more races	63%	64%		56%	52%
White	78%	77%		68%	69%
EL	30%	27%		21%	21%
FRP	39%	39%		32%	29%
SpEd	34%	31%		30%	36%
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. MCA & MTAS were not given in 19-20. Due to the challenges of COVID-19, MDE does not support widely comparing 20-21 MCA & MTAS assessment results to previous years' results.					

Science MCA & MTAS Proficiency					
Percentage of Students Meeting Grade Level Standards for MCA & MTAS					
	17-18	18-19	19-20*	20-21*	21-22*
<b>Overall</b>	<b>64%</b>	<b>62%</b>	<b>n/a</b>	<b>58%</b>	<b>55%</b>
Grade 5	64%	70%		63%	70%
Grade 8	57%	62%		51%	38%
Grade HS	61%	65%		59%	60%
Asian	73%	81%		74%	66%
Black or African American	27%	33%		27%	26%
Hispanic/Latino	42%	45%		37%	36%
Two or more races	58%	53%		54%	47%
White	71%	71%		65%	64%
EL	6%	7%		10%	13%
FRP	31%	33%		31%	28%
SpEd	33%	33%		27%	38%
<p>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.</p> <p>*Indicates school year affected by COVID-19. MCA &amp; MTAS were not given in 19-20. Due to the challenges of COVID-19, MDE does not support widely comparing 20-21 MCA &amp; MTAS assessment results to previous years' results.</p>					

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



Students Below Benchmark Making Aggressive Growth							
READING – FastBridge earlyReading & aReading				MATH – FastBridge earlyMath & aMath			
	19-20	20-21	21-22		19-20	20-21	21-22
<b>Overall</b>	<b>32%</b>	<b>40%</b>	<b>53%</b>	<b>Overall</b>	<b>34%</b>	<b>36%</b>	<b>40%</b>
Grade K	5%*	39%	50%	Grade K	10%*	32%	37%
Grade 1	24%*	59%	51%	Grade 1	13%*	33%	32%
Grade 2	51%	54%	69%	Grade 2	54%	44%	41%
Grade 3	46%	35%	55%	Grade 3	42%	34%	45%
Grade 4	33%	33%	52%	Grade 4	34%	36%	40%
Grade 5	27%	15%	39%	Grade 5	30%	38%	46%
Grade 6	28%	19%	n/a	Grade 6	29%	32%	n/a
Asian	43%	46%	55%	Asian	41%	42%	51%
Black or African American	27%	35%	54%	Black or African American	34%	34%	39%
Hispanic/Latino	32%	34%	47%	Hispanic/Latino	33%	30%	33%
Two or more races	32%	36%	48%	Two or more races	35%	38%	38%
White	35%	45%	55%	White	32%	38%	43%
EL	30%	36%	54%	EL	34%	29%	39%
FRP	26%	36%	49%	FRP	30%	34%	36%
SpEd	29%	32%	39%	SpEd	28%	26%	39%
Notes: 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. 6 <sup>th</sup> grade moved to CMS in 21-22.							
*Growth measures were not available for all students due to COVID-19 testing disruptions.							

**Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments**

Percentage of Students Achieving a C grade or Higher						
Subject Area	Middle School			High School		
	19-20	20-21	21-22*	19-20	20-21	21-22*
<b>Overall</b>	98%	90%	91%	98%	96%	97%
Geography/Social Studies	97%	90%	93%	96%	96%	96%
World Language	96%	91%	91%	99%	97%	96%
Technology	97%	87%	84%	97%	97%	96%
Business Education	n/a	n/a	n/a	100%	97%	98%
Fine or Applied Arts	99%	92%	91%	99%	94%	98%
Health	98%	87%	84%	97%	97%	97%
Physical Education	100%	91%	95%	99%	97%	98%

Notes: 21-22 includes EPO Secondary grades. 6<sup>th</sup> grade moved to CMS in 21-22.

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable.
- The data presented as evidence justifies the Superintendent's assertion of: Making expected progress or not making expected progress toward achievement of the End as constituted by the OI.

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

59

**Statement of Assertion:** The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.3, "Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

**Board Member's Summarizing Comments**



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**Eden Prairie Schools Ends Monitoring FY 2021-2022**

Ends Policy 1.4	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.	60
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**Date of Operational Interpretation Monitoring: June 28, 2021**

**Date of Evidence Monitoring: October 24, 2022**

**Assertion of Expected Progress by the Superintendent:** The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.4, "Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements."

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

Signed   
Dr. Josh Swanson, Superintendent

Date: October 12, 2022

# Eden Prairie School District 272 Ends Policy Monitoring Report

61

**Policy Name:**

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

**Monitoring Timeline:**

July 2021 to June 2022

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**

OI: June 28, 2021

Evidence: October 24, 2022

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

**Operational Interpretation:**

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not be predictable between racial and service student groups.
2. I interpret *broad-based education* as authentic learning experiences that leverage student interest, exploration, talent development, career exploration and prepares students for the 21<sup>st</sup> Century and to become continuous learners. Not limited or narrow; of extensive range or scope. 62
3. I interpret *exceeds* as to go beyond state expectations.
4. I interpret *Minnesota State Graduation Requirements* as the three requirements of the State of Minnesota:
  - a. Satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024.
  - b. Satisfactorily complete all state academic standards or local academic standards where state standards do not apply.
  - c. Meet graduation assessment requirements.

**Justification:**

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

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

Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education exceeding the MN Graduation requirements. Some examples include Concurrent College Enrollment, Post-Secondary Educational Opportunities (PSEO), World Language, Advanced Placement, and Career and Technical Education (CTE) courses. Research shows that post-secondary experiences—and especially taking the right kinds of courses in high school—are key to persistence and graduation.

## **Measurement Plan:**

### ***I. Description of the Measurement Tools***

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

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

63

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

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

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

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

### ***II. Targets***

#### **Enrollment of Students Participating in Pathways Programming**

- Baseline data will be collected for 2021-2022

#### **Rigorous Coursework Enrollment**

- Comparative data will be provided to identify trends

**Evidence:**

**Enrollment of Students Participating in Pathways Programming**

Number of Students Participating in Pathways Programming		
School Level	Program	21-22 Baseline
Elementary	Inspire Choice	0 students (Delayed implementation due to COVID-19)
Middle	21st Century Elective	1880 students (All CMS students)
High	Career Pathways	59 students (Two courses: Entrepreneurship & iOS Mobile App Development)

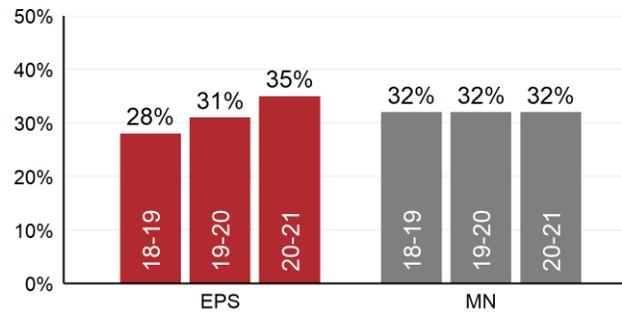
**Rigorous Coursework Enrollment**

*Students Enrolled in Post-Secondary Options*

Graduating Students Concurrently Enrolled in PSEO (Source: MN SLEDS)						
	EPS			MN		
	18-19	19-20	20-21	18-19	19-20	20-21
Students in Concurrent PSEO	196	222	226	19,510	19,217	19,598
Graduating Students	690	723	653	61,226	60,641	60,511
<b>Percentage</b>	<b>28%</b>	<b>31%</b>	<b>35%</b>	<b>32%</b>	<b>32%</b>	<b>32%</b>

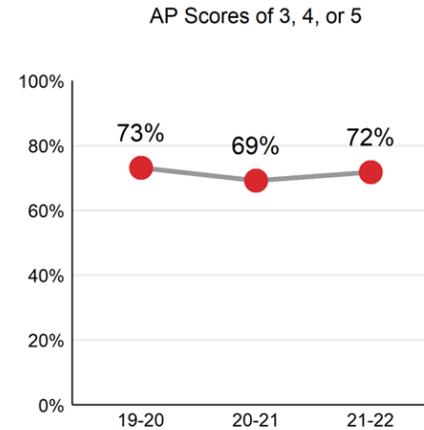
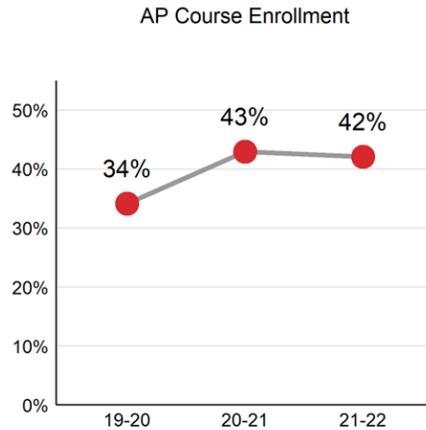
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Graduating Students Concurrently Enrolled in PSEO  
 (Source: MN SLEDS)



Students Enrolled in Rigorous Coursework

**Student Enrollment and Achievement in Rigorous AP Coursework**



66

AP Course Enrollment			
Demographic Group	19-20	20-21	21-22
<b>Overall</b>	<b>34%</b>	<b>43%</b>	<b>42%</b>
Asian	54%	67%	68%
Black or African American	12%	22%	21%
Hispanic/Latino	17%	26%	26%
Two or more races	33%	36%	37%
White	23%	46%	46%
EL	0%	7%	9%
FRP	11%	20%	19%
SpEd	3%	4%	6%

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.

AP Exam Scores of 3, 4, or 5			
Demographic Group	19-20	20-21	21-22
<b>Overall</b>	<b>73%</b>	<b>69%</b>	<b>72%</b>
Asian	81%	82%	80%
Black or African American	47%	50%	52%
Hispanic/Latino	64%	59%	60%
Two or more races	81%	63%	59%
White	71%	65%	71%
EL	100%	57%	50%
FRP	53%	46%	53%
SpEd	45%	60%	60%

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.

*Students Completing Advanced Course Offerings*

<b>Students Completing Advanced Course Offerings</b>			
	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>Overall</b>	<b>64%</b>	<b>66%</b>	<b>61%</b>
Asian	79%	82%	80%
Black or African American	35%	42%	35%
Hispanic/Latino	42%	50%	49%
Two or more races	59%	60%	56%
White	71%	71%	68%
EL	12%	18%	21%
FRP	32%	43%	38%
SpEd	16%	14%	15%
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.			

67

*Students with Concurrent College Enrollment – Data reported in this manner starting in the 21-22 school year*

<b>Students with Concurrent College Enrollment</b>	
	<b>21-22</b>
<b>Overall</b>	<b>7.3%</b>
Asian	6.3%
Black or African American	2.0%
Hispanic/Latino	7.3%
Two or more races	8.7%
White	9.3%
EL	2.3%
FRP	2.4%
SpEd	0.7%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.	

*Students Exceeding Minimum Graduation Requirements – Detailed data by student group in 20-21 and after*

<b>Graduating Students Earning More than 54 Credits</b>		
	<b>20-21</b>	<b>21-22</b>
<b>Overall</b>	<b>85%</b>	<b>91%</b>
Asian	90%	82%
Black or African American	78%	72%
Hispanic/Latino	67%	83%
Two or more races	83%	90%
White	88%	87%
EL	63%	71%
FRP	71%	75%
SpEd	70%	72%
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.		

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable.
- The data presented as evidence justifies the Superintendent’s assertion of: Making expected progress or not making expected progress toward achievement of the End as constituted by the OI.

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

69

**Statement of Assertion:** The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.4, "Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements."

**Board Member’s Summarizing Comments**



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**Eden Prairie Schools Ends Monitoring FY 2021-2022**

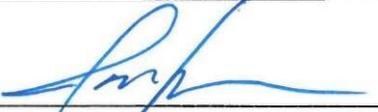
Ends Policy 1.5	Each student has the 21 <sup>st</sup> century skills needed to succeed in the global economy.	70
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**Date of Operational Interpretation Monitoring: June 28, 2021**

**Date of Evidence Monitoring: October 24, 2022**

**Assertion of Expected Progress by the Superintendent:** The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.5, "Each student has the 21<sup>st</sup> century skills needed to succeed in the global economy."

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

Signed   
Dr. Josh Swanson, Superintendent

Date: October 12, 2022

# Eden Prairie School District 272 Ends Policy Monitoring Report

71

**Policy Name:**

**Ends 1.5** Each student has the 21<sup>st</sup> century skills needed to succeed in the global economy.

**Monitoring Timeline:**

July 2021 to June 2022

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**

OI: June 28, 2021

Evidence: October 24, 2022

**1.5** Each student has the 21<sup>st</sup> century skills needed to succeed in the global economy.

**Operational Interpretation:**

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. Each also indicates that achievement disparities will not be predictable between racial and service student groups.
2. I interpret the *21<sup>st</sup> Century Skills* as Communication, Critical Thinking, Collaboration, and Creativity. These skills are incorporated into instruction at all levels. In Eden Prairie, the focus of 21<sup>st</sup> Century Skills is defined by the 4Cs (critical thinking, creativity, collaborating, and communicating). 72

**Justification:**

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

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

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

- Communication
  - Students will use effective interpersonal skills to build positive relationships and promote collaborative learning, including being able to communicate interactively and effectively to support individual learning and contribute to the learning of others. Students will communicate effectively in diverse environments showing cultural understanding and global awareness.
- Critical Thinking
  - Students will be able to collect, assess, and analyze relevant information. Learners will be able to identify, define, and solve authentic problems and reflect critically on learning experiences, processes, and solutions. 73
- Collaboration
  - Students will be able to demonstrate an ability to work effectively and respectfully with diverse teams, exercising flexibility through shared responsibility of collaborative work. Learners will develop attributes which value the individual contributions made by each team member and embody a willingness to make necessary compromises to accomplish a common goal.
- Creativity
  - Students will be able to think creatively and develop new and worthwhile ideas. Learners will work creatively with others as they develop, implement and communicate new ideas. Students will demonstrate the courage to explore, while viewing failure as an opportunity to learn.

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

*Citations:*

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

## **Measurement Plan:**

### ***I. Description of the Measurement Tools***

#### **4Cs Proficiency: Assessed by the 4Cs Proficiency Scales**

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

Eden Prairie's 4Cs Proficiency Scales:

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

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

### ***II. Targets***

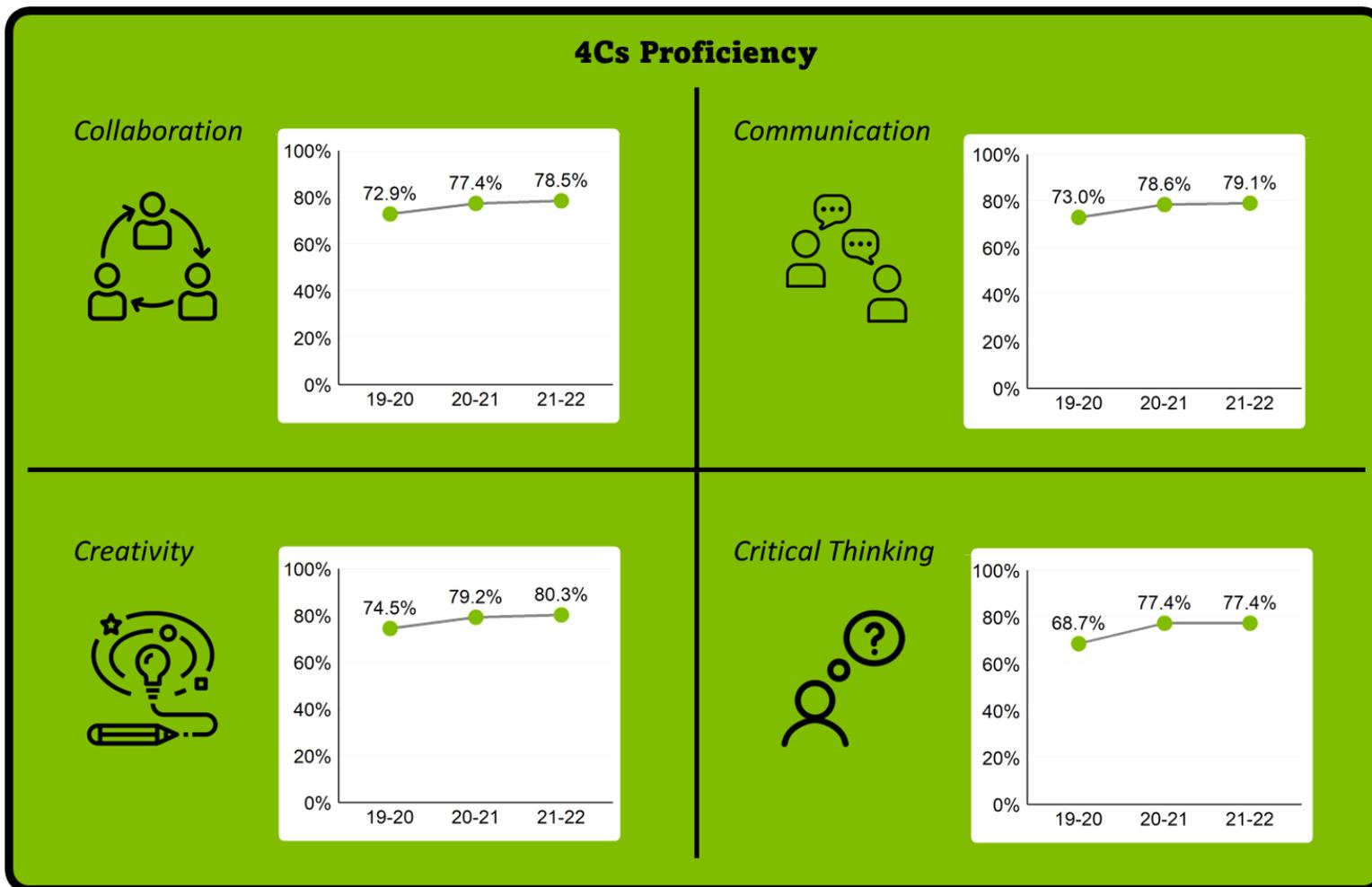
#### **4Cs Proficiency: Target for 2021-2022**

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

74

**Evidence:**

**4Cs Proficiency**



Collaboration				Communication			
	19-20	20-21	21-22		19-20	20-21	21-22
<b>Overall</b>	<b>72.9%</b>	<b>77.4%</b>	<b>78.5%</b>	<b>Overall</b>	<b>73.0%</b>	<b>78.6%</b>	<b>79.1%</b>
Early Childhood	95.4%	92.4%	83.2%	Early Childhood	85.6%	82.9%	95.3%
Early Elementary	60.4%	60.2%	60.9%	Early Elementary	60.7%	60.7%	61.4%
Upper Elementary	78.0%	73.5%	73.1%	Upper Elementary	76.3%	74.8%	70.6%
Middle	85.7%	88.6%	89.2%	Middle	89.2%	89.7%	91.4%
High	64.3%	84.8%	84.1%	High	65.2%	87.9%	83.9%
Asian	78.2%	83.4%	86.1%	Asian	76.4%	83.9%	85.8%
Black or African American	59.8%	64.2%	65.1%	Black or African American	59.2%	65.2%	65.9%
Hispanic/Latino	67.4%	69.3%	71.8%	Hispanic/Latino	64.3%	71.9%	71.0%
Two or more races	69.7%	71.5%	78.8%	Two or more races	70.4%	73.8%	79.3%
White	76.6%	82.0%	82.2%	White	77.9%	83.2%	83.4%
EL	57.7%	60.1%	62.3%	EL	53.8%	58.4%	57.5%
FRP	59.2%	62.4%	65.2%	FRP	57.9%	64.2%	63.6%
SpEd	50.9%	50.7%	54.4%	SpEd	52.1%	53.3%	53.8%
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.							

Creativity			
	19-20	20-21	21-22
<b>Overall</b>	<b>74.5%</b>	<b>79.2%</b>	<b>80.3%</b>
Early Childhood	95.4%	91.8%	83.2%
Early Elementary	62.1%	62.0%	64.0%
Upper Elementary	82.5%	73.8%	70.3%
Middle	82.5%	91.9%	94.6%
High	63.5%	87.4%	85.4%
Asian	77.3%	83.1%	86.2%
Black or African American	63.0%	65.9%	68.2%
Hispanic/Latino	71.2%	74.0%	74.7%
Two or more races	72.8%	74.2%	79.2%
White	77.8%	83.7%	84.0%
EL	60.7%	61.6%	63.9%
FRP	62.9%	65.9%	69.5%
SpEd	58.6%	56.5%	61.8%

Critical Thinking			
	19-20	20-21	21-22
<b>Overall</b>	<b>68.7%</b>	<b>77.4%</b>	<b>77.4%</b>
Early Childhood	98.3%	96.8%	89.8%
Early Elementary	55.6%	58.9%	58.4%
Upper Elementary	72.8%	69.4%	63.8%
Middle	78.1%	90.1%	92.4%
High	64.6%	88.2%	84.9%
Asian	75.4%	83.4%	85.1%
Black or African American	53.7%	63.2%	63.7%
Hispanic/Latino	59.3%	70.0%	70.3%
Two or more races	64.8%	70.3%	75.4%
White	73.3%	82.4%	81.8%
EL	46.9%	57.6%	55.7%
FRP	51.6%	61.9%	62.6%
SpEd	44.8%	50.1%	53.5%

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

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable.
- The data presented as evidence justifies the Superintendent’s assertion of: Making expected progress or not making expected progress toward achievement of the End as constituted by the OI.

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

78

**Statement of Assertion:** The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.5, "Each student has the 21<sup>st</sup> century skills needed to succeed in the global economy."

**Board Member’s Summarizing Comments**



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

**Eden Prairie Schools Ends Monitoring FY 2021-2022**

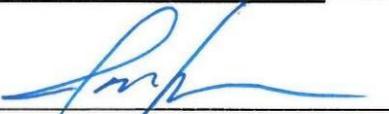
Ends Policy 1.6	Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.	79
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**Date of Operational Interpretation Monitoring: June 28, 2021**

**Date of Evidence Monitoring: October 24, 2022**

**Assertion of Expected Progress by the Superintendent:** The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.6, "Each student has the knowledge that citizens and residents of the United States need to contribute positively to society."

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

Signed   
Dr. Josh Swanson, Superintendent

Date: October 12, 2022

# Eden Prairie School District 272 Ends Policy Monitoring Report

80

**Policy Name:**

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

**Monitoring Timeline:**

July 2021 to June 2022

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**

Ol: June 28, 2021

Evidence: October 24, 2022

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

**Operational Interpretation:**

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not be predictable between racial and service student groups.
2. I interpret the knowledge that citizens and residents need to contribute positively to society as an understanding of civics as defined by the Minnesota Learning Law and Democracy Foundation in partnership with the United States citizenship and immigration services. 81
3. I interpret to contribute positively to society to mean within the 21st Century demonstrating, self-direction and personal motivation, responsible/respectful behavior, and digital citizenship.

**Justification:**

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

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

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

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

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

*Citations:*

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

82

**Measurement Plan:**

***I. Description of the Measurement Tools***

**Civics: Assessed by the MN Civics Test**

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

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

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

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

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

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

**Digital Citizenship: Assessed by the 4Cs Proficiency Scales**

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

Eden Prairie's 4Cs Proficiency Scales:

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

83

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

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

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

**Attendance Rate: Assessed by daily attendance.**

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

**II. Targets**

**Civics: Target for 2021-2022**

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

**Responsible and Respectful Behavior: Target for 2021-2022**

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

**Digital Citizenship: Target for 2021-2022**

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

**Self-Direction and Personal Motivation: Target for 2021-2022**

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

**Attendance Rate: Target for 2021-2022**

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

**Evidence:**

**Civics:**

Students Earning 60% or greater on MN Civics Test			
	19-20	20-21	21-22
<b>Overall</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Asian	100%	100%	100%
Black or African American	100%	100%	100%
Hispanic/Latino	100%	100%	100%
Two or more races	100%	100%	100%
White	100%	100%	100%
EL	100%	100%	100%
FRP	100%	100%	100%
SPED	100%	100%	100%
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.			

Students Receiving Credit Bearing Grade in US Government Course			
	19-20	20-21	21-22
<b>Overall</b>	<b>100%</b>	<b>97%</b>	<b>99%</b>
Asian	100%	95%	100%
Black or African American	100%	94%	100%
Hispanic/Latino	100%	91%	100%
Two or more races	100%	96%	96%
White	100%	99%	98%
EL	100%	93%	100%
FRP	100%	95%	98%
SPED	100%	96%	94%
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.			

**Respectful and Responsible Behavior:**

<b>Grades: K-5</b>			
<b>Report Card Strand (teacher attributed)</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
Respectful	69%	80%	79%
Responsible	70%	77%	78%

<b>Grades: 6-12</b>			
<b>Panorama Survey Responses (student perception)</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22*</b>
Respectful	53%	66%	62% (~80 <sup>th</sup> national percentile)
Responsible	56%	58%	53% (~75 <sup>th</sup> national percentile)
Note: Panorama survey responses are evaluated on a 5-point Likert scale. The top two Likert scale responses are categorized as favorable.			
In 21-22, 12% and 22% of students chose the bottom two Likert scale responses for Respectful and Responsible behavior questions, respectively.			

**Digital Citizenship:**

Digital Citizenship			
	19-20	20-21	21-22
<b>Overall</b>	<b>70%</b>	<b>76%</b>	<b>76%</b>
Early Childhood	94%	92%	84%
Early Elementary	59%	57%	59%
Upper Elementary	74%	70%	63%
Middle	81%	89%	91%
High	62%	87%	83%
Asian	75%	83%	84%
Black or African American	54%	61%	62%
Hispanic/Latino	62%	69%	68%
Two or more races	66%	70%	75%
White	75%	81%	81%
EL	50%	55%	54%
FRP	53%	60%	60%
SpEd	45%	48%	51%
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.			

87

**Self-Direction and Personal Motivation:**

4th-12th Grade Student Goal Setting			
	19-20	20-21	21-22
Elementary	98%	99%	100%
Middle	99%	93%	79%
High	89%	99%	98%

**Attendance Rate:**

Attendance Rate			
	19-20	20-21	21-22*
Grades K-12	96%	95%	93%
*21-22 attendance was greatly influenced by mandatory quarantining or isolation periods due to COVID-19.			

88

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable.
- The data presented as evidence justifies the Superintendent's assertion of: Making expected progress or not making expected progress toward achievement of the End as constituted by the OI.

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

**Statement of Assertion:** The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.6, "Each student has the knowledge that citizens and residents of the United States need to contribute positively to society."

**Board Member's Summarizing Comments**

Eden Prairie School District 272  
Superintendent Monitoring Report

<b>Policy Name: EL 2.4 Treatment of Staff</b>	Monitoring Time Frame: <del>July 2020 to June 2021</del> <b>July 2021 to June 2022</b>	<b>Policy Monitoring Column FOR BOARD USE ONLY</b> Compliance rating: <ul style="list-style-type: none"> <li>● OI is/is not reasonable</li> <li>● Evidence supports/does not support the OI</li> </ul> <b><i>Include specific evidence for rating conclusion and recommendations.</i></b>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: <del>October 25, 2021</del> <b>October 24, 2022</b>	
		Board member name: 89
<b><u>Global Constraint:</u></b> <b>The Superintendent shall not cause or allow a work environment that is unsafe, unwelcoming, inequitable, disrespectful, unclear or that otherwise inhibits effective staff performance.</b>		(enter rating and reasoning when appropriate)
<u>Operational Interpretation:</u> 1. An <i>unsafe</i> work environment is one that does not protect employees from known dangers. 2. An <i>unwelcoming</i> work environment is one in that employees perceive as hostile or unreceptive. 3. An <i>inequitable</i> work environment can be described as one that District fails to treat employees in a manner that is considered fair and just. 4. A <i>disrespectful</i> environment is one that is discourteous and rude.		
<u>Justification:</u> 1. School district employees are provided a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. § 182.653, Subd. 2; Policy 407) a. The District maintains a “Non-contract Grievance” procedure for all staff based on Regulation 401.11R 2. Staff are made to feel welcome in the following ways: a. Honoring and complying with the Minnesota Veterans Preference Act (Policy 405) b. The District seeks to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial		

<p>status, status with regard to public assistance, sexual orientation, or disability (Policy 413; Minn. Stat. § 121A.03</p> <p>c. District policy states that employees must report behavior that is in violation of policy.</p> <p>3. Staff are provided equity by the District in the following ways:</p> <p>a. The school district is an equal employment opportunity employer (Policy 401)</p> <p>b. Providing a fair employment setting for all persons and to comply with state and federal law (Policy 402)</p> <p>c. Providing progressive discipline through due process (Collective Bargaining Agreements, At-Will Work Agreements, as outlined in the Supervisor Manual).</p> <p>4. Staff are respected through the following means:</p> <p>a. Protection of Public and Private Personnel Data (Policy 406)</p> <p>b. Submission of a good faith mandated report under Minnesota law and this policy will not adversely affect the reporter’s employment (Policy 414 &amp; 415).</p>	90
<p><u>Measurement Plan:</u></p> <p>1. Percentage of reports or complaints that were addressed promptly and appropriately during the reporting period.</p> <p>2. Compliance with all child provisions of the policy.</p>	
<p><u>Evidence:</u></p> <p>1. 100% of reports or complaints filed are promptly investigated and appropriate action is taken.</p> <p>2. All child policies were deemed in compliance.</p>	
<p><u>Statement of Assertion:</u></p> <p>EL 2.4 is reasonable and in compliance.</p>	
<p><b>2.4.1 Furthermore, the Superintendent shall not: Allow staff to work without a written job description.</b></p>	
<p><u>Operational Interpretation:</u></p> <p>Every staff position type is defined in writing to include title, purpose, primary customers, position qualifications and essential responsibilities.</p>	
<p><u>Justification:</u></p> <p>Job descriptions in the district include title, purpose, primary customers, position qualifications, and essential responsibilities/functions.</p>	
<p><u>Measurement Plan:</u></p>	

<p>1. Job descriptions are reviewed on a periodic basis, and reviewed at the posting of a vacancy.</p>	
<p><u>Evidence:</u></p> <p>1. 100% of staff <a href="#">positions</a> has a job description. 100% of jobs posted include the minimum requirements and qualifications for the position.</p>	
<p><u>Statement of Assertion:</u></p> <p>EL 2.4.1 is reasonable and in compliance.</p>	
<p><b>2.4.2 Furthermore, the Superintendent shall not: Operate without accessible, clearly-written personnel policies.</b></p>	
<p><u>Operational Interpretation:</u></p> <p>Clearly written and accessible personnel policies are:</p> <ol style="list-style-type: none"> <li>1. Written in such a way to be understood by employees</li> <li>2. Easily obtained by the employee and employer</li> <li>3. A vital communication tool between the District and its employees, and contain the following: <ol style="list-style-type: none"> <li>a. District employee expectations, and;</li> <li>b. Employee rights,</li> <li>c. The legal obligations as an employer</li> </ol> </li> </ol>	91
<p><u>Justification:</u></p> <p>Eden Prairie Schools is a member of the Minnesota School Boards Association. One of the benefits of membership is access to model policies, including those related to personnel. The model policies are written and vetted by prominent Minnesota law firms. Each policy is reviewed and updated at least every three years or at such time as the prevailing state or federal law or rule is changed. Upon notice of a policy update, the District begins a process of updating.</p>	
<p><u>Measurement Plan:</u></p> <p>Multi-modal access and exposure to rules of the workplace as demonstrated in the Operational Interpretation above.</p>	
<p><u>Evidence:</u></p>	

<ol style="list-style-type: none"> <li>1. Multi-modal access has been provided and expectations have been met including: <ol style="list-style-type: none"> <li>a. 100% of district policies were posted online and annual review process of policy updates based on MSBA model policy was completed during the monitoring period.</li> <li>b. All employees hired to the district received: <ol style="list-style-type: none"> <li>i. A new hire orientation which includes training on district policies &amp; procedures.</li> <li>ii. 100% of staff sign off on acknowledgement of district policies and procedures.</li> </ol> </li> <li>c. Collective bargaining agreements and employee contracts are available on the district’s EpNet or in the district’s human resources office.</li> <li>d. All of the required federal and state mandatory postings notices are posted in each building in a common area (typically a staff lounge) and are updated annually.</li> </ol> </li> </ol>	
<p><u>Statement of Assertion:</u> EL 2.4.2 is reasonable and in compliance.</p>	92
<p><b>2.4.3 Furthermore, the Superintendent shall not: Operate without a reasonable, formal evaluation policy for all staff.</b></p>	
<p><u>Operational Interpretation:</u> A reasonable, formal evaluation policy is one that is officially sanctioned, performed in accordance within the rules set forth, that forms a judgment using a logical process.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> <li>1. Board Policy BMD 3.4 sets forth the goals and process used to evaluate the Superintendent.</li> <li>2. The Superintendent evaluates Executive Cabinet personnel on an annual basis. Evaluations are based on key attributes of leadership and mutual goal setting.</li> <li>3. Executive Cabinet members evaluate their subordinates annually through the use of mutually agreed upon professional goals evaluation process.</li> <li>4. The principal accountability laws require a superintendent to use a performance based system to annually evaluate each school principal assigned to supervise a school building within the school district (Minn. Stat. § 123B.143, subd. 1; § 123B.147, subd. 3). The evaluation is to improve teaching and learning by enhancing the principal’s ability to shape the school’s professional environment and support and improve school performance, student achievement, and teacher quality, performance, and effectiveness.</li> <li>5. The teacher accountability laws allow a school board and the exclusive representative of the teachers to jointly agree to an annual teacher evaluation and peer review process for probationary and non-probationary teachers</li> </ol>	

<p>6. (Minn. Stat. § 122A.40, subds. 4, 5, 8, 9; and §122A.41, subds. 2, 3, 5, 6). If there is no agreement, the district must implement the teacher evaluation and peer review process developed by the education commissioner and specified education stakeholders. Annual teacher evaluations are designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.</p> <p>7. Classified Staff are evaluated annually using a codified evaluation system.</p>	
<p><u>Measurement Plan:</u></p> <p>1. The Executive Director of Human Resources shall report annually on the status of the employee evaluation system and adherence to the justifications as listed above.</p>	
<p><u>Evidence:</u></p> <p>1. 100% of staff is evaluated on an ongoing basis as approved by the Superintendent.</p>	93
<p><u>Statement of Assertion:</u> EL 2.4.3 is reasonable and in compliance.</p>	
<p><b>2.4.4 Furthermore, the Superintendent shall not: Allow staff to be unprepared to deal with emergency situations.</b></p>	
<p><u>Operational Interpretation:</u></p> <p>1. School emergency planning directs staff and student preparation and response. Knowing how to respond during a crisis helps everyone remain calm, understand their role, and act as safely and efficiently as possible. Emergency planning includes all risks, crises, and emergencies schools may encounter. <i>(Source: Keeping Minnesota Ready: Comprehensive School Safety Guide; Homeland Security and Emergency Management)</i></p> <p>2. The State of Minnesota and OSHA require that employees understand the potential risks inherent in their particular workplace and that the workplace be safe.</p>	
<p><u>Justification:</u></p> <p>1. Careful planning, practice, and effective response, saves lives, prevents injuries and minimizes property damage. Exercising, reviewing and revising both school and district emergency plans is crucial to keeping plans current and aligned with best practices. <i>(Source: Keeping Minnesota Ready: Comprehensive School Safety Guide; Homeland Security and Emergency Management)</i></p> <p>a. The District Crisis Plan contains procedures for the various hazards/emergencies.</p>	

2. "To qualify for health and safety revenue, a school board must adopt a health and safety policy. This policy must include provisions for implementing a health and safety program that complies with health, safety, and environmental regulations and best practices including indoor air quality management. (MN Statute 123B.57)

General areas of emphasis for the district Health and Safety Program include but are not limited to:

- Asbestos
- Fire and Life Safety
- Lightning
- Structural Safety
- Combustible and Hazardous Materials Storage
- Indoor Air Quality
- Mechanical Ventilation
- Mold Cleanup and Abatement
- Accident and Injury Reduction Program
- Infectious Waste/Blood borne Pathogens
- Community Right to Know
- Compressed Gas Safety
- Confined Space Standard
- Electrical Safety
- First Aid/CPR/AED
- Food Safety Inspection
- Forklift Safety
- Hazardous Waste
- Hearing Conservation
- Hoist/Lift/Elevator Safety
- Integrated Pest Management
- Laboratory Safety Standard/Chemical Hygiene Plan
- Lead
- Control of Hazardous Energy Sources (Lockout/Tagout)
- Mechanical and Power Equipment Safety
- Mercury
- Personal Protection Equipment (PPE)
- Playground Safety
- Radon
- Respiratory Protection

<ul style="list-style-type: none"> <li>▪ Underground and Above Ground Storage Tanks</li> <li>▪ Welding/Cutting/Brazing</li> <li>▪ Swimming Pool Safety</li> <li>▪ Ladder/Fall Protection</li> <li>▪ Bleacher Inspections</li> <li>▪ Boiler Inspections</li> <li>▪ Crisis Management</li> <li>▪ Emergency Response Procedures</li> <li>▪ Fire Prevention</li> <li>▪ Other areas determined to be appropriate by the Facilities and Safety Department.</li> </ul>	
<p><u>Measurement Plan:</u></p> <p>1. By June 30 of each year, all Site Leaders or their designees shall complete a Self-Assessment Checklist that reports on the following criterion related to safety preparedness during the preceding school year:</p> <ul style="list-style-type: none"> <li>● The Emergency Plan—<i>District Office only</i></li> <li>● Policy—<i>District Office only</i></li> <li>● Drills</li> <li>● Building Access</li> <li>● Keys and Identification</li> <li>● Visitor Procedures</li> <li>● Staff Training</li> <li>● Physical Climate</li> <li>● Communications</li> <li>● General Exterior</li> <li>● Buses and Parking</li> <li>● Playground/Recreation Areas</li> <li>● Deliveries</li> <li>● General Interior</li> <li>● Cafeteria</li> <li>● Gymnasium Area(s)</li> <li>● Specialized Areas</li> <li>● Monitoring and surveillance</li> </ul>	95

<ol style="list-style-type: none"> <li>2. The Health and Safety Program is monitored using the following: Annual “Mock” OSHA Inspection conducted by an outside entity (Metro ECSU or Institute for Environmental Assessment) OSHA Inspections –this process occurs on a random basis and is generally unannounced.</li> <li>3. A Safe Learning Plan will be developed and the Incident command team will be used to create a plan, monitor the pandemic, and communicate necessary changes.</li> <li>4. Right to know training will be provided to inform staff on the risks and proper use of cleaning supplies to help combat COVID-19.</li> </ol>	
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<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. The following information was gathered and reports completed: <ol style="list-style-type: none"> <li>a) Leadership meets at least annually to review and update the District’s Crisis Management policy. During the monitoring period, in addition to covering basic emergency procedures, the leadership team met weekly or monthly throughout the year to develop, adjust and communicate plans in response to COVID-19.</li> <li>b) All sites conducted five (5) fire drills during the school year (maps posted in all occupied rooms).</li> <li>c) All sites conducted five (5) lockdown drills during the school year.</li> <li>d) All sites conducted at least one (1) severe weather shelter during the school year (maps posted in all occupied rooms).</li> <li>e) All sites had Red Alert/SERT (School Emergency Response Team) to act as first responders to any medical event on site.</li> <li>f) CPR/First Aid certification required for specific job titles. Institute for Environmental Assessment identified the following job titles as requiring CPR/First Aid certification: School Nurse, Health Paraprofessionals, Bus Drivers, Special Education Teachers, and Special Education Paraprofessionals.</li> <li>g) All sites had at least one (1) fully automated AED (Automated External Defibrillators).</li> <li>h) All sites had multiple Universal Precautions Kits for blood borne pathogen cleanup as well as all necessary personal protective equipment. Universal Precaution kits located in all custodial closets and Health Services offices throughout the district.</li> <li>i) The district had a reunification plan in the event of off-site evacuation and held a drill on August 9, 2018.</li> </ol> </li> <li>2. Mock OSHA (Occupational Safety and Health Administration) walkthrough: Conducted yearly by Metro ECSU and Facilities and Safety Coordinator, most recently on <del>December 29, 2020</del> December 7, 2021.</li> <li>3. A complete Safe Learning Plan was developed and communicated to staff in consultation with the Incident Command Team. A review and update of the pandemic procedure was performed during the monitoring period to specifically address COVID-19 and the Incident Command Team was consulted throughout the <del>2020-21</del> 2021-22 school year to make decisions regarding the pandemic.</li> <li>4. Staff who were using cleaning chemicals were provided “right to know” training during the monitoring period.</li> </ol>	96
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<p><u>Statement of Assertion:</u> EL 2.4.4 is reasonable and in compliance.</p>	
<p><b>2.4.5 Furthermore, the Superintendent shall not: Operate without policies and procedures which prevent conflict of interest.</b></p>	
<p><u>Operational Interpretation:</u> A conflict of interest arises in the workplace when an employee has competing interests or loyalties that either are, or potentially can be, at odds with each other. A conflict of interest causes an employee to experience a struggle between diverging interests, points of view, or allegiances. Conflict of interest situations assume that the employee has control or influence over diverging interests, points of view, or allegiances.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> <li>1. Code of Ethics for Minnesota Teachers (8700.7500) <ol style="list-style-type: none"> <li>a. Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Professional Educator Licensing and Standards Board.</li> <li>b. Subp. 2. Standards of professional conduct. <ol style="list-style-type: none"> <li>E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.</li> </ol> </li> </ol> </li> <li>2. Code of Ethics for School Administrators (3512.5200) <ol style="list-style-type: none"> <li>a. Subpart 1. Scope. This part applies to all persons licensed as school administrators as defined in part 3512.0100, subparts 5 to 7.</li> <li>b. Subp. 2. Standards of professional conduct. <ol style="list-style-type: none"> <li>H. A school administrator shall not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage.</li> <li>K. A school administrator shall not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties.</li> </ol> </li> </ol> </li> <li>3. District Policy 421 Gifts to Employees provides guidance to employees regarding conflict of interest.</li> </ol>	97
<p><u>Measurement Plan:</u></p>	

<ol style="list-style-type: none"> <li>1. Determination by the Professional Educator Licensing and Standards Board or the Board of School Administrators that a complaint has been substantiated.</li> <li>2. Determination that a violation of District Policy 421 Gifts to Employees has not occurred.</li> <li>3. The Annual Audit and intermittent financial internal and external controls as described in Board Policy EL 2.7 does not contain a “finding”.</li> </ol>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. No determinations have been received from the Professional Educator Licensing and Standards Board or the Board of School Administrators.</li> <li>2. There were no reported complaints in reference to Policy 421.</li> <li>3. There are no audit findings to report.</li> </ol>	
<p><u>Statement of Assertion:</u> EL 2.4.5 is reasonable and in compliance.</p>	98
<p>Board member’s summarizing comments:</p>	

Eden Prairie School District 272  
Superintendent Monitoring Report

Policy Name: <b>EL 2.8 Compensation and Benefits</b>	Monitoring Time Frame: <del>July 2020 to June 2021</del> <b>July 2021 to June 2022</b>	<p style="text-align: center;"><b>Policy Monitoring Column FOR BOARD USE ONLY</b></p> <p>Compliance rating:</p> <ul style="list-style-type: none"> <li>OI is/is not reasonable</li> <li>Evidence supports/does not support the OI</li> </ul> <p><b><i>Include specific evidence for rating conclusion and recommendations.</i></b> 99</p>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: <del>October 25, 2021</del> <b>October 24, 2022</b>	
		Board member name:
<b>Global Constraint: With respect to employment, compensation, and benefits to employees, consultants, and contract workers, the Superintendent shall not cause or allow jeopardy to financial integrity or to public image.</b>		<i>(enter rating and reasoning when appropriate)</i>
<u>Operational Interpretation:</u> I interpret this policy to mean that I shall not knowingly condone or undertake any action related to the compensation and/or benefits of employees that would negatively affect the community perception or support of the school district.		
<u>Justification:</u> Compensation and benefits are a significant portion of the district budget. The school district has a fiduciary obligation to its owners; therefore, its officers and administration are held to a high standard of conduct and transparency.		
<u>Measurement Plan:</u> <ol style="list-style-type: none"> <li>1. Human Resources and Payroll have systems and processes in place per state and federal law to ensure that employment, compensation, and benefits did not cause or allow jeopardy to financial integrity or to public image. These systems and processes are reviewed on an annual basis through the audit process, as well as an ongoing internal process of separation of duties.</li> <li>2. Random sample survey results from Morris Leatherman regarding financial perception.</li> </ol>		

<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. Human resources and the business office have reviewed processes and procedures and those were reviewed during the annual audit received by the board during the monitoring period.</li> <li>2. The Superintendent did not cause or allow jeopardy to financial integrity or to public image. Financial Perceptions are near or at all time highs based on our latest scientific random sample survey: <ol style="list-style-type: none"> <li>a. 748% of our community shares positive feedback about the district's fiscal management which is the highest number since 2015.</li> <li>b. 80±% of our community shares that we are spending effectively/efficiently which is the high point since 2018.</li> <li>c. 93% of our community shares that Eden Prairie Schools is a good value/investment which is at a high point since 2018. In addition the board heard incredible strong support for the financial position and status within the community by Morris Leatherman in the Spring 2022 survey.</li> </ol> </li> </ol>	100
<p><u>Statement of Assertion:</u> EL 2.8 is reasonable and in compliance.</p>	
<p><b>2.8.1 Furthermore, the Superintendent shall not: Promise or imply permanent or guaranteed employment.</b></p>	
<p><u>Operational Interpretation:</u> I interpret this policy to mean the District shall not hire or retain any employee or promise a potential employee employment with the District whose term and condition of service is not controlled by the Public Employee Labor Relations Act (PELRA), Minnesota State Statute, a Collective Bargaining Agreement (CBA), an At-Will Work Agreement, a contract for services.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> <li>1. No person can be considered an employee and receive compensation for services rendered without Board action.</li> <li>2. The District maintains the following employer/employee employment agreements that define the terms and conditions of employment for employees: <ol style="list-style-type: none"> <li>a. Certified Staff (i.e. must hold a license) are subject to PELRA MN Rule 3.855, Minnesota Statute 122A.40 (Continuing Contract Language), and the locally negotiated CBA.</li> </ol> </li> </ol>	

<ul style="list-style-type: none"> <li>b. Classified Staff (i.e. do not generally hold a license) are subject to PELRA, Minnesota Statute, and the locally negotiated CBA.</li> <li>c. Meet &amp; Confer Agreements (non-licensed employees subject to PELRA and not represented by collective bargaining units)</li> <li>d. Meet &amp; Confer Agreements (licensed employees working in positions that do not require a MDE license, subject to PELRA, and not represented by collective bargaining units)</li> <li>e. Superintendent length of contract is limited to three years (MN Statute 123B.143)</li> </ul>	
<p><u>Measurement Plan:</u></p> <ul style="list-style-type: none"> <li>1. Human Resources has policies in place to ensure no promises of permanent or guaranteed employment for any position.</li> </ul>	101
<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>1. State and federal law does not allow for permanent or guaranteed employment, and the district has not been found out of compliance with this policy or standing law. No staff members were offered permanent or guaranteed employment.</li> </ul>	
<p><u>Statement of Assertion:</u> EL 2.8.1 is reasonable and in compliance.</p>	
<p><b>2.8.2 Furthermore, the Superintendent shall not: Establish current compensation and benefits that deviate materially from the geographical or professional market for the skills employed. Further, compensation and benefits must not deviate from Board-established parameters.</b></p>	
<p><u>Operational Interpretation:</u></p> <ul style="list-style-type: none"> <li>1. “Compensation” refers to payment for services rendered. “Benefits” are added services that have value for the employee and are expenditures for the District.</li> <li>2. I interpret the “geographical” market to mean the public school districts in the immediate area surrounding Eden Prairie.</li> </ul>	

<p>3. The “professional” market refers to compensation based on the combination of experience, skills, and level of responsibilities that are required by the position’s job description. The professional market can be influenced by the geographical market.</p> <p>4. “Material deviation” in this context is interpreted as a financial condition that would create an unfavorable comparison to the geographical and professional employee market.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> <li>1. The District routinely competes for employees with local, regional, and national employers. Therefore, it is important that our employee compensation and benefit package remain competitive and yet function within available resources.</li> <li>2. The District routinely enters into employment agreements with organized groups or at-will individuals via negotiations. Typically, the Administration leads the negotiations process with School Board support. The School Board has retained the authority to determine the level of compensation and benefits offered to employees, which is referred to in this policy as “board-established parameters.”</li> <li>3. The District conducts market place comparisons annually.</li> </ol>	102
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. Prior to each bargaining session, a marketplace comparative data analysis will be completed.</li> <li>2. Settlements will be within the financial parameters reviewed by the board.</li> </ol>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. Marketplace comparative data was collected on <del>five (5)</del> <u>seven (7)</u> bargaining groups prior to <del>2021</del> <u>2022</u> negotiations.</li> <li>2. During the monitoring period, the school district settled <del>six (6)</del> <u>nine (9)</u> bargaining groups/employment agreements within parameters reviewed by the Board during the monitoring period and the contracts are comparable to the market.</li> </ol>	
<p><u>Statement of Assertion:</u> EL 2.8.2 is reasonable and in compliance.</p>	
<p>Board member’s summarizing comments:</p>	

**Record of Board Self-Evaluation  
 Governance Process and Board Management Delegation Policies  
 July 1, 2021 – June 30, 2022**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.0 Global Governance Commitment</b>

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

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

<b>Policy</b>	<b>Date of Self-Evaluation</b>	<b>Board Behavior Fully Compliant</b>	<b>Board behavior needing improvement or opportunity for continuous improvement</b>	<b>Commitment Made/Action Taken</b>	<b>Completed</b>
<b>4.0 Global Governance Commitment</b>	10/24/22				
4.0.1	10/24/22				
4.0.2	10/24/22				

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

**July 1, 2021 – June 30, 2022**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.1 Governing Style</b>

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

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
<b>4.1 Governing Style</b>	10/24/22				
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				

**Record of Board Self-Evaluation**  
**Governance Process and Board Management Delegation Policies**  
**July 1, 2021 – June 30, 2022**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.2 School Board Job Products</b>

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

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

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

**Record of Board Self-Evaluation**  
**Governance Process and Board Management Delegation Policies**  
**July 1, 2021 – June 30, 2022**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.3 Annual Work Plan</b>

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

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
<b>4.3 Annual Work Plan</b>	10/24/22				
4.3.1	10/24/22				
4.3.2	10/24/22				
4.3.3	10/24/22				

**Record of Board Self-Evaluation**  
**Governance Process and Board Management Delegation Policies**  
**July 1, 2021 – June 30, 2022**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.9 Governance Investment</b>

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

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

**GP 4.9**

<b>Policy</b>	<b>Date of Self-Evaluation</b>	<b>Board Behavior Fully Compliant</b>	<b>Board behavior needing improvement or opportunity for continuous improvement</b>	<b>Commitment Made/Action Taken</b>	<b>Completed</b>
<b>4.9 Governance Investment</b>	10/24/22				
4.9.1	10/24/22				
4.9.1.1	10/24/22				
4.9.1.2	10/24/22				
4.9.1.3	10/24/22				
4.9.2	10/24/22				
4.9.3	10/24/22				

**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.

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

**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.

<b>Policy</b>	<b>Date of Self-Evaluation</b>	<b>Board Behavior Fully Compliant? Y/N</b>	<b>Board behavior needing improvement or opportunity for continuous improvement</b>	<b>Commitment Made/Action Taken</b>	<b>Completed</b>
<b>4.0 Global Governance Commitment</b>	10.24.22				
4.0.1	10.24.22				
4.0.2	10.24.22				
<b>4.1 Governing Style</b>	10.24.22				
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				
<b>4.2 School Board Job Products</b>	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				

**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.

<b>Policy</b>	<b>Date of Self-Evaluation</b>	<b>Board Behavior Fully Compliant? Y/N</b>	<b>Board behavior needing improvement or opportunity for continuous improvement</b>	<b>Commitment Made/Action Taken</b>	<b>Completed</b>
<b>4.3</b>					
<b>Annual Work Plan</b>	10.24.22				
4.3.1	10.24.22				
4.3.2	10.24.22				
4.3.3	10.24.22				
<b>4.4</b>					
<b>Officer Roles</b>	09.26.22	Yes			Yes
4.4.1	09.26.22	Yes			Yes
4.4.1.1	09.26.22	Yes			Yes
4.4.1.2	09.26.22	Yes			Yes
4.4.1.3	09.26.22	Yes			Yes
4.4.1.4	09.26.22	Yes			Yes
4.4.1.5	09.26.22	Yes			Yes
4.4.1.6	09.26.22	Yes			Yes
4.4.1.7	09.26.22	Yes			Yes
4.4.1.8	09.26.22	Yes			Yes
4.4.1.9	09.26.22	Yes			Yes
4.4.2	09.26.22	Yes			Yes
4.4.3	09.26.22	Yes			Yes
4.4.4	09.26.22	Yes			Yes

**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
<b>4.5 School Board Members' Code of Conduct</b>	09.26.22	Yes			Yes
4.5.1	09.26.22	Yes			Yes
4.5.2	09.26.22	Yes			Yes
4.5.2.1	09.26.22	Yes			Yes
4.5.2.2	09.26.22	Yes			Yes
4.5.2.3	09.26.22	Yes			Yes
4.5.3	09.26.22	Yes			Yes
4.5.3.1	09.26.22	Yes			Yes
4.5.3.2	09.26.22	Yes			Yes
4.5.4	09.26.22	Yes			Yes
4.5.5	09.26.22	Yes			Yes
4.5.6	09.26.22	Yes			Yes
4.5.7	09.26.22	Yes			Yes
4.5.8	09.26.22	Yes			Yes
4.5.8.1	09.26.22	Yes			Yes
4.5.8.2	09.26.22	Yes			Yes
4.5.8.3	09.26.22	Yes			Yes
4.5.8.4	09.26.22	Yes			Yes
4.5.8.5	09.26.22	Yes			Yes
4.5.8.6	09.26.22	Yes			Yes
4.5.8.7	09.26.22	Yes			Yes

**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.

<b>Policy</b>	<b>Date of Self-Evaluation</b>	<b>Board Behavior Fully Compliant? Y/N</b>	<b>Board behavior needing improvement or opportunity for continuous improvement</b>	<b>Commitment Made/Action Taken</b>	<b>Completed</b>
<b>4.6 Process for Addressing School Board Member Violations</b>	09.26.22	Yes			Yes
4.6.1	09.26.22	Yes			Yes
4.6.2	09.26.22	Yes			Yes
4.6.3	09.26.22	Yes			Yes
4.6.4	09.26.22	Yes			Yes
4.6.4.1	09.26.22	Yes			Yes
4.6.4.2	09.26.22	Yes			Yes
<b>4.7 School Board Committee Principles</b>	09.26.22	Yes			Yes
4.7.1	09.26.22	Yes			Yes
4.7.2	09.26.22	Yes			Yes
4.7.3	09.26.22	Yes			Yes
4.7.4	09.26.22	Yes			Yes
<b>4.8 School Board Committee Structure</b>	09.26.22	Yes			Yes
4.8.1	09.26.22	Yes			Yes
4.8.2	09.26.22	Yes			Yes
4.8.3	09.26.22	Yes			Yes
4.8.4	09.26.22	Yes			Yes

**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.

<b>Policy</b>	<b>Date of Self-Evaluation</b>	<b>Board Behavior Fully Compliant? Y/N</b>	<b>Board behavior needing improvement or opportunity for continuous improvement</b>	<b>Commitment Made/Action Taken</b>	<b>Completed</b>
<b>4.9 Governance Investment</b>	10.24.22				
4.9.1	10.24.22				
4.9.1.1	10.24.22				
4.9.1.2	10.24.22				
4.9.1.3	10.24.22				
4.9.2	10.24.22				
4.9.3	10.24.22				
<b>4.10 Operation of the School Board Governing Rules</b>	09.26.22	Yes			Yes
4.10.1	09.26.22	Yes			Yes
4.10.1.1	09.26.22	Yes			Yes
4.10.1.2	09.26.22	Yes			Yes
4.10.1.3	09.26.22	Yes			Yes

**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		
<b>EXECUTIVE LIMITATIONS</b>							
<b>EL 2.0</b> Global Executive Constraint	12/12/22						117
<b>EL 2.1</b> Emergency Superintendent Succession	08/22/22	Yes	Yes	Yes	Yes		Yes
<b>EL 2.2</b> Treatment of Students	08/22/22	Yes	Yes	Yes	Yes		Yes
<b>EL 2.3</b> Treatment of Parents	09/26/22	Yes	Yes	Yes	Yes		Yes
<b>EL 2.4</b> Treatment of Staff	10/24/22						
<b>EL 2.5</b> Financial Planning and Budgeting	12/12/22						
<b>EL 2.6</b> Financial Management and Operations	09/26/22	Yes	Yes	Yes	Yes		Yes
<b>EL 2.7</b> Asset Protection	08/22/22	Yes	Yes	Yes	Yes		Yes
<b>EL 2.8</b> Compensation and Benefits	10/24/22						
<b>EL 2.9</b> 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		
<b>ENDS</b>							

<b>1.1</b> Each student graduates and is academically prepared to progress to multiple opportunities after high school	2021-22	Yes 6/28/21	Yes 6/28/21				118
	2022-23	Yes 6/27/22	Yes 6/27/22				
<b>1.2</b> Each student is reading at grade level by the end of third grade	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23	Yes 6/27/22	Yes 6/27/22				
<b>1.3</b> Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23	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		
<b>ENDS</b>							

<b>1.4</b> Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	2021-22	Yes 6/28/21	Yes 6/28/21				119
	2022-23	Yes 6/27/22	Yes 6/27/22				
<b>1.5</b> Each student demonstrates the 21 <sup>st</sup> century skills needed to succeed in the global economy	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23	Yes 6/27/22	Yes 6/27/22				
<b>1.6</b> Each student demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23	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:

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### **Eden Lake Elementary:**

- Donation of \$96.00 – Charities AID Foundation of America, c/o CyberGrants LLC, Andover, MA – funds used for supplemental supplies.

### **Eden Prairie School District:**

- Donation of \$48,473.56 – The district received donation from FEPS through an anonymous donor for to put towards upgrades in the boys and girls hockey locker rooms at the Eden Prairie Community Center. This generous donation will go towards a two-phase project, in conjunction with the EP Hockey Association, to update the boys and girls varsity and jr. varsity locker rooms and create an area honoring the tradition and legacy of EP High School and Youth Hockey.

## SUPERINTENDENT CONSENT AGENDA

### A. Semi-Monthly Reports

#### HUMAN RESOURCES

##### 1. Human Resources – Principals

- a. New Hires
- b. Change in Assignment  
Ongie, Michael - From Instructional Excellence Coordinator to Associate Principal, Cedar Ridge Elementary, 8 hrs/day, 5 days/wk, 260 days/yr, effective 10/13/2022
- c. Resignation/Retirements

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

- a. New Hires
- b. Change in Assignment
- c. Resignation/Retirements

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

- a. New Hires  
Leshner, Benjamin - Technology Systems Coordinator, Administrative Services Center, 8 hrs/day, 5 days/wk, 260 days/yr, effective 9/26/2022  
Nelson, Darren - Staff Accountant, Administrative Services Center, 8 hrs/day, 5 days/wk, 260 days/yr, effective 10/04/2022
- b. Change in Assignment
- c. Resignation/Retirements  
Phomphene, Saysamone - Human Resource Staffing Coordinator, Administrative Service Center, effective 10/31/2022

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

- a. New Hires  
Basa, Laura - Elementary Education Teacher, Eagle Heights Spanish immersion, 1.0 FTE, effective 08/29/2022  
Busch, Laurie - Elementary Orchestra Teacher, .6 FTE, Districtwide, effective 10/4/2022  
Fahey, Kayla - Physical Education Teacher, Central Middle School, 1.0 FTE, effective 10/31/2022  
King, Erika - Speech Language Pathologist, .6 FTE, Forest Hills Elementary, effective 9/21/2022 - 11/21/2022  
Harlin, Johnathan - Art Teacher, 1.0 FTE, Eden Prairie High School, 8 hrs/day, 5 days/wk, 158 days/yr, effective 10/03/2022
- b. Change in Assignment
- c. Resignation/Retirements  
Contreras, Alex - Special Education Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 9/6/2022  
Laine, Nicola - Art Teacher, .50 FTE, Central Middle School, Central Middle School, effective 9/30/2022  
MacLean, Lara - Elementary Orchestra Teacher, .887 FTE, Districtwide, effective 9/26/2022  
Martin, Cazz - Physical Education Teacher, 1.0 FTE, Central Middle School, effective 10/28/2022

## SUPERINTENDENT CONSENT AGENDA

### 5. Human Resources – Classified Staff

#### a. New Hires/Rehires

##### **BUILDING SERVICES**

Benitez, Luis – Custodian Non-(Licensed, Night), Prairie View Elementary, 8 hrs/day, 5 days/wk, 260 days/yr, effective 10/10/2022

Rosas, Reynaldo – Day Custodian (Licensed), Prairie View Elementary, 8 hrs/day, 5 days/wk, 260 days/yr, effective 9/22/2022

##### **CLASS**

Hassan, Omar - Technology Support Specialist, Districtwide, 5 days/wk, 260 days/yr, effective 10/17/2022

Hoffman, Blythe – Due Process Clerk, Eden Lake Elementary, 5 days/wk, 175 days/yr, effective 10/17/2022

Kilchenman, Steven – Technology Support Specialist, Districtwide, 5 days/wk, 260 days/yr, effective 10/12/2022

Landers, Michael – Administrative Assistant, Transportation, 8 hrs/day, 5 days/wk, 260 days/yr, effective 9/19/2022

Smith, Michael – Security Monitor, Eden Prairie High School, 8 hrs/day, 5 days/wk, 178 days/yr, effective 9/29/2022

##### **FOOD SERVICE**

Behrens, Kimberly – Food Service Assistant I, Prairie View Elementary, 4.75 hrs/day, 5 days/wk, 177 days/yr, effective 10/11/2022

Hoffman, Stephanie – Food Service Assistant I, Oak Point Elementary, 3.5 hrs/day, 5 days/wk, 177 days/yr, effective 9/23/2022

Perez, Carolyn – Food Service Assistant I - Cashier, Central Middle School, 3.5 hrs/day, 5 days/wk, 177 days/yr, effective 9/20/2022

Ricord, Sheri – Food Service Assistant I - Cashier, Eden Prairie High School, 4.25 hrs/day, 5 days/wk, 177 days/yr, effective 9/06/2022

Scherr, Shasta – Food Service Assistant I, Cedar Ridge Elementary, 3.5 hrs/day, 5 days/wk, 177 days/yr, effective 9/26/2022

##### **MSEA**

Aidrus, Hafsa – Special Education Paraprofessional, Oak Point Elementary, 5.5 hrs/day, 5 days/wk, 178 days/yr, effective 9/6/2022

Berthiaume, Alicia - Kindergarten Paraprofessional, Eden Lake Elementary, 2.5 hrs/day, 5 days/wk, 178 days/yr, effective 9/26/2022

Bhavsar, Manvita – Special Education Paraprofessional, Cedar Ridge Elementary, 5 hrs/day, 5 days/wk, 178 days/yr, effective 9/12/2022

Edwards, Shakari – Special Education Paraprofessional, Eden Prairie High School, 6.50 hrs/day, 5 days/wk, 178 days/yr, effective 9/20/2022

Fuller, Esther – Eagle Zone Program Assistant, Oak Point Elementary, 3.8 hrs/day, 5 days/wk, 178 days/yr, effective 10/3/2022

Grandhi, Vineetha – Early Childhood Special Education Paraprofessional, Oak Point Elementary, 6.17 hrs/day, 5 days/wk, 178 days/yr, effective 10/7/2022

Hamilton, Heidi – Kindergarten Paraprofessional, Eden Lake Elementary, 2.5 hrs/day, 5 days/wk, 178 days/yr, effective 9/19/2022

Hommerding, William – Special education Paraprofessional, Central Middle School, 6.25 hrs/day, 5 days/wk, 175 days/yr, effective 9/18/2022

John, Sarah – Paraprofessional, Eden Prairie Online, 5 hr/day, 5 days/wk, 178 days/yr, effective 10/11/2022

## SUPERINTENDENT CONSENT AGENDA

Kaczmarczyk, Lindsey – Eagle Zone Program Assistant, Oak Point Elementary, 3.5 hrs/day, 5 days/wk, 178 days/yr, effective 9/29/2022

Mallick, Anita – Lunchroom and Kindergarten Paraprofessional, Forest Hills Elementary, 5.5 hrs/day, 5 days/wk, 178 days/yr, effective 9/6/2022

McClendon, Ian – Special Education Paraprofessional, Forest Hills Elementary, 5 hrs/day, 5 days/wk, 178 days/yr, effective 10/17/2022

Olson, Noah – Special Education Paraprofessional, Cedar Ridge Elementary, 6.25 hrs/day, 5 days/wk, 178 days/yr, effective 9/29/2022

Ryther, Margaret – Lunchroom Paraprofessional, Eagle Heights Spanish Immersion, 3 hrs/day, 5 days/wk, 178 days/yr, effective 10/17/2022

Salagado de Saca, Hanzeel - Special Education Paraprofessional, Eagle Heights Spanish Immersion, 5 hrs/day, 5 days/wk, 178 days/yr, effective 9/21/2022

Shilman, Sydney – Eagle Zone Program Assistant, Cedar Ridge Elementary, 4 hrs/day, 5 days/wk, 178 days/yr, effective 10/17/2022

Somerville, Vanessa – Lunchroom Paraprofessional, Oak Point Elementary, 3 hrs/day, 5 days/wk, 178 days/yr, effective 10/12/2022

Subramoniam, Vijay – Lunchroom Paraprofessional, Oak Point Elementary, 3 hrs/day, 5 days/wk, 178 days/yr, effective 9/9/2022

Yeruva, Vijaya - Special Education Paraprofessional, Cedar Ridge Elementary 6.25 hrs/day, 5 days/wk, 178 days/yr, effective 10/10/2022

### **PRESCHOOL TEACHERS**

#### **TRANSPORTATION**

- b. Change in Assignment

#### **BUILDING SERVICES**

#### **CLASS**

#### **FOOD SERVICE**

#### **MSEA**

### **PRESCHOOL TEACHERS**

#### **TRANSPORTATION**

- c. Resignation/Retirements

#### **BUILDING SERVICES**

Mercer, Jesse - Custodian, Licensed, Eden Lake Elementary, effective 10/31/2022

Vera, Peter - Custodian, Non-licensed, Prairie View Elementary, effective 9/23/2022

#### **CLASS**

Paulus, Susan - Receptionist, Eden Prairie High School, effective 9/23/2022

Stein, Carole - Office Professional, Media, Prairie View Elementary, effective 10/14/2022

Stodgwell, Maureen- Paraprofessional, Eden Prairie High School, effective 9/12/2022

#### **FOOD SERVICE**

Bicaldo, Diana - Food Service Assistant, Eden Prairie High School effective 9/9/2022

Coble, Hali – Food Service Assistant, Cedar Ridge Elementary, effective 9/14/2022

Johnson-Mindermann, Sheila - Food Service Assistant, Eden Prairie High School, effective 6/9/2022

**SUPERINTENDENT CONSENT AGENDA**

**MSEA**

Bresnahan, Robert - Reading Support Paraprofessional, Eden Lake Elementary, effective 6/9/2022

Cardoso De Gonzalez, Gabriella – Special Education Paraprofessional, Eagle Heights Spanish Immersion, effective 6/9/2022

Miketa, Andrea - Reading Support Paraprofessional, Districtwide, effective 6/9/2022

Raut, Pallavi - Preschool Paraprofessional, Eden Lake Elementary, effective 10/10/2022

Richter, Loretta – Playground Paraprofessional, Eagle Heights Spanish Immersion, effective 6/9/2022

Sforza, Deanna – Kindergarten Paraprofessional, Eden Prairie Online, effective 6/9/2022

Yurecko, Diane - Kindergarten and Lunchroom Paraprofessional, Forest Hills Elementary, effective 6/9/2022

Zarate, Luzelena - EL Assistant, Eden Lake Elementary, effective 6/9/2022

**PRESCHOOL TEACHERS**

**TRANSPORTATION**

Benjamin, John – Bus Driver, Transportation, effective 10/21/2022

Phillips, Kristina - Bus Driver, Transportation, effective 10/13/2022

Human Resources – Coaches Winter Season

HIRES	SPORT	COACH	START	END DATE
Stephanie Phang	Alpine	Asst. Coach	01/14/2022	02/09/2023
Nate Springer	Alpine	Head Coach	01/14/2022	02/09/2023
Kelsey Klein	Alpine	Volunteer Coach	01/14/2022	02/09/2023
Kelly Cullen	Alpine	Asst. Coach	01/14/2022	02/09/2023
Carly Rogers	Alpine	Volunteer Coach	01/14/2022	02/09/2023
Dave Flom	Basketball- Boys	Head Coach	11/21/2022	03/18/2023

**SUPERINTENDENT CONSENT AGENDA**

Rhett Strensrude	Basketball- Boys	Asst. Varsity Coach	11/21/2022	03/18/2023
Brett Pederson	Basketball- Boys	Soph. Head Coach	11/21/2022	03/18/2023
Dennis Flom	Basketball- Boys	9A Head Coach	11/21/2022	03/18/2023
Dave Miller	Basketball- Boys	9B Head Coach	11/21/2022	03/18/2023
Colton Simmer	Basketball- Boys	JV Head Coach	11/14/2022	03/11/2023
Ellen Wiese	Basketball-Girls	Head Coach	11/14/2022	03/11/2023
Chris Robinson	Basketball-Girls	Varsity Assistant	11/14/2022	03/11/2023
Sarah Jordan	Basketball-Girls	Asst Varsity Coach	11/14/2022	03/11/2023
Angie Tusler	Basketball-Girls	JV Coach	11/14/2022	03/11/2023
Courtney Edwards	Basketball-Girls	9th Grade	11/14/2022	03/11/2023
Jessica Howells	Dance Team	Head Coach	10/24/2022	02/11/2023
Ari Vazquez	Dance Team	Asst. Var Coach	10/24/2022	02/11/2023
Caitlin O'Leary	Dance Team	Co-Head Coach	10/24/2022	02/11/2023
Annika Thompson	Dance Team	JV Coach	10/24/2022	02/11/2023

**SUPERINTENDENT CONSENT AGENDA**

Rachel Ericksen	Dance Team	JV/Varsity Coach	10/24/2022	02/11/2023
Brooke Heaney	Dance Team	B/JV coach	10/24/2022	02/11/2023
Alyssa Brix	Dance Team	Varsity Assistant	10/24/2022	02/11/2023
Evan Eklin	Gymnastics	Asst Coach/Spotter	11/14/2022	02/18/2023
Mike Terwilliger	Hockey - Boys	Head Coach	11/14/2022	03/03/2023
Connor Clark	Hockey-Boys	Assistant Coach	11/14/2022	03/03/2023
Tom Gerdes	Hockey - Boys	Asst. Varsity Coach	11/14/2022	03/03/2023
William Sawyer	Hockey - Boys	Goalie Coach	11/14/2022	03/03/2023
Joe Krmpotich	Hockey - Boys	JV Coach	11/14/2022	03/03/2023
Martin Mjelli	Hockey - Boys	Asst. JV Coach	11/14/2022	03/03/2023
Daniel Molenaar	Hockey-Boys (32 points)	Assist Coach	11/14/2022	03/03/2023
Steve Persian	Head Coach	Head Coach	10/31/2022	02/17/2023
Allison Umland	Hockey - Girls 40 points	Asst. Varsity Coach	10/31/2022	02/17/2023

**SUPERINTENDENT CONSENT AGENDA**

Michael Umland	Hockey - Girls 40 points	Asst. Varsity Coach	10/31/2022	02/17/2023
Paige Sorenson	Hockey - Girls 40 points	Asst. Varsity Coach	10/31/2022	02/17/2023
Rob St. Clair	Hockey - Girls 45 points JV	Head Coach	10/31/2022	02/17/2023
Alex Ziegler	Hockey - Girls 24 points	Goalie Coach	10/31/2022	02/17/2023
Amanda Leveille (Pengally)	Hockey - Girls 24 points	Goalie Coach	11/14/2022	02/09/2023
Doug Boonstra	Nordic Skiing	Head Coach	11/14/2022	02/09/2023
Melissa Berman	Nordic Skiing	Assistant Coach	11/14/2022	02/09/2023
John Becker	Nordic Skiing	Assistant Coach	11/14/2022	02/09/2023
Kelly Derouin	Swim & Dive - Boys	Asst Coach (Dive)	11/28/2022	02/25/2023
Ann Gard	Swim & Dive - Boys	Asst Coach (Dive)	11/28/2022	02/25/2023
Kelly Boston	Swim/Dive - Boys	Head Coach	11/28/2022	02/25/2023
Blake Freese	Weight Room	Strength & Coach	11/21/2022	02/18/2023
Marcus levesseur	Wrestling	Head Coach	11/21/2022	02/18/2023

**SUPERINTENDENT CONSENT AGENDA**

Paul Selman	Wrestling	Asst. Var Coach	11/21/2022	02/18/2023
Titus Bates	Wrestling	Asst. Var Coach	11/21/2022	02/18/2023
Hobet Diaz	Wrestling	9th gr Coach	11/21/2022	02/18/2023

## Board Business

### General Consent Agenda

#### Approval of Payments, All Funds, September 2022

Check #414288-414611	\$3,842,427.43
Electronic Disbursements	\$5,480,436.69
<b>TOTAL</b>	<b>\$9,322,864.12</b>

#### Acknowledgment of Electronic Transfers September 2022

<b>INVEST DATE</b>	<b>FROM</b>	<b>TO</b>	<b>INTEREST RATE</b>	<b>MATURITY DATE</b>	<b>PRINCIPAL</b>
12/10/2020	PMA Financial	MNTrust	0.142%	09/29/2022	\$249,940.32
06/17/2022	PMA Financial	MNTrust	1.666%	10/11/2022	\$5,052,611.09

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

REVENUES/TRANSFERS IN (BY SOURCE CODE)					
SOURCE	DESCRIPTION	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 1,322,720	\$ 27,101,403	4.88%	0.79%
021-040	TUITION	7,627	50,000	15.25%	0.00%
041-089	FEES & ADMISSIONS	364,741	582,900	62.57%	71.99%
090-199	MISC REVENUE	(7,971)	946,000	-0.84%	-7.21%
200-399	STATE AID	19,531,566	87,821,541	22.24%	21.98%
400-499	FEDERAL PROGRAMS	-	5,981,097	0.00%	0.00%
600-649	SALES	43,147	50,000	86.29%	54.39%
		<b>\$ 21,261,831</b>	<b>\$ 122,532,941</b>	<b>17.35%</b>	<b>16.10%</b>
	CAPITAL OUTLAY	69,335	15,458,106	0.45%	1.62%
	STUDENT ACTIVITIES	1,020,105	1,580,000	64.56%	56.72%
	MEDICAL ASSISTANCE	-	150,000	0.00%	0.00%
	SCHOLARSHIPS	1,066	8,500	12.54%	0.00%
<b>Revenue Notes:</b>					

EXPENDITURES/TRANSFERS OUT (BY OBJECT CODE)					
OBJECT	DESCRIPTION	YEAR TO DATE EXPENDED	CURRENT FULL YEAR PROJECTION	THIS YEAR % EXPENDED	LAST YEAR % EXPENDED
100	SALARIES	\$ 9,654,173	\$ 80,901,120	11.93%	11.31%
200	BENEFITS	3,311,214	25,833,585	12.82%	11.28%
300	PURCHASED SVCS	1,653,084	11,061,694	14.94%	16.51%
400	SUPPLIES & EQUIPMENT	1,783,762	8,036,760	22.20%	15.65%
800	OTHER EXPENSES	125,933	621,896	20.25%	16.43%
900	TRANSFERS & CONTINGENCY	-	100,000	0.00%	0.00%
		<b>\$ 16,528,166</b>	<b>\$ 126,555,055</b>	<b>13.06%</b>	<b>11.95%</b>
	CAPITAL OUTLAY	5,118,279	15,616,285	32.78%	31.81%
	STUDENT ACTIVITIES	873,661	1,580,000	55.30%	50.22%
	MEDICAL ASSISTANCE	13,909	196,783	7.07%	6.06%
	SCHOLARSHIPS	-	11,000	0.00%	13.64%
<b>Expenditure Notes:</b>					

# FORM A

## RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota’s high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of **Eden Prairie School** recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of **Eden Prairie Schools** supports the school’s application to the Minnesota State High School League Foundation for a **FORM A** grant to offset student activity fees.

October 24, 2022  
Date

Adam Seidel – Board Chair  
Board Chair/Head of School

October 24, 2022  
Date

Debjyoti Dwivedy – Board Clerk  
Board Clerk – Treasurer/ Finance Director

## Draft Updates to Policy GP 4.8.4

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Background: Per the September 12, 2022, board meeting discussion of GP 4, Director Kim Ross suggested that 4.8.4 be updated to reflect that the negotiations committee also is responsible for the superintendent's contract negotiations.

### **Suggested language changes:**

#### *GP 4.8.4 Negotiations Committee:*

*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 **during the upcoming fiscal year.***

*When convened, the committee, which shall consist of three board members appointed by the Chair, will have at least one School Board member in attendance for each negotiating session. **The committee will also conduct Superintendent contract negotiations prior to the expiration of the current contract or upon the hiring of a new Superintendent.***

**Eden Prairie School Board**  
**2022–23 WORK PLAN CHANGES**  
*“Proposed” Changes*  
*October 24, 2022*

Date of Meeting/Workshop	Changes Requested
<i>Monday, November 14, 2022 – Election Canvassing</i>	
Monday, November 14, 2022 – <b>Workshop</b>	
Wednesday, November 16, 2022 – <b>Community Linkage Event</b>	
Monday, November 28, 2022	<ul style="list-style-type: none"> <li>- <i>Add: Closed Session – Debriefing High School Incident</i></li> <li>- <i>Add: Policy GP 4.8.4</i></li> </ul>
Monday, December 12, 2022	
Monday, January 9, 2023 – <b>Annual Organization Meeting</b>	
Monday, January 9, 2023 – <b>Workshop</b>	
Monday, January 23, 2023	
Monday, February 13, 2023 – <b>Workshop</b>	
Monday, February 27, 2023	
Monday, March 13, 2023 – <b>Workshop</b>	
Monday, March 27, 2023	
Monday, April 10, 2023 – <b>Workshop</b>	
Monday, April 24, 2023	
<b>Placeholder – General Board Work</b>	
<ul style="list-style-type: none"> <li>• 2022-23 Board Education &amp; Workshop Topics: <ul style="list-style-type: none"> <li>○ Strategic Planning (and Spring 2023)</li> <li>○ Board Education on Pathways (Spring 2023)</li> <li>○ Types of Assessments (Spring 2023)</li> </ul> </li> </ul>	
<b>Placeholder – Policy Review</b>	
<ul style="list-style-type: none"> <li>• GP 4.4.3 – Governance Process – Officer Roles: Clarification of fiscal year</li> <li>• GP 4.8.4 – Governance Process – School Board Committee Structure: Negotiations Committee - <i>Point of clarification (1<sup>st</sup> and 2<sup>nd</sup> Sentence – Sample Language Change)</i></li> </ul>	

**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

<b>Board Meetings</b>
<b>Board Workshops</b>
<b>Other Meetings</b>

**10/24/2022**

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			
<b>a****2022****</b>  Board Meeting Mon, Jul 25, 2022 7:30 AM			<ul style="list-style-type: none"> <li>Resolution Calling the Eden Prairie School District Election</li> </ul>	Finalize DRAFT - Inspiring News Article	<ul style="list-style-type: none"> <li>Monthly Reports</li> <li>TASSEL Student Handbook</li> <li>Student Handbooks:                             <ul style="list-style-type: none"> <li>- High School</li> <li>- Middle School</li> <li>- Elementary Schools (Summary Detail Included)</li> </ul> </li> </ul>		134
<b>School Board/Eden Prairie City Council Joint Workshop Meeting, Tuesday, August 16, 2022, 5:00 p.m., City of Eden Prairie</b>							
Board Meeting Mon, Aug 22, 2022 6:00 PM	<ul style="list-style-type: none"> <li>EL 2.1 Emergency Supt. Succession</li> <li>EL 2.2 Treatment of Students</li> <li>EL 2.7 Asset Protection</li> </ul>		Record of Board Self-Evaluation	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
<b>School Board Candidate Post-filing Meeting (EDC) – Thursday, September 8, 2022, at 6:00 p.m.</b>							
Board Workshop Mon, Sep 12, 2022 6:00 PM							<ul style="list-style-type: none"> <li>ADMIN Proposals for FY 2022-23 Workshops</li> <li>2021-22 Financial Update</li> <li>Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3</li> </ul>

**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

<b>Board Meetings</b>
<b>Board Workshops</b>
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**10/24/2022**

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<sup>135</sup> •Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 • Confirm agenda for next Board Workshop
<b>Board Meeting</b> <b>Mon, Sep 26, 2022</b> <b>6:00 PM</b>	<ul style="list-style-type: none"> <li>•EL 2.3 Treatment of Parents</li> <li>•EL 2.6 Financial Management &amp; Operations</li> <li>•All BMD Policies</li> <li>•BMD 3.0 Single Point of Connection</li> <li>•BMD 3.1 Unity of Control</li> <li>•BMD 3.2 Delegation to the Superintendent</li> <li>•BMD 3.3 Superintendent Accountability &amp; Performance</li> <li>•GP 4.4 Officer Roles</li> <li>•GP 4.5 School Board Members Code of Conduct</li> <li>•GP 4.6 Process for Addressing School Board Member Violations</li> <li>•GP 4.7 School Board Committee Principles</li> <li>•GP 4.8 School Board Committee Structure</li> <li>•GP 4.10 Operation of the School Board Governing Rules</li> </ul>		<ul style="list-style-type: none"> <li>•Resolution to Appoint Election Judges</li> <li>•Approval of Preliminary FY 2023-24 Levy -Tax Levy Comparison - Tax Levy Presentation Pay 23</li> <li>•Record of Board Self-Evaluation</li> <li>•Closed Session – Negotiation Strategy – MN Statue 13D.03, Subd. 1)</li> </ul>		Monthly Reports  <u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> <li>• FY 2021-2022 Year-end Preliminary Financial Report</li> <li>•FY 2022-2023 Preliminary Enrollment Report</li> </ul>		

**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

<b>Board Meetings</b>
<b>Board Workshops</b>
<b>Other Meetings</b>

**10/24/2022**

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Sep 26, 2022							136 School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 10, 2022 6:00 PM							<ul style="list-style-type: none"> <li>•Administration: Setting Stage for FY 2023-24 Budget Guidelines</li> <li>•Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9</li> <li>Discussion: Community Linkage/Listen &amp; Learn – Theme &amp; Location of Event (Wed., 11/16/22 at 4:30 PM)</li> <li>•Site Visit Discussion – ADMIN</li> <li>•Board Education Topic: Panorama</li> <li>•Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Oct 24, 2022 6:00 PM	<ul style="list-style-type: none"> <li>•Ends 1.1 – 1.6 Evidence (FY 2021-22)</li> <li>•EL 2.4 Treatment of Staff</li> <li>•EL 2.8 Compensation and Benefits</li> </ul>		<ul style="list-style-type: none"> <li>•Future Board Workshop Topics</li> <li>•Record of Board Self-Evaluation</li> </ul>		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> <li>• Enrollment Report as of 10/1/2022</li> <li>• World's Best Workforce Report</li> </ul>	

**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

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<b>Board Workshops</b>
<b>Other Meetings</b>

**10/24/2022**

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<ul style="list-style-type: none"> <li>•GP 4.0 Global Governance Commitment</li> <li>•GP 4.1 Governing Style</li> <li>•GP 4.2 School Board Job Products</li> <li>•GP 4.3 Annual Work Plan</li> <li>•GP 4.9 Governance Investment</li> </ul>					<ul style="list-style-type: none"> <li>•FY 2021-2022 Achievement Integration Summary Report</li> <li>•Board Education Topic: Sustainability</li> </ul>	137
<b>Post Meeting Board Workshop</b> <b>Mon, Oct 24, 2022</b>							<ul style="list-style-type: none"> <li>•School Board Mtg. Self-Assessment</li> </ul>
<b>Board Business Meeting</b> <b>Mon, Nov 14, 2022</b> <b>6:00 PM</b>			<ul style="list-style-type: none"> <li>• Resolution Approving Canvass Election Results</li> <li>•Resolution Authorizing Issuance of Certificates of Election</li> </ul>				
<b>Board Workshop</b> <b>Mon, Nov 14, 2022</b> <b>6:15 PM</b>							<ul style="list-style-type: none"> <li>•“New Policy Introductions”</li> <li>•Review of Board Treasurer’s Annual Report</li> <li>•Community Linkage:                             <ul style="list-style-type: none"> <li>- Identify topics for the Inspiring News Board Education</li> </ul> </li> <li>Topic: Technology Use &amp; Screen</li> <li>Time: Overview of</li> </ul>

**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

<b>Board Meetings</b>
<b>Board Workshops</b>
<b>Other Meetings</b>

**10/24/2022**

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<sup>138</sup> Digital Practices & Digital Citizenship • Confirm agenda for next Board Workshop
<b>School Board/Community Linkage Event: Listen &amp; Learn Session/Board Reception, Wednesday, November 16, 2022 – Location: TBD</b>							
<b>Board Meeting Mon, Nov 28, 2022 6:00 PM</b>	EL 2.9 Communication and Support to the School Board	School Board Treasurer’s Report	<ul style="list-style-type: none"> <li>• Oath of Office</li> <li>• <i>Closed Session – Security – Minn. Stat. 13D.05, Subd. 3(d)</i></li> </ul> Record of Board Self-Evaluation	<ul style="list-style-type: none"> <li>• Inspire News Topic – DRAFT Presented</li> <li>• <i>Board Policy GP 4.8.4</i></li> </ul>	Monthly Reports	FY 2021-22 Audited Financial Presentation	
<b>Post Meeting Board Workshop Mon, Nov 28, 2022</b>							• School Board Mtg. Self-Assessment
<b>Board Meeting Mon, Dec 12, 2022 6:00 PM</b>	<ul style="list-style-type: none"> <li>• EL 2.5 Financial Planning and Budgeting</li> <li>• EL 2.0 Global Executive Constraint</li> </ul>		<ul style="list-style-type: none"> <li>• Approval of Final FY 2023-24 Levy</li> <li>• School Board Treasurer’s Report</li> <li>• <i>Closed Session:</i> Review of FY 2021-22 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3</li> <li>• Record of Board Self-Evaluation</li> </ul>	Inspire News Article (DRAFT) Approval	Monthly Reports	<ul style="list-style-type: none"> <li>• Truth in Taxation Hearing Planning and Budgeting</li> <li>• Board Education Topic: Strategic Planning</li> </ul>	
<b>Post Meeting Board Workshop</b>							• School Board Mtg. Self-Assessment

**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

<b>Board Meetings</b>
<b>Board Workshops</b>
<b>Other Meetings</b>

**10/24/2022**

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			
Mon, Dec 12, 2022							139

<p><b>****2023****</b></p> <p align="center"><b>Annual Organizational Meeting</b>  <b>Mon, Jan 9, 2023</b>  <b>6:00 PM</b></p>			<ul style="list-style-type: none"> <li>• 2023 Annual Organizational Mtg.               <ul style="list-style-type: none"> <li>- Election of Officers</li> <li>- School Board Compensation</li> <li>- School Board Calendar</li> </ul> </li> <li>• Resolution for Combined Polling Places for the General Elections</li> <li>• School Board Meeting Calendar: Jan 1, 2023, through Jun 30, 2023</li> <li>• Appointment of Intermediate District 287 Representative</li> </ul>		<ul style="list-style-type: none"> <li>• 2023 Annual School District Organizational Items:               <ul style="list-style-type: none"> <li>- School District Newspaper</li> <li>- School District Depository/Financial Institutions</li> <li>- Money Wire Transfers</li> <li>- Early Claims Payment</li> <li>- School District Legal Counsel</li> <li>- School District Responsible Authority</li> <li>- Deputy Clerk &amp; Deputy Treasurer</li> <li>- Facsimile Signature Authorization</li> <li>- Authorization to Sign Contracts</li> </ul> </li> </ul>		
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**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

<b>Board Meetings</b>
<b>Board Workshops</b>
<b>Other Meetings</b>

**10/24/2022**

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
					<ul style="list-style-type: none"> <li>- Local Education Agency (LEA) Representative</li> <li>- MDE Designation of Identified Official with Authority (IOWA)</li> </ul>		140
<b>Board Workshop</b> <b>Mon, Jan 9, 2023</b> <b>6:30 PM</b> <b>Convene following the Annual Organizational Meeting</b>							<ul style="list-style-type: none"> <li>• 2023 Committees &amp; Outside Organization Discussion</li> <li>• Budget: 5-Year Financial Forecast</li> <li>• Confirm agenda for next Board Workshop</li> </ul>
<b>Board Meeting</b> <b>Mon, Jan 23, 2023</b> <b>6:00 PM</b>		<ul style="list-style-type: none"> <li>• FY 2023-24 Final School Calendar (Draft)</li> <li>• FY 2024-25 Preliminary School Calendar (Draft)</li> <li>• FY 2023-24 Budget Timelines – <i>First Reading</i></li> <li>• FY 2023-24 Budget Assumptions – <i>First Reading</i></li> </ul>	<ul style="list-style-type: none"> <li>• FY 2022-23 Mid-Year Budget Approval</li> <li>• Resolution Authorizing the Sale of Facility Maintenance Bonds</li> <li>• Record of Board Self-Evaluation</li> </ul>	2023 School Board Committee & Outside Organization Assignments	<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• FY 2023-24 Bus Purchase</li> </ul>		
<b>Post Meeting Board Workshop</b> <b>Mon, Jan 23, 2023</b>							School Board Meeting Self-Assessment
<b>Board Workshop</b>							<ul style="list-style-type: none"> <li>• Finance Overview</li> </ul>

**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

<b>Board Meetings</b>
<b>Board Workshops</b>
<b>Other Meetings</b>

**10/24/2022**

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			
Mon, Feb 13, 2023 6:00 PM							<sup>141</sup> <ul style="list-style-type: none"> <li>•Walk through School Board Agenda</li> <li>•Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Feb 27, 2023 6:00 PM			Resolution Awarding the Sale of Facility Maintenance Bonds  Record of Board Self-Evaluation		<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• Approval of FY 2023-24 School Calendar</li> <li>• Approval of Preliminary FY 2024-25 School Calendar</li> <li>• American Indian Education Resolution</li> </ul>		
Post Meeting Board Workshop Mon, Feb 27, 2023							School Board Meeting Self-Assessment
Board Workshop Mon, Mar 13, 2023 6:00 PM							<ul style="list-style-type: none"> <li>•Discuss Policy Change Process</li> <li>•New Policy Introductions</li> <li>•Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Mar 27, 2023 6:00 PM		<ul style="list-style-type: none"> <li>• FY 2023-24 Capital Budget – First Reading</li> </ul>	<ul style="list-style-type: none"> <li>•Final FY 2023-24 Budget Assumptions</li> <li>• <u>Closed Session</u>: Negotiation Strategy (MN Statue 13D.03, Subd.1</li> </ul>	Identify Topic for Inspiring News Article	<ul style="list-style-type: none"> <li>•Monthly Reports</li> <li>•Achievement &amp; Integration Budget</li> <li>•Resolution to Release Probationary Teachers</li> </ul>		

**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

Board Meetings
Board Workshops
Other Meetings

**10/24/2022**

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			•Record of Board Self-Evaluation				142
Post Meeting Board Workshop Mon, Mar 27, 2023							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 10, 2023 6:00 PM							<ul style="list-style-type: none"> <li>•Agenda Items: Sample Agenda &amp; Discussion of Agenda Elements</li> <li>•Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline</li> <li>•FY 2023-2024 Annual Work Plan Calendar Discussion</li> <li>•Review DRAFT of Inspiring News Article</li> <li>•Discussion/Review all items in Placeholder area on "Work Plan Changes Document"</li> <li>•FY 2023-2024 School Board</li> </ul>

**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

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<b>Board Workshops</b>
<b>Other Meetings</b>

**10/24/2022**

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<div style="text-align: right; font-size: small; margin-bottom: 5px;">143</div> Meeting Calendar Discussion • FY 2023-2024 School Board Budget Discussion • Mechanics of Monitoring • Inspiring News Discussion • Workshop Skeleton Summary Discussion • Confirm agenda for next Board Workshop
<b>Board Meeting</b> <b>Mon, Apr 24, 2023</b> <b>6:00 PM</b>		<ul style="list-style-type: none"> <li>FY 2023-24 School Board Work Plan – First Reading</li> <li>FY 2023-24 School Board Budget – First Reading</li> </ul>	<ul style="list-style-type: none"> <li>Approval of FY 2023-24 Capital Budget</li> <li>Approval of FY 2023-24 School Board Meeting Calendar</li> <li>Approval –Workshop Skeleton Summary Discussion</li> <li><u>Closed Session:</u> Negotiation Strategy (MN Statue 13D.03,Subd.1)</li> <li>Record of Board Self-Evaluation</li> </ul>	Approve Inspiring News Article DRAFT	Monthly Reports		

**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

<b>Board Meetings</b>
<b>Board Workshops</b>
<b>Other Meetings</b>

**10/24/2022**

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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, Apr 24, 2023							144 School Board Meeting Self-Assessment
Board Workshop Mon, May 8, 2023 6:00 PM							•Confirm agenda for next Board Workshop
Board Meeting Mon, May 22, 2023 6:00 PM		<ul style="list-style-type: none"> <li>•FY 2023-24 Budget – First Reading</li> <li>•FY 2023-24 School Meal Prices - <i>DRAFT</i></li> </ul>	<ul style="list-style-type: none"> <li>• Approval of FY 2023-24 School Board Work Plan</li> <li>•Approval of FY 2023-24 School Board Budget</li> <li>•Record of Board Self-Evaluation</li> </ul>		•Monthly Reports		
Post Meeting Board Workshop Mon, May 22, 2023							•School Board Meeting Self-Assessment
Board Workshop Mon, June 12, 2023 6:00 PM							<ul style="list-style-type: none"> <li>•General Fund Budget Q&amp;A</li> <li>•All Ends 1.1 – 1.6 OI's</li> <li>•CLC: Inspiring News Top Discussion – 1<sup>st</sup> Draft (2022-2023)</li> <li>•Confirm agenda for next Board Workshop</li> </ul>

**EDEN PRAIRIE SCHOOL BOARD**  
**2022-2023 ANNUAL WORK PLAN**

<b>Board Meetings</b>
<b>Board Workshops</b>
<b>Other Meetings</b>

**10/24/2022**

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			
<b>Board Meeting</b> <b>Mon, June 26, 2023</b> <b>6:00 PM</b>	OI's for FY 2023-24 doe all Ends 1.1 through 1.6		<ul style="list-style-type: none"> <li>•Approval of FY 2023-24 Adopted Budget</li> <li>•ISD 287 10-Year Facilities Maintenance Resolution</li> <li>•Record of Board Self-Evaluation</li> </ul>	Community Linkage: Inspiring New DRAFT Approval – 2022-23	<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• EPS 10-Year Facilities Maintenance Plan</li> <li>• Q-Comp Annual Report</li> <li>• Summary Update of General District Policies</li> <li>• Annual Review of District Mandated Policies</li> <li>• MSHSL Resolution for Membership</li> </ul>		145
<b>Post Meeting Board Workshop</b> <b>Mon, Jun 26, 2023</b>						<ul style="list-style-type: none"> <li>•School Board Meeting Self-Assessment</li> </ul>	