EDEN PRAIRIE SCHOOLS
Inspiring each student every day

MEETING AGENDA

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

1. **Convene:** *6:00 PM* *(Roll Call)*
School Board Members:
Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

2. **Pledge of Allegiance:**

3. **Agenda Review and Approval:** *(Action)*
Approval of the agenda for the Monday, June 26, 2023, 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 on May 22, 2023, the Brief Business Meeting on June 12, 2023, and the Workshop Notes for June 12, 2023.
Motion _____ Seconded_____

5. **Spotlight on Success:** *6:05 PM* *(Information)*
CMS Gives Back - Service Learning (Via Zoom)

6. **Public Comment:** *6:25 PM* *(Information)*

7. **Announcements:** *6:35 PM* *(Information)*

8. **Board Work:** *6:40 PM* *(Action)*

A. Decision Preparation

B. Required Board Action *(Action)*

1) Naming of the Mobile Classroom
Motion _____ Seconded _____

2) Approval of FY 2023-24 Adopted Budget *(Action)*
Motion _____ Seconded _____

3) ISD 287 10-Year Facilities Maintenance Resolution *(Action)*

Motion _____ Seconded _____

1. Aaron Casper	Yes ___ No ___	5. Kim Ross	Yes ___ No ___
2. Debjyoti Dwivedy	Yes ___ No ___	6. Abby Libsack	Yes ___ No ___
3. Steve Bartz	Yes ___ No ___	7. Dennis Stubbs	Yes ___ No ___
4. Charles Strehl	Yes ___ No ___		

C. Policy Monitoring   *(Action)*

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

1) 2022-23 Record of Board Policy Monitoring - Governance Policies

2) 2022-23 Record of Board Policy Monitoring - Governance Policies

3) 2022-23 Record of Board Policy Monitoring - Ends & Executive Limitations (EL's)

9. **Superintendent Consent Agenda:** *7:45 PM*   *(Action)*
These are management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.
Motion _____ Seconded _____

10. **Superintendent's Incidental Information Report:** *7:50 PM*   *(Information)*
Incidental Information is considered as "nice to know" information regarding district business. Monitoring and decision-making information are handled elsewhere on the agenda. These items are not open for debate, but rather for awareness and understanding. (Supports EL 2.9 in general and 2.9.6 specifically)

A. 2023-2028 Strategic Plan

11. **Board Action on Committee Reports & Minutes:** *8:00 PM*　*(Action)*

A. Board Development Committee

B. Community Linkage Committee　*(Action)*

1) CLC Minutes for June 21, 2023   154
Motion _____ Seconded _____

2) Inspiring News Article - *September 2023*   155
Motion _____ Seconded _____

C. Negotiations Committee

D. Policy Committee　*(Action)*

1) ENDS Policy Monitoring Process with Flow Chart Updated   156
Motion _____ Seconded _____

12. **Other Board Updates (AMSD, ECSU, ISD 287, MSHSL):** *8:20 PM*　*(Information)*

A. AMSD (Association of Metropolitan Schools) - *Abby Libsack*

B. ISD 287 (Intermediate School District 287) - *Kim Ross*

C. ECSU (Metropolitan Educational Cooperative Service Unit) - *Dennis Stubbs*

D. MSHSL (Minnesota State High School League) - *Dennis Stubbs*

13. **Board Work Plan:** *8:30 PM*　*(Action)*

A. Work Plan Changes Document　*(Action)*   162
Motion _____ Seconded _____

B. 2023-24 School Board Annual Work Plan *(For Reference)*   163

14. **Adjournment:**　*(Action)*
Motion by _____ Seconded by _____ to adjourn at _____ *PM.*

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE MAY 22, 2023
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on May 22, 2023, in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. **Convene:** *6:00 PM* **School Board Members:**
   Present: Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs
   Present: Superintendent Josh Swanson
2. **Pledge of Allegiance**
3. **Agenda Review and Approval – Motion** by S. Bartz, **Seconded** by K. Ross to approve the agenda for the Monday, May 22, 2023, meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed Unanimously
4. **Approval of Previous Minutes – Motion** by K. Ross, **Seconded** by D. Stubbs to approve the UNOFFICIAL Minutes of the April 24, 2023, School Board Regular Business Meetings – Passed Unanimously
5. **Spotlight on Success**
   EHSI - *Literacy Curriculum Poems in Spanish*
6. **Public Comment –** (1) Outdoor Time in the Strategic Plan
7. **Announcements**
   ● Eagles from Prairie View had their thinking caps on at this year's annual Math Masters competition! Over 5,000 fourth through sixth grade students from across the state used their critical thinking and problem solving skills to compete in timed individual and team rounds.
   The Eagles flew high: The two fourth grade teams placed third and fourth overall, and the three fifth grade teams took home first, second AND third place. Many students also placed in the individual competitions. Way to go, Eagles!
   ● The City of Eden Prairie's Human Rights Awards honor people and organizations that live their values through service to our community, and we're proud to have two of this year's three winners in our schools every day!
      – ***Jermell Taylor***, a 12th grader at Eden Prairie High School and EP Online, has helped to raise more than $14,000 to support the football program at North High School in Minneapolis. He has also helped to package and deliver more than 20,000 meals for Minneapolis nonprofits.
      – ***Belia Jimenez-Lorente***, a cultural liaison at Oak Point, was honored for her work connecting Spanish-speaking families with their school and the district. Her work is integral to helping students feel truly inspired at school each day.
   ● **Congratulations** to Jermell and Belia, and thank you to each of them for their support of our schools and the broader Eden Prairie community!
   Congratulations to Vanessa Barnes, an EPHS 12th grader and member of the varsity dance team, who was crowned Miss Dance Team USA at a national competition in California last month!
   ● **Congratulations** to EPHS 11th grader Muhammad "Mo" Saine, who has committed to play football for the Golden Gophers after his final season as an Eagle next year!
   ● Each year, Coca-Cola honors 150 young people who are making positive change in their communities and around the world. This year, two of those 150 are Eagles! ***Congratulations*** to Mohit Agarwal and Lucas Wagner, who will each receive a $20,000 college scholarship to pursue further education at Stanford and Duke universities, respectively. Eagle Nation is so proud of you, Mohit and Lucas!
   ● **Congratulations:** Boys Swim and Dive is riding the wave of success this year! 12th grader Lucas "Luke" Logue and head coach Kelly Boston received top awards at the Minnesota Swim & Dive Coaches Association banquet in late April.
   ● It was the Eagles in the Auditorium with the killer comedy… "Clue" was onstage at EPHS a couple of weekends ago.
   ● Empowered by the Minnesota School High School League's vote to make boys volleyball a varsity sport, EPHS boys volleyball looks forward to a strong end to this season.

- In more great news about our students, we're proud to share that Shravani "Sani" Deshmukh, a 12th grader at Eden Prairie High School, received one of five $10,000 Science Olympiad Founder Scholarships! Sani's interest in astronomy blossomed in Science Olympiad, and she plans to further her studies next year as a Computer Science & Aerospace major at Caltech. Congratulations, Sani!
- **Other Celebrations earlier this month:**
  - Celebration: National Teacher Appreciation Week, May 8th -12th
  - Celebration: National School Nurse Day on May 9th
  - Celebration: National Speech Pathologist Day on May 18th
- **TASSEL Celebrates 10th Anniversary**
  Did you know the TASSEL Transition Program is celebrating its 10th anniversary this year? You can join in the excitement by purchasing a "Keep Rising" t-shirt or bag, handmade by our 18- to 21-year-old TASSEL students! To order online, choose "Seasonal Items" from the list of options.
- **Forest Hills Elementary Celebrates their 50th Anniversary as a School**
  Over its 50 years, Forest Hills Elementary School has impacted the lives of countless students, staff and family members. Join us to celebrate its 50th Anniversary as a school on Thursday, June 1 from
  5 to 6:30 p.m.! Take a walk down memory lane with Dr. Josh Swanson, past principals Bob Hallett and Connie Hytjan, and current principal Joel Knorr. All are welcome!

8. **Board Education & Required Reporting**
   A. Community & Parent Survey - Morris Leatherman
9. **Board Work**
   A. Decision Preparation
       1) Fiscal Year (FY) 2023-24 Budget - *First Reading*
           a. Executive Summary
           b. Budget Report FY 2023-2024
           c. Presentation
       2) FY 2023-24 EP School Meal Prices
           a. Executive Summary
   B. Required Board Action
       1) Approval of the FY 2023-24 School Board Work Plan – **Motion** by D. Dwivedy, **Seconded** by S. Bartz to approve as presented – Passed Unanimously
       2) Approval of the FY 2023-24 School Board Budget – **Motion** by D. Dwivedy, **Seconded** by K. Ross to approve as presented – Passed Unanimously
       3) Record of Board Self-Evaluation - *No Updates*
           a. 2021-22 Record of Board Policy Monitoring - Governance Policies
           b. 2021-22 Record of Board Policy Monitoring - Ends & Executive Limitations (EL's)
           c. 2021-22 Record of Board Policy Monitoring - Ends 1.1-1.6
10. **Superintendent Consent Agenda – Motion** by K. Ross, **Seconded** by D. Stubbs to approve the Consent Agenda as presented – Passed Unanimously
    A. Release of Probationary Staff
    B. 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
    C. Accept Bid: EPHS PAC Lighting Replacement
    D. Reject Bid: EPHS Restrooms
11. **Superintendent's Incidental Information Report**
    A. Strategic Plan Update

Recess – Motion by A. Casper, **Seconded** by S. Bartz to recess at 8:25 p.m. – Passed Unanimously; Meeting resumed at 8:32 p.m.

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12. **Board Education & Required Report**
    A. Key Measurement Tools and Definitions
13. **Board Action on Committee Reports & Minutes**
    A. Board Development Committee
       1) Board Development Voting Results
    B. Community Linkage Committee -
       1) CLC Meeting Minutes for May 5, 2023 Meeting
          Motion by A. Libsack; **Seconded** by S. Bartz to approve as presented – Passed Unanimously
       2) Inspiring News Article
          Motion by A. Casper, **Seconded** by D. Dwivedy to approve as presented with typos to come from individauls; friendly **Amendment** by K. Ross to approve as presented with the latest versions of the paragraphs submitted to A. Libsack by each Board Member – Passed Unanimously
    C. Negotiations Committee
    D. Policy Committee
       1) PC Meeting Minutes for May 3, 2023 Meeting
          Motion by A. Casper, **Seconded** by D. Stubbs to accept as presented – Passed Unanimously
14. **Other Board Updates (AMSD, ECSU, ISD 287, MSHSL)**
    A. AMSD (Association of Metropolitan Schools) – *Update by Superintendent Swanson*
    B. ECSU (Metropolitan Educational Cooperative Service Unit) – No Update
    C. ISD 287 (Intermediate School District) – Update by *Kim Ross*
    D. MSHSL (Minnesota State High School League) – Update by *Dennis Stubbs*
15. **Board Work Plan**
    A. Work Plan Changes Document
       Motion by A. Casper, **Seconded** by K. Ross to approve as presented – Passed Unanimously

Eden Prairie School Board

2022–23 WORK PLAN CHANGES

"Proposed" Changes

May 22, 2023

Date of Meeting/Workshop	Changes Requested
Monday, June 12, 2023 – ***Workshop***	- **ADD:** *Review of ENDs Policy Monitoring Process & Flow Chart*
Monday, June 26, 2023	
Placeholder – General Board Work	
• Baseline A-I Discussion	
Placeholder – Policy Review	

    B. School Board Annual Work Plan FY 2022-23
16. **Adjournment**
    Motion by D. Dwivedy, **Seconded** by K. Ross to adjourn at 9:37 PM.

_____
Abby Libsack – Board Clerk

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE JUNE 12, 2023
SCHOOL BOARD BUSINESS MEETING

A Brief Business Meeting of the Independent School District 272, Eden Prairie Schools, was held on June 12, 2023, in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. **Convene - 6*:00 PM*** **School Board Members** *Roll Call:*
   Present: Steve Bartz, Aaron Casper, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs
   Board Member Not Present: Debjyoti "DD" Dwivedy
   Present: Superintendent Josh Swanson
2. **Agenda Review and Approval – Motion** by K. Ross, **Seconded** by D. Stubbs to approve the agenda for the Monday, June 12, 2023, Brief Business Meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed 6-0
3. **Superintendent Consent Agenda – Motion** by A. Casper, **Seconded** by S. Bartz to approve the Consent Agenda as presented – Passed 6-0
   A. Human Resources
      1) Human Resources Report
      2) Transportation Contract Agreement
      3) EPPEA Contract Agreement
   B. Minnesota State High School League (MSHSL) Resolution
4. **Adjournment – Motion** by K. Ross, **Seconded** by A. Casper to adjourn at 6:02 PM – Passed 6-0

_____
Abby Libsack – Board Clerk

School Board Workshop Notes- Monday, June 12, 2023

1. CONVENE - 6:15 PM
   School Board Members Present: Steve Bartz, Aaron Casper, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

   Not present: Board Member Debjyoti "DD" Dwivedy

2. Conversation regarding CLC Inspiring News Topic for September 2023- The board discussed topics for its upcoming article. Themes were identified and the Community Linkage Committee with support from the administration will create a draft for review at the June 26, 2023 board meeting.

3. Reviewed ENDS Policy Monitoring Process and Flow Chart

4. General Fund Budget Q&A with J. Mutzenberger

5. 2023-2024 Ends OI & Measurement Plan for 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6-
   -Board was presented a draft of the measurement plan for these ends and asked questions and provided feedback

6. Work Plan Changes Document

7. 2022-23 School Board Annual Work Plan

8. 2023-24 School Board Annual Work Plan- discussed possible placeholder for BDC in November

9. Confirmed agenda for next board workshop

Abby Libsack

_____

Abby Libsack, Board Clerk

EDEN PRAIRIE SCHOOLS
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June 12, 2023

To: Dr. Josh Swanson, Superintendent
From: Shawn Hoffman-Bram, Executive Director of Community Education
Re: Naming of Spaces

Through the recent allocation of ESSER funds we were approved for a mobile classroom project. This project includes the retrofitting and customization of a traditional school bus into a mobile classroom/project space. Community Education has researched other similar projects around the country and has developed a vision for how this bus can service our families and our residents within the Eden Prairie community.

The bus is currently being developed complete with a service window, running water, awnings. refrigeration, technology projection and charging stations, multiuse seating and tabling, supply storage and finally lighting and sound both interior and exterior of the bus. The delivery of the bus is expected by late June/early July of 2023.

Programs are anticipated to begin the week of July 4th, 2023, where the bus will be located at various community events to pass out information about our school programs and allow people to tour the bus, visiting neighborhoods throughout the summer to deliver various enrichment programs and food if needed, and outreach services from our early childhood staff to families that are challenged with transportation. Many more programs are currently being developed for the future.

In the spring of 2023, Community Education conducted a department wide contest to name the bus. A list of brainstormed names became available to all staff from which they voted for their top choice. Overwhelmingly, the name Eagle Express rose to the top.   This name will be featured in marketing materials and on the exterior of the bus consistent with other branding within the school district.

We are asking for your approval of the name *"Eagle Express"* for this mobile classroom project.

Naming of spaces comes forward as a recommendation for approval under EL 2.7.11 – Furthermore, the Superintendent shall not: Allow anyone other than the School Board to name facilities, schools, classrooms, or spaces within the district.

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June 26, 2023

To: Dr. Josh Swanson, Superintendent
From: The Business Office
Re: 2023-24 Adopted Budget

Attached you will find the 2023-24 Adopted Budget for your review. We appreciate the collaboration with you and the School Board which created the budget assumptions that were foundational to the development of this year's budget.

The budget includes the assumptions that the school board approved in March 2023. The district is still determining the full financial impact of the 2023 legislative session; therefore, this Adopted Budget does not include any adjustments.

The district has received over $16 million in COVID federal relief grants. Fiscal Year 2023-24 will be the last year the district will have significant funding available from these grants. We expect to spend $3 million in fiscal year 2022-23 and the remaining $3 million in fiscal year 2023-24 with all funds to be fully spent by September 2024.

This budget shows fund balance at 13.0% of annual expenditures, and up about $1,000,000 over the prior year, while the 5-year projected forecast shows deficit spending starting in fiscal year 2024-25 and continuing through 2027-28, while still maintaining a fund balance percentage above 9.0% over the next 5 years.

A few of the highlights include:
- Reduced class size targets in grades 2, 5 and 6
- Free breakfast and lunch for all students
- Free transportation for all students

Below are some pages to focus on in the document:
- Page 1 – Projected fund balances in all funds
- Pages 3-15 – Provides an executive summary of the budget

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

2023-24 ADOPTED BUDGET

EP

EDEN PRAIRIE SCHOOLS
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Executive Summary

➢ **Budget does not include estimates for the 2023 Legislative Session.**

➢ **Unassigned Fund Balance is $17.5 million or 13.02%**

➢ **$3 Million spent if COVID Relief Funds**

➢ **3% increase to Basic Formula Allowance**

➢ **Reduced Class Sizes in Grades 2, 5 and 6**

➢ **Transportation will be free for all students**

➢ **Free breakfast and lunch for all students.**

EDEN PRAIRIE SCHOOLS

Fund Balance Projection (Unassigned)

Executive Limitation 2.5.2 :*"There will be no financial plan that neglects to present the assumptions and timeline for the next annual budget during the third quarter of the current fiscal year."*

	2021-22 Actual	2022-23 Budget	2023-24 Projected	2024-25 Projected	2025-26 Projected	2026-27 Projected	2027-28 Projected
Revenue	117,570,874	123,589,394	135,525,158	136,554,175	139,243,168	141,471,774	144,163,080
Expenditure	118,374,714	124,637,608	134,592,298	137,432,139	140,212,855	142,618,933	145,301,774
Surplus/(Deficit)	(803,840)	(1,048,214)	932,860	(877,964)	(969,687)	(1,147,159)	(1,138,694)
Unassigned Fund Balance ($)	17,640,453	16,592,239	17,525,099	16,647,135	15,677,448	14,530,289	13,391,595
Unassigned Fund Balance (%)	14.90%	13.31%	13.02%	12.11%	11.18%	10.19%	9.22%

EDEN PRAIRIE SCHOOLS

Revenues and Expenditures

Fund	Revenues & Transfers	Expenditures & Transfers
General	$ 137,703,658	$ 136,864,731
Food Service	$ 5,970,405	$ 5,848,254
Community Education	$ 8,726,532	$ 8,620,545
Capital & Building	$ 17,242,675	$ 20,585,684
Debt Service	$ 7,995,522	$ 8,694,039
Internal Service	$ 14,620,000	$ 15,160,000
Trust & Agency	$ 750,000	$ 500,000
Total	**$ 193,008,792**	**$ 196,273,253**

THANK YOU

ADOPTED BUDGET

2023-2024

EDEN PRAIRIE SCHOOLS, ISD #272

8100 SCHOOL ROAD

EDEN PRAIRIE, MN 55344

WWW.EDENPR.ORG

EDEN PRAIRIE SCHOOLS
Inspiring each student every day

June 26, 2023

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

TABLE OF CONTENTS

PROJECTED FUND BALANCES THROUGH JUNE 30, 2024

FUND DESCRIPTION	6/30/2023 PROJECTED BALANCE	2023-24 PROJECTED REVENUES	2023-24 PROJECTED EXPENDITURES	6/30/2024 PROJECTED BALANCE
GENERAL FUND				
A. UNASSIGNED	16,592,239	135,525,158	134,589,873	17,527,524
B. ASSIGNED				
Site Carryover	996,768	-	-	996,768
Construction	356,716	-	(500,000)	856,716
Curriculum Adoption	700,000	-	-	700,000
Student Activities/Fundraising	446,234	1,800,000	1,800,000	446,234
Budgeted Deficit	1,097,497	-	1,097,497	-
Enrollment	1,250,000	-	-	1,250,000
Designing Pathways	1,426,238	-	-	1,426,238
Inspired Journey	-	-	(500,000)	500,000
Program Initiatives	750,000	-	-	750,000
C. RESTRICTED/RESERVED				
Medical Assistance	92,719	290,000	286,361	96,358
Student Activities	67,383	80,000	80,000	67,383
Scholarships	26,018	8,500	11,000	23,518
Achievement & Integration	126,324	-	-	126,324
TOTAL GENERAL FUND	**23,928,136**	**137,703,658**	**136,864,731**	**24,767,063**
CAPITAL				
Operating Capital	676,364	2,950,789	3,362,395	264,758
Long Term Facilities Maintenance (LTFM)	-	5,510,126	5,510,126	-
Capital Project Levy	1,528,261	8,381,760	9,187,069	722,952
TOTAL CAPITAL OUTLAY	**2,204,625**	**16,842,675**	**18,059,590**	**987,710**
TOTAL FOOD SERVICE	**1,422,101**	**5,970,405**	**5,848,254**	**1,544,252**
COMMUNITY SERVICE				
Regular Community Education	583,187	4,319,032	4,264,686	637,533
Local Collaborative Time Study (LCTS)	10	250,448	250,458	-
Early Child Family Education (ECFE)	315,282	846,312	783,311	378,283
School Readiness	706,270	3,248,572	3,259,754	695,088
Non Public/Preschool Screening	2,195	62,168	62,336	2,027
TOTAL COMMUNITY SERVICE	**1,606,944**	**8,726,532**	**8,620,545**	**1,712,931**
BUILDING CONSTRUCTION FUNDS				
Long Term Facilities Maintenance (LTFM)	12,069,533	400,000	2,270,113	10,199,420
Designing Pathways	255,981	-	255,981	-
TOTAL BUILDING CONSTRUCTION FUNDS	**12,325,514**	**400,000**	**2,526,094**	**10,199,420**
TOTAL DEBT SERVICE	**1,690,407**	**7,995,522**	**8,694,039**	**991,890**
INTERNAL SERVICE FUND				
Self Funded Medical	7,961,914	13,320,000	13,900,000	7,381,914
Self Funded Dental	632,684	1,300,000	1,260,000	672,684
TOTAL INTERNAL SERVICE FUND	**8,594,598**	**14,620,000**	**15,160,000**	**8,054,598**
TRUST & AGENCY				
Post-Employment Benefits Irrevocable Trust (OPEB)	14,584,446	750,000	500,000	14,834,446
TOTAL TRUST & AGENCY	**14,584,446**	**750,000**	**500,000**	**14,834,446**
TOTAL	**66,356,770**	**193,008,792**	**196,273,253**	**63,092,309**
General Fund - Unassigned	**16,592,239**	**135,525,158**	**134,589,873**	**17,527,524**
General Fund Balance %	**13.3%**			**13.0%**

Budget Executive Summary

This budget of Independent School District No. 272, Eden Prairie Schools, is for the fiscal year beginning July 1, 2023 and ending June 30, 2024 (FY24). Prior year data is included for comparative purposes including budgeted amounts for 2022-23 and final audited amounts for fiscal years 2021-22.

The district anticipates ending the 2023-24 fiscal year with a 13.0% unassigned General Fund balance. This fund balance is in keeping with the School Board's Executive Limitation 2.5.3 which states that *"There will be no financial plan that allows the year-end unassigned general fund balance to fall below 8% of expenditures."*

Given this fiscal expectation, the School District has proactively planned by keeping a multi-year financial projection model current and has made adjustments in the proposed 2023-24 budget.

Assumptions and Timeline

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

For the budget being presented, the **2023-24 Budget Assumptions** were an important starting point. These assumptions, as discussed with the School Board, were as follows:

1. **Estimated Enrollment**
   a. Oct. 1, 2023 Kindergarten-12th grade estimated enrollment of 8,923 (includes 500 enrollments in EP Online).
   b. Estimates includes 653 kindergarten students.

2. **Classroom Teacher Staffing**
   a. Based on estimated enrollment and class size targets across district and by grade:

Grade	Target
Kindergarten	20.0
Grade 1	20.0
Grade 2	22.0
Grade 3	25.0
Grade 4	25.0
Grades 5	26.0
Grades 6	28.0
Grades 7 & 8	31.0
Grades 9-12	31.5

   b. The class size targets for Grades 2, 5 and 6 were reduced from 24, 27 and 30, respectively.
   c. Assumed 5 teacher retirements at the end of fiscal year 2022-23.

3. **District Fees**
   a. No changes to the fees for 2023-24:

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

4. **State General Funding**
   a. We a projecting a 3% formula increase for FY24.

5. **Fund Balance**
   a. Minimum General Fund balance maintained above 8% as directed by the School Board.

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Organizational Overview

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

School Board of Directors

Aaron Casper
Chair
Term Expires
January 2027

Steve Bartz
Vice Chair
Term Expires
January 2027

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

Abby Libsack
Clerk
Term Expires
January 2027

Kim Ross
Director
Term Expires
January 2025

Debjyoti "DD" Dwivedy
Director
Term Expires
January 2027

Dennis Stubbs
Director
Term Expires
January 2025

Superintendent's Cabinet

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

Position	Name
Superintendent	Dr. Joshua Swanson
Associate Superintendent of Academics & Innovation	Dr. Carla Hines
Executive Director of Business Services	Jason Mutzenberger
Executive Director of Human Resources	Thomas May
Executive Director of Personalized Learning	Dr. Robb Virgin
Executive Director of Community Education	Dr. Shawn Hoffman-Bram
Executive Director of Marketing & Communications	Dirk Tedmon

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FACILITIES

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

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

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

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

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

Eden Prairie Schools also owns and operates its transportation program. The program is operated from a district-owned **Transportation Center** which houses 107 vehicles for student transportation, over 90 employees, a mechanics shop and grounds equipment that is utilized district-wide.
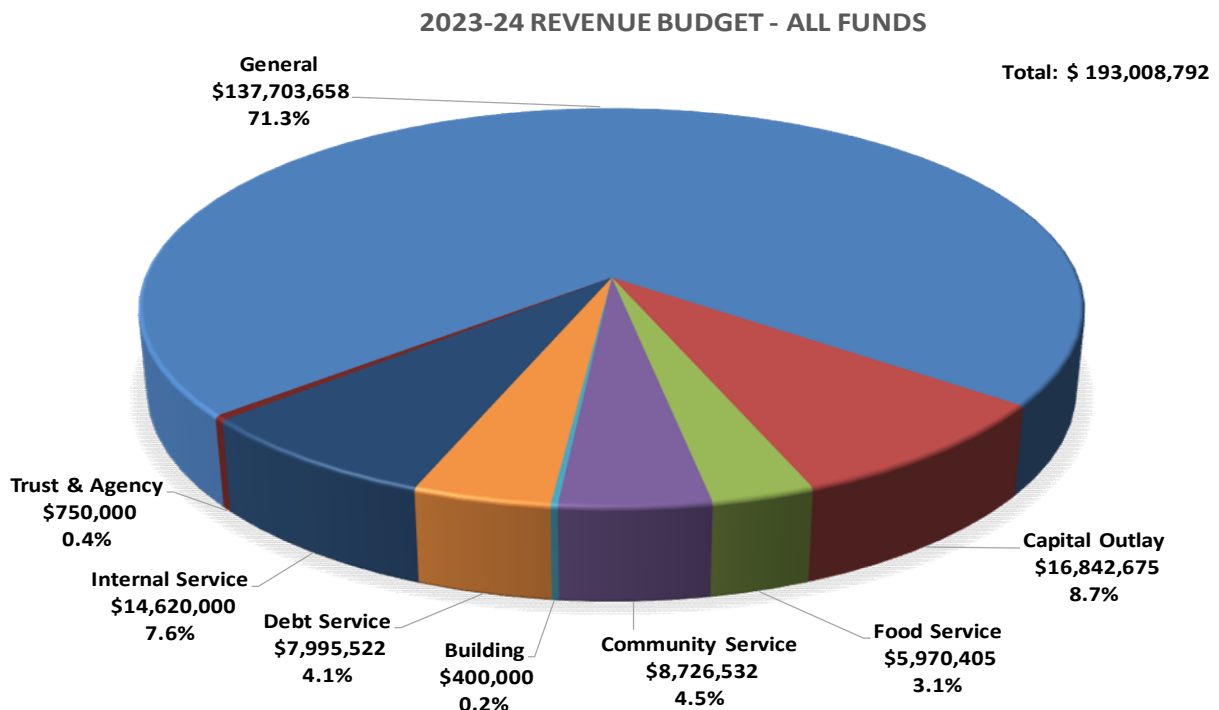
Financial Overview

OVERVIEW OF FUNDS

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

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

The following graphs give an illustration of the proportional revenues and expenditures budgeted for each fund in the 2023-24 fiscal year:

2023-24 REVENUE BUDGET - ALL FUNDS

Total: $ 193,008,792

General
$137,703,658
71.3%

Capital Outlay
$16,842,675
8.7%

Food Service
$5,970,405
3.1%

Community Service
$8,726,532
4.5%

Building
$400,000
0.2%

Debt Service
$7,995,522
4.1%

Internal Service
$14,620,000
7.6%

Trust & Agency
$750,000
0.4%

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Total: $196,273,253

General
$136,864,731
69.7%

Trust & Agency
$500,000
0.3%

Internal Service
$15,160,000
7.7%

Debt Service
$8,694,039
4.4%

Building
$2,526,094
1.3%

Community Service
$8,620,545
4.4%

Food Service
$5,848,254
3.0%

Capital Outlay
$18,059,590
9.2%

COLLECTING INPUT

School Board Executive Limitation 2.5.4 states *"There will be no financial plan that does not collect appropriate input from various sources."* The process to build the proposed 2023-24 budget included the following input opportunities:

1. School Board – The first official action that begins the process of budget development was the approval of the payable 2023 tax levy, which occurred on December 12, 2022. This levy accounts for 23.5% of General Fund revenue. The board also provided guidance and input to the budget development process as follows:
    -   January 9, 2023 – Board workshop on 5-year financial model
    -   January 23, 2023 – Mid-Year 2022-23 budget update, review budget timeline, discuss preliminary 2023-24 budget assumptions
    -   March 27, 2023 – Review final 2023-24 budget assumptions, review proposed 2023-24 preliminary capital budget
    -   April 24, 2023 – Review proposed 2023-24 School Board budget and approve 2023-24 capital budget
2. Citizen Finance Advisory Committee – This committee of community members and staff reviews the assumptions included in the financial projection model. These assumptions and committee discussion provide important input into the budget development process.
3. Principals and Department Directors – This group of leaders is essential to the budget development process. They provide input and shared decision making for budget adjustments, staffing and program needs.
4. Community – The district website, email list and publications contain continuous updates regarding the budget development process including timeline, assumptions, and proposed adjustments. Community feedback is an essential part of assessing the final budget recommendation.
5. Superintendent's Cabinet – This group meets weekly. Some part of the budget development process, including discussion of staff and community feedback, is on the agenda each week.

Budget Timeline

The following timeline highlights the steps taken to create the 2023-24 budget with stakeholder input.

Date	Budget Event	Group/Action
Eden Prairie Schools **Budget Events Timeline** **Fiscal Year 2023-24**		
September 2022	Preliminary FY 2023-24 Levy Certification	Board - Required Action
	Preliminary FY 2022-23 Enrollment Update	Board - Sup't Incidental
	Preliminary FY 2021-22 Year-End Financial Report	Board - Sup't Incidental
October 2022	October 1 Enrollment	Board - Sup't Incidental
	October 1 Enrollment	Citizen Finance Advisory
	October 1 Enrollment	Leadership Team
	FY 2021-22 Audit Results	Leadership Team
	Preliminary FY 2023-24 Levy Certification	Citizen Finance Advisory
	FY 2021-22 Audit Results	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
November 2022	FY 2021-22 Audit Report	Board - Required Action
	Annual Budget Publication	Community
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
December 2022	Final Levy Certification (Payable 2023; FY 2023-24 Revenue)	Board - Required Action
	Truth in Taxation Presentation	Board - TNT Hearing
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
January 2023	Preliminary FY 2023-24 Budget Assumptions/Drivers & Budget Timeline	Board - Decision Prep
	Mid-Year Budget Update	Board - Required Action
	FY 2023-24 Capital items which require advance ordering (i.e. school buses)	Board - Required Action
	5-Year Financial Forecast	Board - Workshop Discussion
	Mid-Year Budget Update	Citizen Finance Advisory
	FY 2023-24 Budget Assumptions	Citizen Finance Advisory
	Fall Enrollment Projections & Staffing Allocations	Leadership Team
	Requests for FY 2023-24 Capital Funding due to Business Office	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
February 2023	Budget Development	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
March 2023	FY 2023-24 Capital Budget - 1st Reading	Board - Decision Prep
	Final FY 2023-24 Budget Assumptions/Drivers	Board - Required Action
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
April 2023	FY 2023-24 Capital Budget Adoption	Board - Required Action
	Review FY 2023-24 Capital Budget	Leadership Team
	5 Year Financial Outlook	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
May 2023	FY 2023-24 Budget Presentation - 1st Reading	Board - Decision Prep
	Review Potential Legislative Impacts	Citizen Finance Advisory
	Review Final FY 2023-24 Budget	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
June 2023	FY 2023-24 Budget Adoption	Board - Required Action
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Fall Enrollment Projections	Leadership Team

Informational Overview

Budget Forecast

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

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

This model currently includes the following assumptions beginning for projection year 2023-24:
1. 3.0% increase to state basic funding for both 2023-24 and 2024-25, the 2% in each year after
2. Employee salary settlements for upcoming contract negotiations
3. Increasing enrollment projections
4. Staffing adjustments in keeping with enrollment and class size ranges
5. Minor adjustments to costs of property and other business insurances along with the cost of fuel and utilities.
6. Teacher retirement savings.

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

	2021-22 Actual	2022-23 Projected	2023-24 Projected	2024-25 Projected	2025-26 Projected	2026-27 Projected	2027-28 Projected
Revenue	117,570,874	123,589,394	135,525,158	136,554,175	139,243,168	141,471,774	144,163,080
Expenditures	118,374,714	124,637,608	134,589,873	137,432,139	140,212,855	142,618,933	145,301,774
Surplus/Deficit	-803,840	-1,048,214	935,285	-877,964	-969,687	-1,147,159	-1,138,694
Unassigned Fund Balance ($)	17,640,453	16,592,239	17,527,524	16,649,560	15,679,873	14,532,714	13,394,020
Unassigned Fund Balance (%)	14.90%	13.31%	13.02%	12.11%	11.18%	10.19%	9.22%

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Enrollment Trend/Forecast

	2020-21	2021-22	2022-23	2023-24
Kindergarten	448	597	636	628
1st Grade	445	586	615	642
2nd Grade	408	591	603	609
3rd Grade	428	577	618	614
4th Grade	457	585	601	615
5th Grade	466	588	584	599
6th Grade	434	617	629	578
7th Grade	639	630	654	649
8th Grade	680	647	647	655
9th Grade	668	706	699	697
10th Grade	740	665	725	690
11th Grade	737	732	672	728
12th Grade	701	715	755	669
Tassel Transition	55	47	52	50
EP Distance Learning	1,228	0	0	0
EP Online	0	566	375	500
K-12th Grade *	8,534	8,849	8,865	8,923
% Change	-1.9%	3.7%	3.9%	0.8%

Past years show historical enrollment data. Current year is based on October 1 data.
Eden Prairie Schools is largely "built out" for single family housing. As current residents "age in place", the number of school-aged children in the community overall will decline. The major contributor to enrollment decline is the decline in the size of incoming K classes vs. the previous year's graduating 12th grade class.

Enrollment Change Due to Grade 12-K Variation

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Current K	624	649	604	640	652	653
PY 12th	757	768	756	701	752	787
K-12 Variation	(133)	(119)	(152)	(61)	(100)	(134)
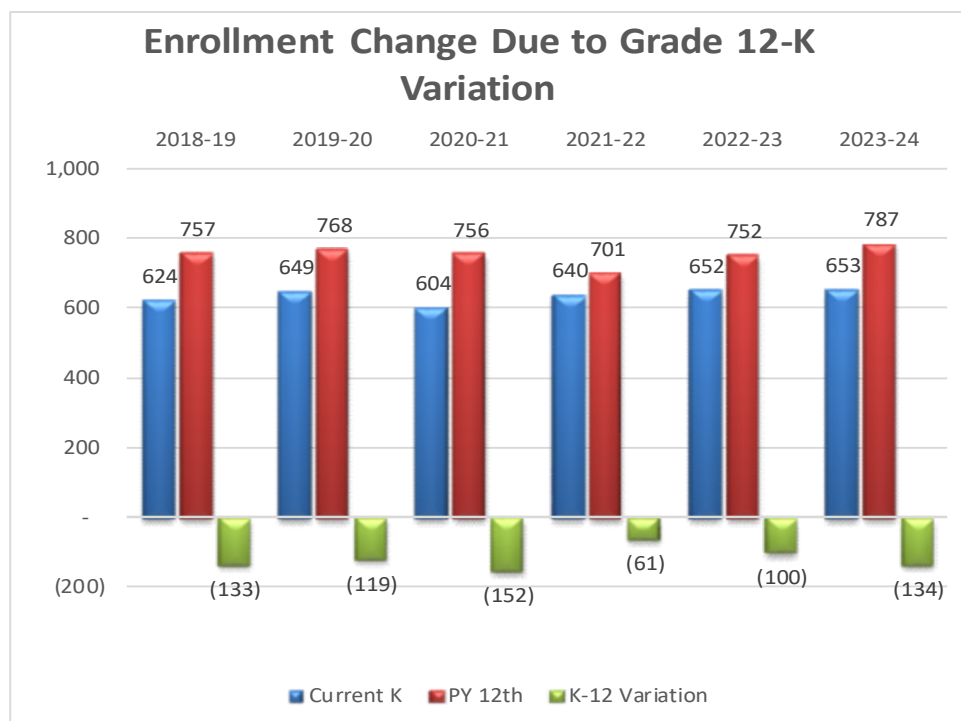
31

* The 653 kindergarteners referenced above includes 25 from EP Online.

Enrollment History & Projections by School Site

	2020-21	2021-22	2022-23	2023-24
Cedar Ridge Elementary	445	488	474	482
Eagle Heights Spanish Immersion	681	677	715	723
Eden Lake Elementary	552	628	671	662
Forest Hills Elementary	386	511	529	544
Oak Point Elementary	479	589	638	668
Prairie View Elementary	543	631	630	628
Total Elementary (K-5th Grade)	**3,086**	**3,524**	**3,657**	**3,707**
Central Middle School (6th-8th)	1,319	1,894	1,930	1,882
Eden Prairie High School (9th-12th)	2,846	2,818	2,851	2,784
Total Secondary (6th-12th Grade)	**4,165**	**4,712**	**4,781**	**4,666**
Tassel Transition	55	47	52	50
EP Distance Learning Option	1,228	-	-	-
EP Online (K - 12th Grade)	-	566	375	500
Total K-12th Grade	**8,534**	**8,849**	**8,865**	**8,923**

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

2023-24 Projected Enrollment Breakdown by School Site

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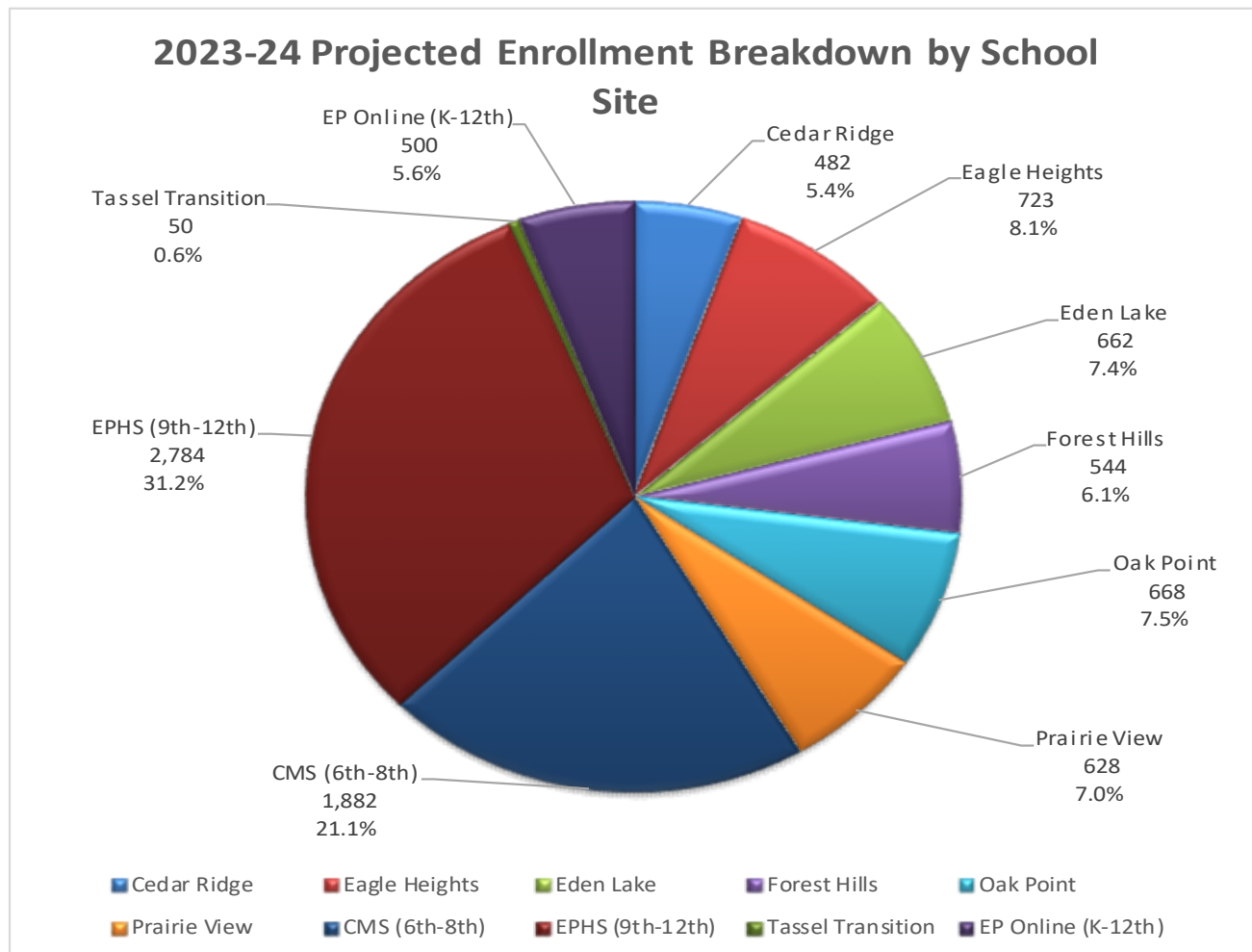
EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Dr. Josh Swanson
Superintendent

Brenda Haynes
Executive Assistant

Dr. Carlondrea Hines
Associate Superintendent of Academics & Innovation

Principal on Special Assignment

Principals

Associate Principals

SEE PAGE TWO

Jazmin Hankerson
Executive Assistant

Dirk Tedmon
Executive Director of Marketing & Communications

Thomas May
Executive Director of Human Resources

Jason Mutzenberger
Executive Director of Business Services

Dr. Shawn Hoffman-Bram
Executive Director of Community Education

Dr. Robb Virgin
Executive Director of Personalized Learning

Grace Becker
Director of Marketing & Communications

Carter Sample
Director of Corporate Engagement and Alumni Relations

Brenda Nielsen
Director of Employee Services
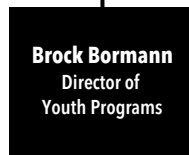
Brock Bormann
Director of Youth Programs

Molly Malone
Director of Adult & Community Engagement Programs
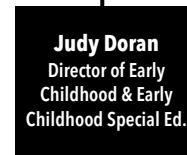
Judy Doran
Director of Early Childhood & Early Childhood Special Ed.

Kyle Fisher
Director of Facilities, Safety & Grounds

Matt Hippen
Director of Finance

Brenda Boehm
Director of Food & Nutrition

Randy Haar
Director of Transportation

Lisa Birno
Director of Curriculum & Learning

Heidi Nistler
Director of Special Education
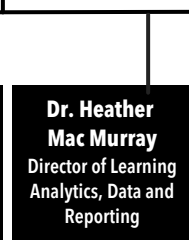
Dr. Heather Mac Murray
Director of Learning Analytics, Data and Reporting

Alex Townsend
Director of Technology

![EP Eden Prairie Schools logo — Inspiring each student every day](logo)

EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Cedar Ridge Elementary

Valora Unowsky
Principal

Michael Ongie
Associate Principal

Laurel Pinette
Administrative Assistant

Eagle Heights Spanish Immersion

Hernan Moncada
Principal

Dr. Mitch Hegland
Associate Principal

Sophea Schaffer
Administrative Assistant

Eden Lake Elementary

Tim Beekmann
Principal

Meghan Gasdick
Associate Principal

Karen Farris
Administrative Assistant

Forest Hills Elementary

Joel Knorr
Principal

Tom Walters
Associate Princpal

Administrative Assistant

Oak Point Elementary

Dr. Chris Rogers
Principal

Aaron Monson
Associate Principal

Daniela Garcia
Administrative Assistant

Prairie View Elementary

Dr. Quennel Cooper
Principal

Brett Lobben
Associate Principal

Catherine Pettis
Administrative Assistant

Central Middle School

Felicia Thames
Principal

Cedric Fuller
Associate Principal

Shannon Kubicek
Associate Principal

Nicole Schandle
Administrative Assistant

Eden Prairie High School

Nate Gibbs
Principal

Meagan Bennett
Associate Principal

Lomumba Ismail
Associate Principal

Victor Johnson
Associate Principal

Russell Reetz
Associate Principal

Nolana Holloway
Administrative Assistant

EP Online

Dr. Nick Kremer
Principal

Patrick Rock
Administrative Dean

Anar Patel
Administrative Assistant

Principal on Special Assignment

Connie Hytjan
Human Resources & Personalized Learning

EDEN PRAIRIE SCHOOLS

ELEMENTARY SCHOOLS BOUNDARIES

- PRAIRIE VIEW
- FOREST HILLS
- EDEN LAKE
- CEDAR RIDGE
- OAK POINT
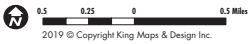
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For more detailed information, including an electronic version of the map, go to district website, www.edenpr.org, and click on the "Proposed Elementary School Boundaries" link in the upper left corner of the page

District Phone Number
(952) 975-7000
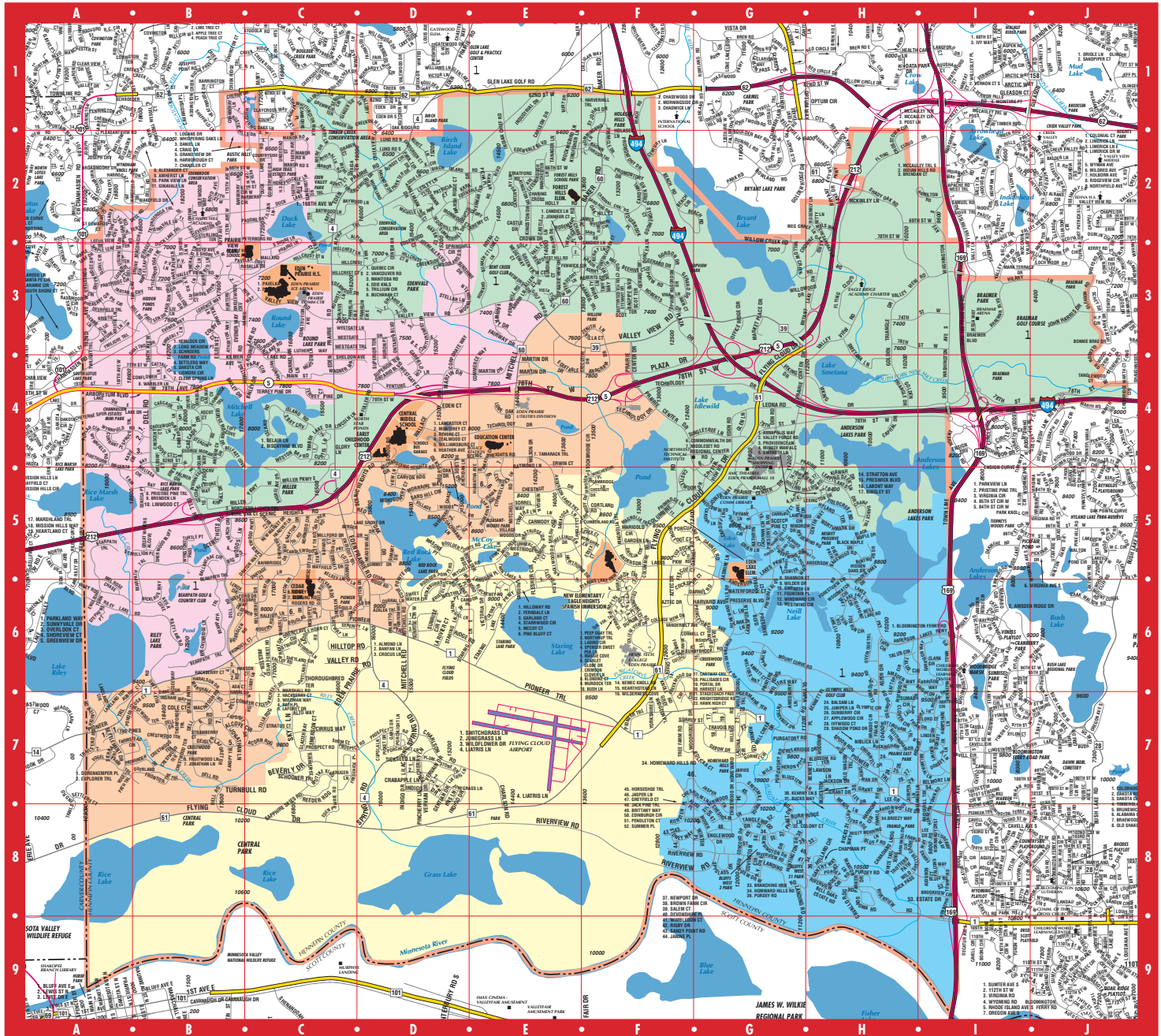
GENERAL OPERATING FUND - REVENUES

GENERAL FUND REVENUE
FISCAL 2024

State General Education Aid
$75,140,725
54.6%

Property Taxes
$32,349,076
23.5%

Student Activities
$1,800,000
1.3%

Local
$2,315,500
1.7%

Federal Sources
$6,278,100
4.6%

Other State Sources
$19,820,257
14.4%

GENERAL OPERATING FUND REVENUE	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
State General Education Aid	$ 65,696,352	$ 64,846,427	$ 68,024,979	$ 69,831,364	$ 75,140,725	$ 5,309,361	7.60%
Property Taxes	25,791,252	26,094,570	26,117,771	27,457,881	32,349,076	4,891,195	17.81%
Other State Sources	17,794,600	19,096,485	18,149,753	18,750,220	19,820,257	1,070,037	5.71%
Federal Sources	2,907,049	9,439,879	5,358,285	6,071,029	6,278,100	207,071	3.41%
Local	2,094,258	1,773,275	3,046,025	1,717,400	2,315,500	598,100	34.83%
Student Activities	1,290,368	438,811	1,196,432	1,500,000	1,800,000	300,000	20.00%
TOTAL	$ 115,573,879	$ 121,689,447	$ 121,893,245	$ 125,327,894	$ 137,703,658	$ 12,375,764	9.87%

General Fund revenue is projected to increase by $12,375,764 or 9.87% from 2022-23.

1. **State Basic General Education Aid** serves as the district's primary funding source, comprising 54.6% of the general fund revenue. State Basic General Education Aid is budgeted to increase by $5,309,361 or 7.60% versus 2022-23. The majority of the State Basic Aid category is based upon the Basic Funding Formula. Projections for 2023-24 include a 3% increase to the per pupil unit funding formula and a 0.8% increase in enrollment. The district is also recognizing a $2.6 million increase in compensatory revenue, due to a polic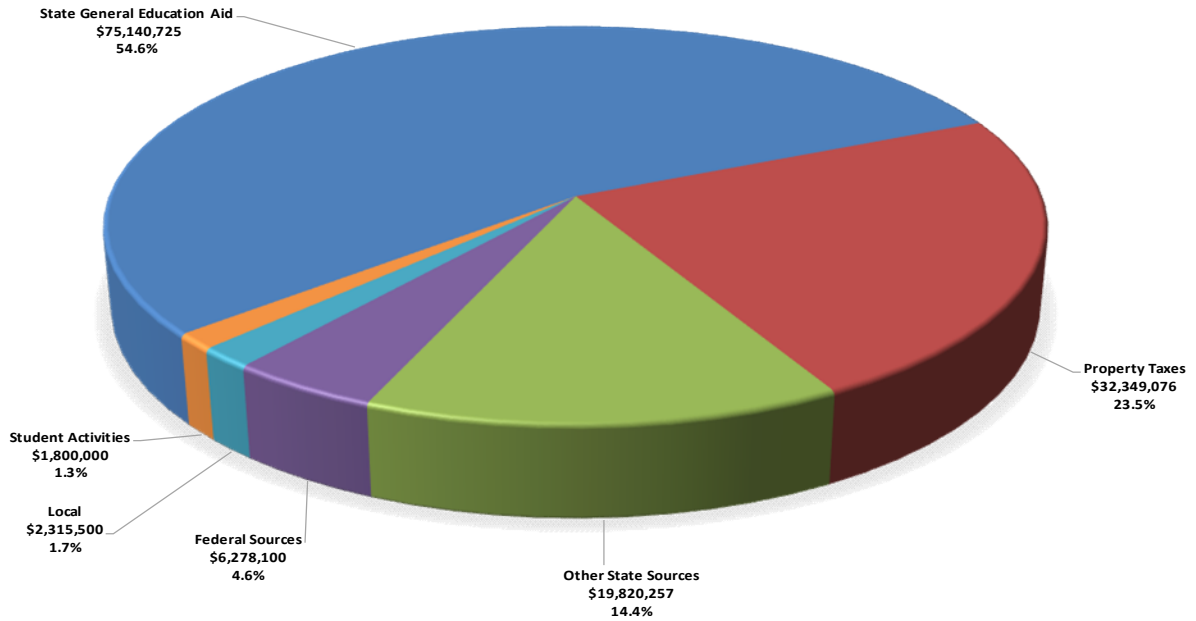y change by the state, which increased the number of families that are directly certified for free and reduced meals. The components of Basic General Education Aid are (1) the Funding Formula multiplied by (2) Pupil Units, as described below.

(1) Basic General Education Funding Formula - The per-pupil-unit allocation used in this budget is $7,069 for 2023-24. The table below outlines historical per-pupil-unit funding.

Year	Amount		Explanation
2016-17	$6,067		2.0% increase in funding formula
2017-18	$6,188		2.0% increase in funding formula
2018-19	$6,312		2.0% increase in funding formula
2019-20	$6,438		2.0% increase in funding formula
2020-21	$6,567		2.0% increase in funding formula
2021-22	$6,728		2.45% increase in funding formula
2022-23	$6,863	37	2.0% increase in funding formula

(2) Pupil Units (see Informational Overview section of this summary for more details) - The district anticipates enrollment for the 2023-24 budget year to be 8,923 for students in attendance in local district facilities or enrolled with Eden Prairie Online (note: this differs from enrollment reported to the state for other purposes which will include students in attendance at facilities outside the district, such as Intermediate District 287, for which the district receives and passes along aid in the form of a tuition payment). The total enrollment of 8,923 is 58 students higher than the October 1st enrollment count for the 2022-23 school year. These enrollment numbers create the basis for the State Basic General Education Aid calculation.

Final pupil units are calculated by the Minnesota Department of Education approximately 6 months after the end of a fiscal year (January 2025 for the 2023-24 fiscal year) through a complex set of data and reporting which includes the following:

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

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

   Property tax revenue in the General Fund is budgeted to increase by $4,891,195 or 17.81%, mainly due to the passage of the 2022 operating referendum and an increase in the referendum revenue due to inflation. This revenue category includes levies for the general operating referendum, alternative teacher compensation (Q-comp), safe schools, integration, and reemployment. A summary of the Final Levy Certification Payable 2023 is available in the Informational Section of this budget report.

3. **Other State Sources**
   State supported programs are anticipated to be $19,820,257.
   - Special education aid accounts for the majority of the revenues in this category, totaling $14.2 million, based upon district expenditures and state appropriations. This change for fiscal year represents a $300,000 increase in special education aid for fiscal year 2023-24.
   - The remainder of state supported programs includes other categorical programs such as achievement & integration, desegregation transportation, non-public pupil transportation, secondary vocational disabled aid, and Alternative Teacher Compensation (Q-Comp).

4. **Federal Sources**
   Federal revenue is budgeted to increase by $207,071 or 3.41%. Federal revenue in the General Fund includes the following:
   - Special Education (Section 611, Section 619, and Part C) makes up 27.0% of federal revenue or $1,696,000 in 2023-24.
   - Title I, II, III & IV funding in 2023-24 totals $1,692,329 which is 27.0% of the federal revenue budget.

- COVID-19 funding makes up 45.2% of federal revenue, or $2,837,771 in 2023-24.
- The remaining 0.8% consists of other grants including the Carl Perkins grant totaling $52,000.

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

   Revenue in this category is budgeted to increase by $598,100 or 34.83% in the coming year. This increase is due to an expectation that interest income increases in fiscal year 2023-24 as the district has been able to lock in interest rates near 5%. Items included in this category are student parking fees, facility rentals and admission, fees for activities at Eden Prairie High School (EPHS), miscellaneous grants, interest earnings and scholarship payments.

6. **Student Activities**

   The district will continue to budget for Student Activities in the 2023-24 fiscal year. The budget will be $1,800,000. There will be an equal expenditure budget to offset.

GENERAL OPERATING FUND - EXPENDITURES

GENERAL FUND EXPENDITURES
FISCAL 2024
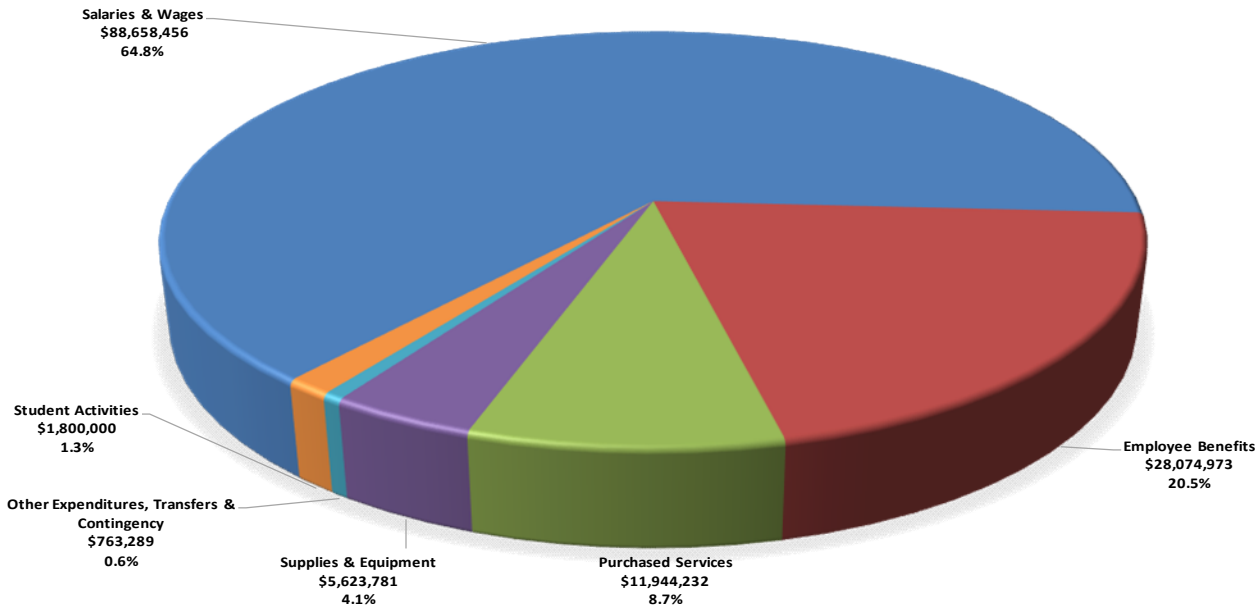
Salaries & Wages
$88,658,456
64.8%

Employee Benefits
$28,074,973
20.5%

Student Activities
$1,800,000
1.3%

Other Expenditures, Transfers &
Contingency
$763,289
0.6%

Supplies & Equipment
$5,623,781
4.1%

Purchased Services
$11,944,232
8.7%

GENERAL FUND EXPENDITURES	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries & Wages	$ 74,681,756	$ 73,997,147	$ 79,643,923	$ 82,128,774	$ 88,658,456	$ 6,529,682	7.95%
Employee Benefits	24,609,828	23,795,146	24,916,266	25,724,736	28,074,973	2,350,237	9.14%
Purchased Services	8,470,760	10,254,848	10,817,302	11,227,808	11,944,232	716,424	6.38%
Supplies & Equipment	3,801,920	4,792,959	6,369,940	8,080,076	5,623,781	(2,456,295)	-30.40%
Other Expenditures, Transfers & Contingency	799,624	1,247,117	689,483	737,896	763,289	25,393	3.44%
Student Activities	1,261,615	421,235	1,215,544	1,500,000	1,800,000	300,000	20.00%
TOTAL	$ 113,625,503	$ 114,508,452	$ 123,652,458	$ 129,399,290	$ 136,864,731	$ 7,465,441	5.77%

General Fund expenditures is projected to increase by $7,465,441 or 5.77% from 2022-23.

1. The **salaries & wages and employee benefits** budget of $116,733,429 include salaries and benefits for all employee groups. This budget represents 85.3% of the total General Fund budget. This budget includes:
    - Wage/benefit costs for existing employment agreements including allowances for longevity, education, health & dental benefits and pay rates.
    - An allowance for wage/benefit changes that may result from bargaining agreements that are being negotiated for the 2023-24 budget year.
    - A $250,000 staffing contingency budget to address classroom needs that may arise in the fall.
    - The cost of statutory benefits (TRA, PERA, FICA, etc.).
    - Any changes to staffing levels.

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

Bargaining Unit	Current Contract Expiration	Status
Teachers (EPEA)	June 30, 2023	In Negotiations
Bus Drivers	June 30, 2023	Tentative Agreement
Buildings & Grounds	June 30, 2023	In Negotiations
Superintendent	June 30, 2026	Settled
Superintendent's Cabinet	June 30, 2026	Settled
Principals	June 30, 2024	Settled

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

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

Grade	Target
Kindergarten	20.0
Grade 1	20.0
Grade 2	22.0
Grade 3	25.0
Grade 4	25.0
Grades 5	26.0
Grades 6	28.0
Grades 7 & 8	31.0
Grades 9-12	31.5

* High School staffing levels are also driven by course registrations

2. The **purchased services** budget of $11,944,232 represents an increase of $716,424 or 6.38% from prior year. This budget includes tuition payments to other MN districts, contracted services, utilities, property insurance, professional service fees, travel & conferences, repairs and the special education tuition buy down. The increase is due to inflationary adjustments made to utilities (10%), property taxes (8%) and site and department budget increases (5%).

3. The **supplies & equipment** budget of $5,623,781 represents a decrease of $2,456,295 or 30.40% from prior year. The budget includes both instructional and non-instructional supplies, fuel, and equipment. Most of the administrators' allocation for departmental and site budgets are included in this category. Budget managers can flex their allocations between categories and mostly do so between supplies and purchased services. In 2022-23 the district planned to spend down assigned fund balances for construction ($750,000), curriculum adoption ($800,000), district equipment ($250,000) and designing pathways ($750,000). The district will not have these same expenditures budgeted in 2023-24.

4. The **other expenditures and student activities** budget of $2,563,289 includes replenished contingency budgets, fund transfers, expenditures for dues & memberships and student activity expenditures.

GENERAL FUND EXPENDITURES (by Object)

	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
SALARIES AND WAGES					
ADMINISTRATION	$ 2,857,727	$ 2,931,260	$ 3,103,054	$ 3,065,914	$ 3,203,522
DISTRICT SUPPORT SERVICES	2,352,218	2,385,309	2,486,526	2,978,789	3,177,946
REGULAR INSTRUCTION	40,178,362	39,908,011	43,682,632	44,054,329	47,430,957
VOCATIONAL EDUCATION	1,278,424	1,144,982	1,182,565	907,836	877,508
SPECIAL EDUCATION INSTRUCT	13,913,577	13,657,963	14,098,451	14,904,690	16,577,715
INSTRUCTIONAL SUPPORT	3,766,438	3,976,982	4,054,293	4,600,924	5,038,157
PUPIL SUPPORT	5,910,428	5,654,034	6,237,618	6,488,766	6,911,466
SITE AND BUILDING	4,424,582	4,338,606	4,798,784	5,127,526	5,441,185
TOTAL SALARIES AND WAGES	$ 74,681,756	$ 73,997,147	$ 79,643,923	$ 82,128,774	$ 88,658,456
EMPLOYEE BENEFITS					
ADMINISTRATION	$ 887,703	$ 864,649	$ 882,594	$ 850,263	$ 918,531
DISTRICT SUPPORT SERVICES	740,408	809,081	660,145	841,826	980,464
REGULAR INSTRUCTION	12,791,308	12,129,146	13,038,887	13,274,044	14,314,352
VOCATIONAL EDUCATION	384,668	364,772	365,806	282,347	279,278
SPECIAL EDUCATION INSTRUCT	4,624,938	4,653,343	5,178,584	4,751,127	5,333,631
INSTRUCTIONAL SUPPORT	1,240,665	1,090,806	1,088,580	1,293,110	1,456,166
PUPIL SUPPORT	2,417,619	2,445,265	2,378,615	2,603,778	2,817,449
SITE AND BUILDING	1,522,519	1,438,084	1,323,055	1,828,241	1,975,102
TOTAL EMPLOYEE BENEFITS	$ 24,609,828	$ 23,795,146	$ 24,916,266	$ 25,724,736	$ 28,074,973
PURCHASED SERVICES					
ADMINISTRATION	$ 46,771	$ 98,348	$ 331,552	$ 372,160	$ 354,671
DISTRICT SUPPORT SERVICES	1,104,852	1,028,398	1,213,431	1,143,629	1,282,066
REGULAR INSTRUCTION	782,332	603,192	1,173,516	910,965	1,026,833
VOCATIONAL EDUCATION	969,684	1,017,648	1,063,887	968,600	1,020,980
SPECIAL EDUCATION INSTRUCT	2,049,530	2,687,337	1,397,801	2,740,889	2,673,521
INSTRUCTIONAL SUPPORT	1,055,866	830,109	1,081,523	1,172,329	1,337,973
PUPIL SUPPORT	242,434	602,158	724,700	678,440	879,150
SITE AND BUILDING	1,839,032	2,989,555	3,371,170	2,842,996	2,939,414
FISCAL & FIXED COSTS	380,259	398,103	459,722	397,800	429,624
TOTAL PURCHASED SERVICES	$ 8,470,760	$ 10,254,848	$ 10,817,302	$ 11,227,808	$ 11,944,232
STUDENT ACTIVITIES					
TOTAL STUDENT ACTIVITIES	$ 1,261,615	$ 421,235	$ 1,215,544	$ 1,500,000	$ 1,800,000
SUPPLIES & EQUIPMENT					
ADMINISTRATION	$ 4,584	$ 3,226	$ 16,595	$ 7,100	$ 4,225
DISTRICT SUPPORT SERVICES	328,939	456,026	333,687	122,240	242,302
REGULAR INSTRUCTION	967,322	1,750,314	1,664,498	3,859,395	2,906,278
VOCATIONAL EDUCATION	56,178	53,428	36,092	29,013	41,750
SPECIAL EDUCATION INSTRUCT	93,676	87,825	145,712	130,650	136,568
INSTRUCTIONAL SUPPORT	166,357	386,727	260,677	98,764	168,721
PUPIL SUPPORT	677,040	669,017	862,784	850,390	893,162
SITE AND BUILDING	1,507,824	1,386,396	3,049,895	2,982,524	1,230,775
TOTAL SUPPLIES & EQUIPMENT	$ 3,801,920	$ 4,792,959	$ 6,369,940	$ 8,080,076	$ 5,623,781
OTHER EXPENDITURES					
ADMINISTRATION	$ 69,333	$ 65,703	$ 64,974	$ 84,088	$ 92,969
DISTRICT SUPPORT SERVICES	17,348	24,083	24,408	31,479	33,662
REGULAR INSTRUCTION	275,587	319,993	322,451	309,270	319,916
VOCATIONAL EDUCATION	8,400	14,319	10,930	8,894	8,331
SPECIAL EDUCATION INSTRUCT	81,885	81,161	84,785	104,941	108,182
INSTRUCTIONAL SUPPORT	55,269	68,667	53,839	37,321	34,049
PUPIL SUPPORT	32,025	29,701	29,875	28,446	27,547
SITE AND BUILDING	26,639	17,552	18,676	27,457	27,633
FISCAL & FIXED COSTS	11,500	11,500	26,500	11,000	11,000
TOTAL OTHER EXPENDITURES	$ 577,986	$ 632,679	$ 636,438	$ 642,896	$ 663,289
OTHER FINANCING USES					
OTHER CONTINGENCY, TRANSFERS, RESERVE	$ 221,638	$ 614,438	$ 53,045	$ 95,000	$ 100,000
TOTAL OTHER FINANCING USES	$ 221,638	$ 614,438	$ 53,045	$ 95,000	$ 100,000
GENERAL FUND TOTAL	$ 113,625,503	$ 114,508,452	$ 123,652,458	$ 129,399,290	$ 136,864,731

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GENERAL FUND EXPENDITURES (by Program)

	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
District & School Administration					
School Board	$ 72,915	$ 65,258	$ 87,896	$ 79,100	$ 76,675
Office of the Superintendent	455,412	469,934	503,694	565,343	550,158
Instructional Administration	356,525	218,658	216,132	60,146	129,542
School Administration	2,981,266	3,209,336	3,591,047	3,674,936	3,817,543
Total District & School Administration	$ 3,866,118	$ 3,963,186	$ 4,398,769	$ 4,379,525	$ 4,573,918
District Support Services					
General Administrative Support	$ 1,386,779	$ 1,181,492	$ 1,119,231	$ 1,488,878	$ 1,357,838
Other Administrative Support	1,427,655	1,580,238	1,652,002	1,461,047	1,792,826
Administrative Technology	99,313	182,530	158,151	222,173	311,163
Business Support Services	1,630,017	1,758,637	1,788,812	1,935,665	2,243,903
Cooperative Purchasing & Services	-	-	-	10,200	10,710
Total District Support Services	$ 4,543,764	$ 4,702,897	$ 4,718,196	$ 5,117,963	$ 5,716,440
Regular Instruction					
Kindergarten Education	$ 3,681,732	$ 2,830,088	$ 3,608,418	$ 3,992,842	$ 3,989,591
Elementary Education	19,740,640	21,803,293	18,747,122	20,200,771	20,836,423
Title II, Part A - Improve Teacher Quality	199,030	159,507	231,322	180,000	184,008
Title III, Part A - English Language	80,872	111,928	109,970	100,000	100,000
Title IV, Part A - Student Support	33,850	100,003	35,403	50,000	50,000
Secondary Education	3,628,267	3,437,083	4,398,512	5,244,286	5,292,569
Visual Art	1,084,285	975,040	1,360,517	1,115,163	1,290,323
Business	217,292	7,309	501,588	851,538	896,965
Title I - Educationally Disadvantaged	793,111	976,337	1,104,036	1,189,932	1,358,321
Basic Skills	338	498	920	731	731
Gifted and Talented	2,118,902	1,970,092	1,859,334	1,945,503	2,319,201
Limited English Proficiency	2,305,819	2,156,252	2,551,941	2,634,598	2,911,587
English (Language Art)	3,373,512	2,950,970	3,848,029	4,193,541	4,609,888
Foreign/Native language	2,323,548	2,186,240	2,529,218	2,542,745	2,561,397
Health & Physical Education	2,133,174	1,818,209	2,347,996	2,338,346	2,546,798
Family Living Science	26,481	68,561	71,632	-	-
Industrial Education	137,549	242,545	695,723	794,357	870,338
Mathematics	3,097,570	3,101,873	4,057,659	3,570,141	3,802,035
Computer Science	-	7,430	5,291	116,732	126,319
Music	2,410,008	2,302,468	2,759,469	2,331,458	2,508,202
Natural Sciences	2,921,849	2,872,554	3,475,428	3,408,800	3,560,967
Social Studies	2,744,528	2,518,362	2,974,380	3,176,093	3,588,242
Total Regular Instruction	$ 53,052,357	$ 52,596,642	$ 57,273,908	$ 59,977,577	$ 63,403,905
Co-Curricular & Extra-Curricular					
Co-curricular Activities	$ 743,028	$ 300,573	$ 727,146	$ 266,123	$ 387,676
Boys & Girls Athletics	1,384,852	1,314,429	1,645,729	2,920,896	3,175,149
Boys Athletics	499,813	456,073	743,726	376,091	416,671
Girls Athletics	450,823	375,846	521,936	287,316	334,935
Extra-curricular Activities	24,010	71,818	65,302	80,000	80,000
Total Co-Curricular & Extra-Curricular	$ 3,102,526	$ 2,518,739	$ 3,703,839	$ 3,930,426	$ 4,394,431
Vocational Education					
Distributive Education	$ 124,981	$ 131,515	$ 131,274	$ -	$ -
Home Economics/ Consumer Ed.	388,585	392,476	330,465	348,607	293,394
Business & Office	741,018	823,654	976,754	554,827	578,932
Trade & Industry	204,932	109,398	484	-	-
Special Needs	319,590	187,958	242,089	372,905	390,930
Vocational-General	989,146	963,996	1,060,084	920,351	964,591
Total Vocational Education	$ 2,768,252	$ 2,608,997	$ 2,741,150	$ 2,196,690	$ 2,227,847

GENERAL FUND EXPENDITURES (by Program)

	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
Special Education Instruction					
Speech/Language Impaired	$ 1,448,163	$ 1,611,908	$ 1,831,137	$ 1,790,341	$ 1,920,090
Mild-Moderate Impaired	1,541,069	1,584,421	1,675,374	2,020,743	1,968,616
Moderate-Severe Impaired	1,081,930	1,046,029	870,339	1,058,564	1,054,690
Physically Impaired	958,580	1,091,547	952,588	1,111,481	1,493,208
Deaf-Hard of Hearing	265,532	247,918	375,146	218,108	229,015
Visually Impaired	36,394	30,460	108,628	78,000	81,900
Specific Learning Disability	2,847,786	2,383,790	2,279,332	1,967,095	1,996,277
Emotional/Behavioral Disorder	2,327,354	2,730,703	3,216,636	3,604,771	3,659,981
Other Health Impaired	413,071	581,522	557,882	768,867	623,008
Autistic	2,659,847	2,033,172	2,111,096	2,170,716	2,336,624
ECSE	2,129,794	1,870,291	1,811,890	1,756,417	1,989,201
Traumatic Brain Injury	33,931	35,306	35,055	32,507	33,272
Severely Multiple Impaired	125,146	188,784	226,965	248,865	264,478
Spec Educ-General	4,426,654	5,490,083	4,714,195	5,447,322	6,799,557
Care and Treatment	468,356	241,696	139,071	358,500	379,700
Total Special Education Instruction	**$ 20,763,607**	**$ 21,167,630**	**$ 20,905,334**	**$ 22,632,297**	**$ 24,829,617**
Instructional Support					
General Instructional Support	$ 4,307,754	$ 4,186,467	$ 4,431,780	$ 5,143,743	$ 5,629,910
Curriculum Consult/Development	452,798	281,065	486,125	437,994	560,283
Educational Media	587,842	480,748	476,614	485,297	490,622
Instruction Related Technology	22,298	295,470	22,225	32,266	34,177
Staff Development	944,648	1,112,200	1,160,080	1,103,148	1,320,074
Total Instructional Support	**$ 6,315,340**	**$ 6,355,950**	**$ 6,576,824**	**$ 7,202,448**	**$ 8,035,066**
Pupil Support					
Counseling & Guidance	$ 1,234,563	$ 1,289,087	$ 1,348,715	$ 1,474,425	$ 1,565,829
School Security	-	519,039	443,312	619,300	758,729
Other School Safety	-	124,169	119,233	168,300	176,715
Health Services	638,722	671,905	764,246	728,676	766,860
Psychological Services	-	-	95,323	100	100
Attend/Soc Work	962,326	858,651	813,103	931,463	1,232,746
Pupil Transportation Regular	6,429,670	5,931,949	6,601,721	6,596,223	6,992,645
Other Pupil Support Services	14,265	5,374	47,940	131,333	35,150
Total Pupil Support	**$ 9,279,546**	**$ 9,400,174**	**$ 10,233,593**	**$ 10,649,820**	**$ 11,528,774**
Site & Building					
Operations & Maintenance	$ 9,320,595	$ 10,170,193	$ 12,561,579	$ 12,808,744	$ 11,614,109
Total Site and Building	**$ 9,320,595**	**$ 10,170,193**	**$ 12,561,579**	**$ 12,808,744**	**$ 11,614,109**
Fiscal & Other					
Property & Other Insurance	$ 380,259	$ 398,103	$ 459,722	$ 397,800	$ 429,624
Contingencies & Reserves	221,639	614,441	53,044	95,000	100,000
Scholarships	11,500	11,500	26,500	11,000	11,000
Total Fiscal & Other	**$ 613,398**	**$ 1,024,044**	**$ 539,266**	**$ 503,800**	**$ 540,624**
Total General Fund Expenditures	**$ 113,625,503**	**$ 114,508,452**	**$ 123,652,458**	**$ 129,399,290**	**$ 136,864,731**

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GENERAL FUND EXPENDITURES (by Site)

CEDAR RIDGE ELEMENTARY
8905 Braxton Drive, Eden Prairie, MN 55347

Principal: **Valora Unowsky**
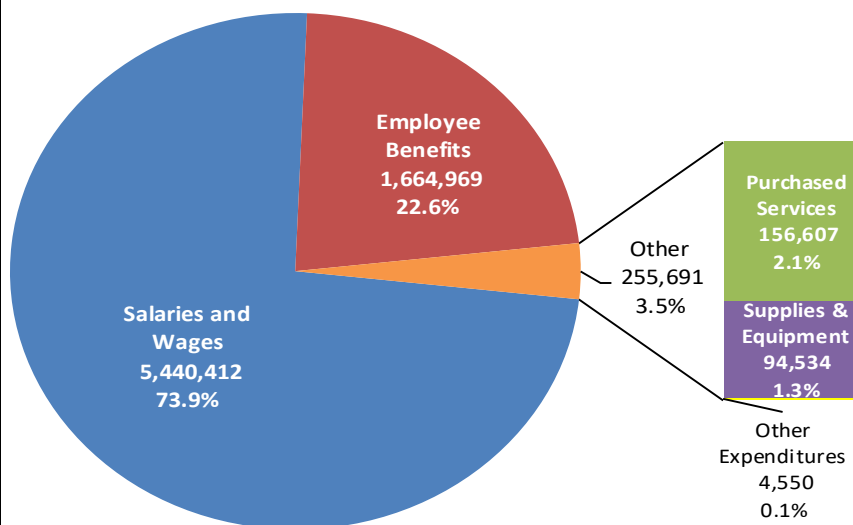Assoc Principal: **Michael Ongie**

Cedar Ridge Elementary School's enrollment decreased from 654 students October 1, 2018 to 474 on October 1, 2022. The projected student count for the 2023-24 school year is 482 students. This is a decrease of 26.1% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased from 19.0% in 2018-19 to a projected 30.0% in 2023-24. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	18-19	19-20	20-21	21-22	22-23	23-24
K	86	91	58	74	77	80
1	73	82	65	80	76	80
2	104	81	58	92	79	79
3	82	105	66	69	88	79
4	90	87	73	84	78	89
5	105	78	64	89	76	75
6	114	106	61	0	0	0
TOTAL	654	630	445	488	474	482

F/R	19.0%	22.1%	21.8%	19.5%	30.2%	30.0%

	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
EXPENDITURES						
Salaries & Wages	5,318,292	5,413,635	4,565,197	4,925,368	5,087,501	5,440,412
Employee Benefits	1,573,218	1,796,352	1,468,322	1,533,266	1,494,023	1,664,969
Purchased Services	136,920	115,891	118,748	187,647	145,897	156,607
Supplies & Equipment	141,555	77,248	74,631	68,486	83,211	94,534
Other Expenditures	7,255	1,221	1,320	117	3,500	4,550
TOTAL EXPENDITURES	**7,177,240**	**7,404,348**	**6,228,219**	**6,714,885**	**6,814,132**	**7,361,072**
TOTAL STUDENTS	**654**	**630**	**445**	**488**	**474**	**482**

Employee Benefits 1,664,969 22.6%

Salaries and Wages 5,440,412 73.9%

Other 255,691 3.5%

Purchased Services 156,607 2.1%

Supplies & Equipment 94,534 1.3%

Other Expenditures 4,550 0.1%

The pie chart at left shows the school's 2023-24 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.5% of the total budget. Purchased Services account for the next largest share of the budget at 2.1%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment at 1.3%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

EAGLE HEIGHTS SPANISH IMMERSION ELEMENTARY
13400 Staring Lake Parkway, Eden Prairie, MN 55347

Principal: **Hernan Moncada**
Assoc Principal: **Mitch Heglund**

Eagle Heights Spanish Immersion School's enrollment decreased from 830 students October 1, 2018 to 715 on October 1, 2022. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2023-24 school year is 723 students. This is a decrease of 12.9% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund. The percentage of students eligible for free or reduced meals increased from 7.2% in 2018-19 to a projected 9.0% in 2022-23. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1

Grade	18-19	19-20	20-21	21-22	22-23	23-24
K	134	130	118	130	154	132
1	122	128	99	124	126	147
2	125	117	97	117	120	120
3	125	119	87	106	113	114
4	126	110	98	99	108	108
5	105	117	85	101	94	102
6	93	99	97	0	0	0
TOTAL	830	820	681	677	715	723

F/R	7.2%	6.6%	5.1%	4.6%	9.0%	9.0%

	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
EXPENDITURES						
Salaries & Wages	4,367,058	4,514,387	4,382,418	4,359,668	4,650,998	4,770,534
Employee Benefits	1,352,152	1,450,968	1,362,782	1,222,504	1,364,059	1,438,186
Purchased Services	78,678	47,428	67,132	90,441	94,936	102,633
Supplies & Equipment	96,095	49,872	66,990	67,633	64,817	73,916
Other Expenditures	7,590	2,848	4,907	3,312	3,000	3,000
TOTAL EXPENDITURES	**5,901,573**	**6,065,503**	**5,884,229**	**5,743,558**	**6,177,810**	**6,388,269**

TOTAL STUDENTS	**830**	**820**	**681**	**677**	**715**	**723**
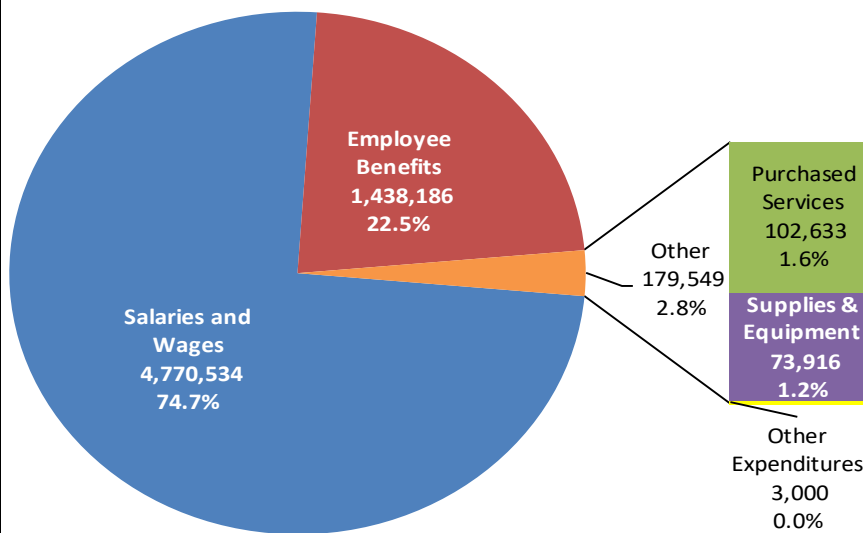
The pie chart at left shows the school's 2023-24 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.2% of the total budget. Purchased services account for 1.6% including professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 1.1%. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

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GENERAL FUND EXPENDITURES (by Site)

EDEN LAKE ELEMENTARY

12000 Anderson Lakes Parkway, Eden Prairie, MN 55344

Principal: **Tim Beekmann**
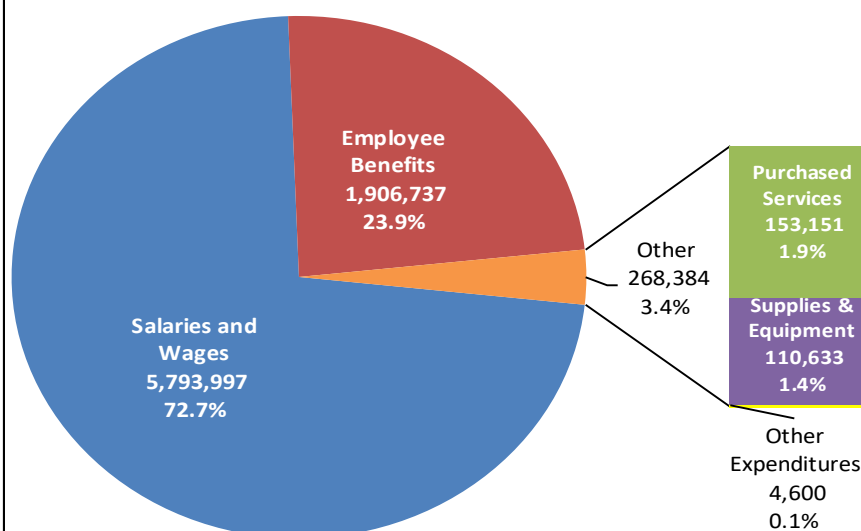Assoc Principal: **Meghan Gasdick**

Eden Lake Elementary School's enrollment decreased from 774 students October 1, 2018 to 671 on October 1, 2022. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2023-24 school year is 662 students. This is a decrease of 14.5% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased from 35.8% in 2018-19 to a projected 39.0% in 2023-24. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
K	82	117	77	87	117	104
1	108	80	87	99	89	118
2	93	124	62	109	109	90
3	97	110	78	100	127	115
4	116	109	84	122	101	128
5	123	121	73	111	128	107
6	155	122	91	0	0	0
TOTAL	**774**	**783**	**552**	**628**	**671**	**662**

F/R	35.8%	37.0%	32.8%	23.9%	39.6%	39.0%

	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
EXPENDITURES						
Salaries & Wages	5,384,547	5,715,595	4,940,365	5,089,885	5,442,734	5,793,997
Employee Benefits	1,712,544	1,965,890	1,696,162	1,628,536	1,750,833	1,906,737
Purchased Services	128,030	121,621	126,533	186,000	139,264	153,151
Supplies & Equipment	121,516	87,205	73,251	70,432	99,735	110,633
Other Expenditures	8,316	1,852	1,183	1,096	4,500	4,600
TOTAL EXPENDITURES	**7,354,953**	**7,892,163**	**6,837,494**	**6,975,949**	**7,437,066**	**7,969,118**

TOTAL STUDENTS	**774**	**783**	**552**	**628**	**671**	**662**

Employee Benefits 1,906,737 23.9%

Salaries and Wages 5,793,997 72.7%

Other 268,384 3.4%

Purchased Services 153,151 1.9%

Supplies & Equipment 110,633 1.4%

Other Expenditures 4,600 0.1%

The pie chart at left shows the school's 2023-24 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.6% of the total budget. Purchased services, at 1.9%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 1.4%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

FOREST HILLS ELEMENTARY
13708 Holly Road, Eden Prairie, MN 55346

|	
Principal:	**Joel Knorr**
Assoc Principal:	**Tom Walters**

Forest Hills Elementary School's enrollment decreased from 704 students October 1, 2018 to 529 on October 1, 2022. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2023-24 school year is 544 students. This is a decrease of 22.7% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased from 26.0% in 2018-19 to a projected 38.0% in 2023-24. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1

Grade	18-19	19-20	20-21	21-22	22-23	23-24
K	122	95	67	105	90	105
1	106	99	60	85	103	88
2	89	99	66	79	91	101
3	102	75	48	94	80	87
4	97	83	44	72	92	75
5	97	89	57	76	73	88
6	91	89	44	0	0	0
TOTAL	704	629	386	511	529	544

	18-19	19-20	20-21	21-22	22-23	23-24
F/R	26.0%	23.7%	23.6%	18.4%	38.6%	38.0%

	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
EXPENDITURES						
Salaries & Wages	5,157,391	5,271,943	3,847,494	4,561,395	4,685,425	5,195,101
Employee Benefits	1,541,881	1,703,611	1,222,673	1,481,642	1,469,035	1,657,317
Purchased Services	150,411	128,351	120,163	175,842	160,038	176,630
Supplies & Equipment	147,146	101,548	74,179	63,992	65,657	70,866
Other Expenditures	7,993	2,218	2,601	1,465	4,150	5,250
TOTAL EXPENDITURES	**7,004,822**	**7,207,671**	**5,267,110**	**6,284,336**	**6,384,305**	**7,105,164**
TOTAL STUDENTS	**704**	**629**	**386**	**511**	**529**	**544**
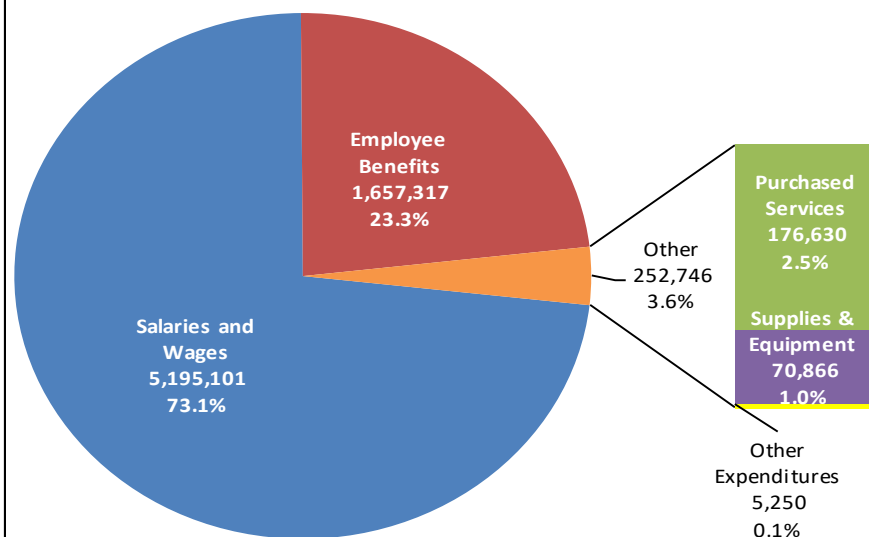
The pie chart at left shows the school's 2023-24 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.5% of the total budget. Purchased Services, at 2.5%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for, at 1.0%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

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GENERAL FUND EXPENDITURES (by Site)

OAK POINT ELEMENTARY
13400 Staring Lake Parkway, Eden Prairie, MN 55347

Principal: **Chris Rogers**
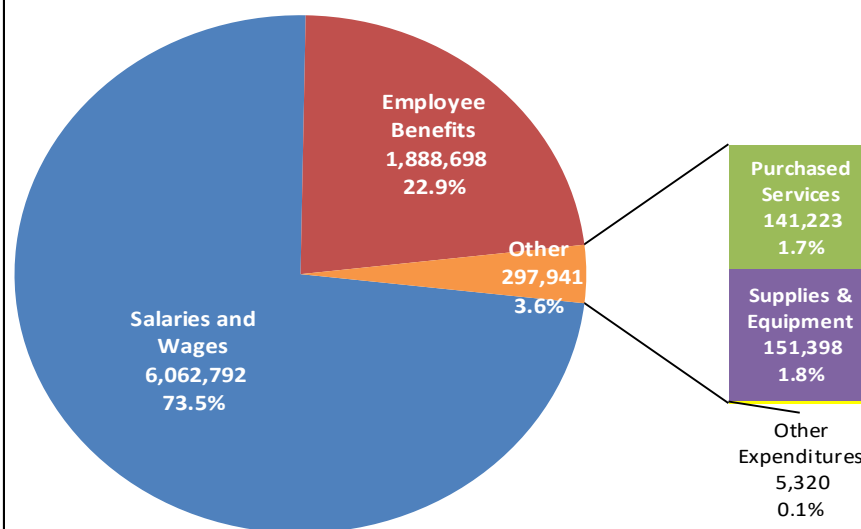Assoc Principal: **Aaron Monson**

Oak Point Elementary School's enrollment decreased from 745 students October 1, 2018 to 638 on October 1, 2021. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2022-23 school year is 668 students. This is a decrease of 19.2% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased from 24.4% in 2018-19 to a projected 36.0% in 2023-24. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	18-19	19-20	20-21	21-22	22-23	23-24
K	114	125	71	97	117	117
1	107	123	59	111	109	122
2	116	102	62	105	116	107
3	115	125	61	98	106	115
4	107	126	75	79	101	105
5	103	100	91	99	89	102
6	83	110	60	0	0	0
TOTAL	745	811	479	589	638	668

F/R	24.4%	23.7%	25.1%	19.5%	36.4%	36.0%

	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
EXPENDITURES						
Salaries & Wages	6,227,568	6,367,498	5,222,260	5,632,071	5,737,097	6,062,792
Employee Benefits	1,922,573	2,053,673	1,659,115	1,639,924	1,712,286	1,888,698
Purchased Services	78,910	87,152	98,911	114,991	125,397	141,223
Supplies & Equipment	239,255	141,068	123,018	181,811	140,751	151,398
Other Expenditures	8,519	3,362	530	1,466	4,200	5,320
TOTAL EXPENDITURES	**8,476,825**	**8,652,753**	**7,103,834**	**7,570,263**	**7,719,731**	**8,249,431**
TOTAL STUDENTS	**745**	**811**	**479**	**589**	**638**	**668**

Employee Benefits 1,888,698 22.9%
Salaries and Wages 6,062,792 73.5%
Other 297,941 3.6%
Purchased Services 141,223 1.7%
Supplies & Equipment 151,398 1.8%
Other Expenditures 5,320 0.1%

The pie chart at left shows the school's 2023-24 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.4% of the total budget. Supplies and equipment account for 1.8%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. Purchased Services, at 1.7%, including professional fees, utilities, postage, communication, etc. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

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

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GENERAL FUND EXPENDITURES (by Site)

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

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

Prairie View Elementary School's enrollment decreased from 735 students October 1, 2018 to 630 on October 1, 2022. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2023-24 school year is 628 students. This is a decrease of 14.6% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased from 26.1% in 2018-19 to a projected 36.0% in 2023-24. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
K	86	91	57	104	81	90
1	114	93	75	87	112	87
2	97	114	63	89	88	112
3	109	116	88	110	104	104
4	120	119	83	129	121	111
5	102	121	96	112	124	124
6	107	103	81	0	0	0
TOTAL	**735**	**757**	**543**	**631**	**630**	**628**

F/R	26.1%	26.8%	23.6%	22.8%	36.5%	36.0%

	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
EXPENDITURES						
Salaries & Wages	5,357,809	5,322,659	4,767,572	4,990,000	5,221,563	5,559,958
Employee Benefits	1,647,186	1,677,451	1,466,573	1,522,998	1,530,261	1,679,676
Purchased Services	109,786	125,884	105,907	170,781	117,460	129,312
Supplies & Equipment	135,034	109,007	84,989	83,545	78,936	86,121
Other Expenditures	7,016	137	1,062	1,202	3,500	4,550
TOTAL EXPENDITURES	**7,256,831**	**7,235,138**	**6,426,103**	**6,768,526**	**6,951,720**	**7,459,617**
TOTAL STUDENTS	**735**	**757**	**543**	**631**	**630**	**628**
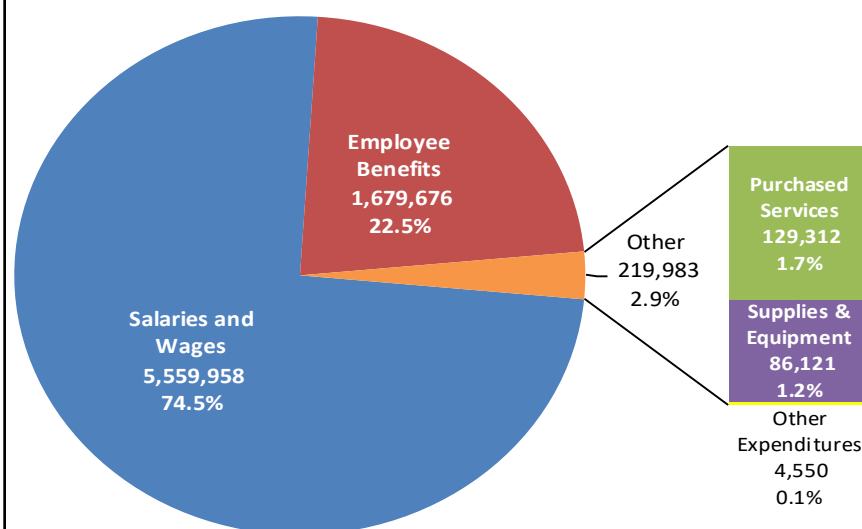
The pie chart at left shows the school's 2023-24 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.1% of the total budget. Purchased Services, at 1.7%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 1.2%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

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GENERAL FUND EXPENDITURES (by Site)

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

|	
Principal:	**Felicia Thames**
Assoc Principal:	**Cedric Fuller**
Assoc Principal:	**OPEN**

Central Middle School's enrollment increased from 1,339 students October 1, 2018 to 1,930 on October 1, 2022. The projected student count for the 2023-24 school year is 1,882 students. This is an increase of 40.6% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School, instead of an elementary site. The percentage of students eligible for free or reduced meals increased from 21.9% in 2018-19 to a projected 29.0% in 2023-24. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1

Grade	18-19	19-20	20-21	21-22	22-23	23-24
6	0	0	0	617	629	578
7	668	681	639	630	654	649
8	671	645	680	647	647	655
TOTAL	1339	1326	1319	1894	1930	1882

F/R	21.9%	22.7%	21.3%	18.6%	29.6%	29.0%

	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
EXPENDITURES						
Salaries & Wages	9,007,623	9,357,565	9,401,080	12,663,605	13,221,705	13,995,632
Employee Benefits	2,725,273	2,943,152	2,881,363	3,866,290	4,026,882	4,328,834
Purchased Services	281,357	194,872	127,700	271,096	218,609	254,855
Supplies & Equipment	299,952	260,051	286,284	466,706	266,990	286,434
Other Expenditures	12,282	3,737	3,201	21,106	8,979	10,434
TOTAL EXPENDITURES	**12,326,487**	**12,759,377**	**12,699,628**	**17,288,803**	**17,743,165**	**18,876,189**
TOTAL STUDENTS	**1,339**	**1,326**	**1,319**	**1,894**	**1,930**	**1,882**
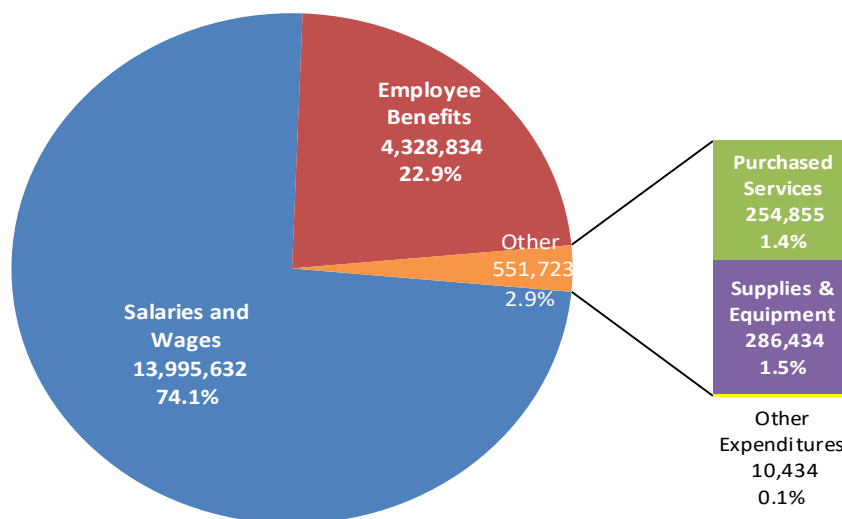
The pie chart at left shows the school's 2022-23 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.3% of the total budget. Purchased Services account for 1.2%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment, at 1.4%. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

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

Principal:	**Nate Gibbs**
Assoc Principal:	**Victor Johnson**
Assoc Principal:	**Lomumba Ismail**
Assoc Principal:	**OPEN**
Assoc Principal:	**OPEN**

Eden Prairie High School's enrollment decreased from 3,016 students October 1, 2018 to 2,851 on October 1, 2022. The projected student count for the 2023-24 school year is 2,784 students. This is a decrease of 7.7% over the six year period. The percentage of students eligible for free or reduced meals increased from 18.2% in 2018-19 to a projected 31.0% in 2023-24. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.
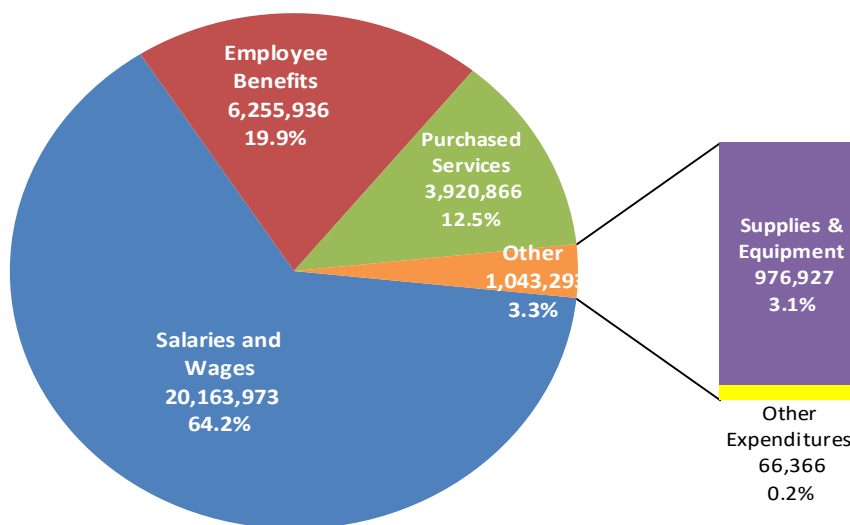
ENROLLMENT AS OF OCTOBER 1						
Grade	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
9	781	735	668	706	699	697
10	705	738	740	665	725	690
11	762	710	737	732	672	728
12	768	756	701	715	755	669
TOTAL	3016	2939	2846	2818	2851	2784

F/R	18.2%	19.5%	16.3%	16.9%	31.0%	31.0%

	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
EXPENDITURES						
Salaries & Wages	19,446,336	19,537,716	19,120,666	20,208,196	19,395,591	20,163,973
Employee Benefits	5,871,742	6,273,512	5,832,900	6,522,392	5,854,893	6,255,936
Purchased Services	2,412,647	2,138,605	1,674,520	2,740,735	3,521,609	3,920,866
Supplies & Equipment	1,295,463	1,236,715	1,210,672	1,477,071	1,583,339	976,927
Other Expenditures	49,084	56,954	57,775	62,971	63,323	66,366
TOTAL EXPENDITURES	**29,075,272**	**29,243,502**	**27,896,533**	**31,011,365**	**30,418,755**	**31,384,068**
TOTAL STUDENTS	3,016	2,939	2,846	2,818	2,851	2,784

Employee Benefits 6,255,936 19.9%
Purchased Services 3,920,866 12.5%
Other 1,043,293 3.3%
Salaries and Wages 20,163,973 64.2%
Supplies & Equipment 976,927 3.1%
Other Expenditures 66,366 0.2%

The pie chart at left shows the school's 2023-24 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 84.2% of the total budget. Purchased services at 12.5% make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 3.11%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining portion is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

EDEN PRAIRIE (EP) ONLINE
### 8100 School Road, Eden Prairie, MN 55344

Principal: **Nicholas Kremer**

The 2021-22 school year was the first year the Eden Prairie Schools offered a full K-12 comprehensive online option for student living in Minnesota. The District reported an October 1, 2022 enrollment of 566 students. Based on conservative enrollment projections and uncertainty in future enrollment trends, the district has budgeted for 500 students enrolled at EP Online for October 1, 2023. The table at the right shows the brief history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1

Grade	21-22	22-23	23-24
K	43	17	25
1	55	33	25
2	61	27	43
3	40	26	32
4	48	29	29
5	53	26	30
6	46	27	32
7	36	17	32
8	42	29	32
9	37	35	55
10	40	39	55
11	28	39	55
12	37	31	55
TOTAL	**566**	**375**	**500**

F/R	21.0%	49.6%	49.0%

	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET
EXPENDITURES						
Salaries & Wages	-	-	-	2,771,419	2,614,125	3,758,671
Employee Benefits	-	-	-	695,000	773,162	1,110,978
Purchased Services	-	-	-	137,250	276,910	290,756
Supplies & Equipment	-	-	-	169,906	302,090	321,225
Other Expenditures	-	-	-	-	-	-
TOTAL EXPENDITURES	**-**	**-**	**-**	**3,773,575**	**3,966,287**	**5,481,630**
TOTAL STUDENTS	-	-	-	566	375	500
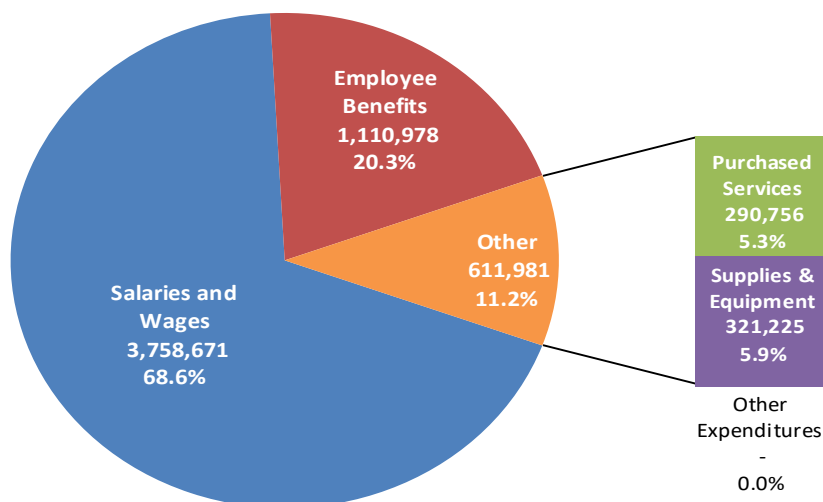
The pie chart at left shows the school's 2023-24 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 88.8% of the total budget. Purchased services account for 5.3%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 5.9%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining portion is planned for other expenditures, such as equipment, dues, membership and license fees.

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FOOD SERVICE FUND - REVENUES

FISCAL 2024 REVENUE

State Sources
$ 2,541,990
42.6%

Local: Meal Sales, Interest, Other
$1,132,500
19.0%

Federal Sources and Rebates
$ 2,215,915
37.1%

Vending/Concession Sales
$ 80,000
1.3%
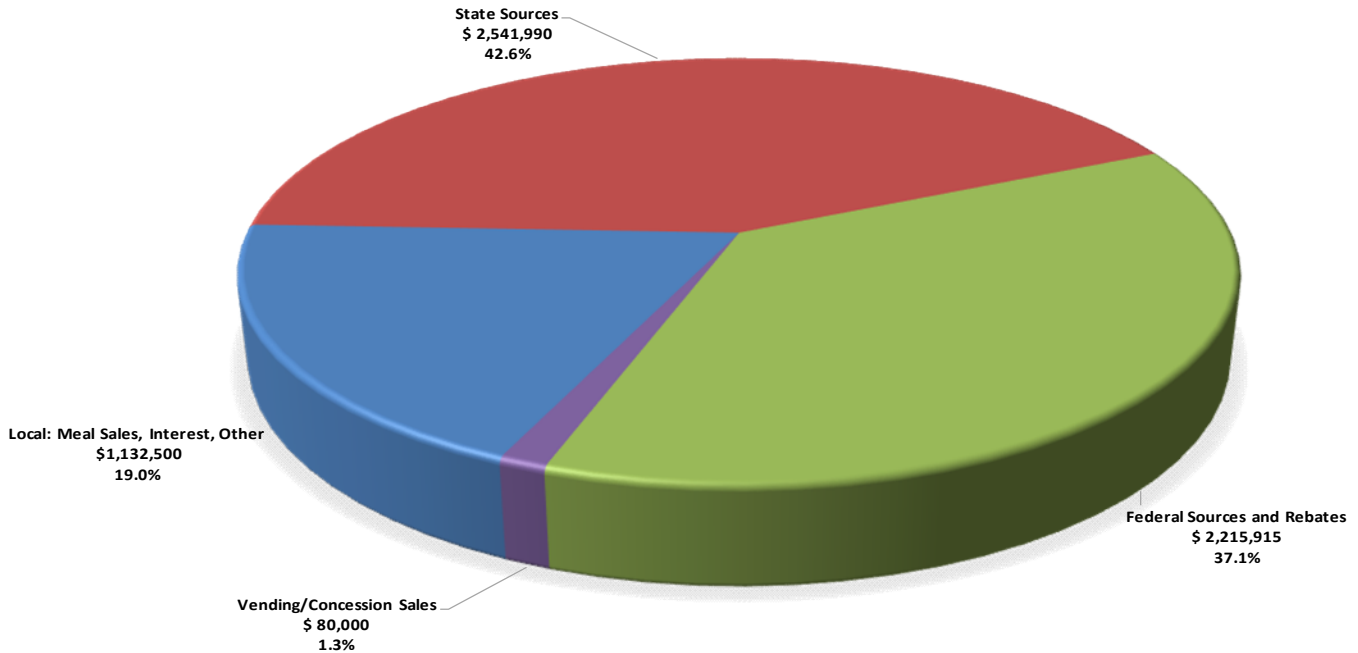
FOOD SERVICE FUND REVENUE	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Local: Meal Sales, Interest, Other	$ 2,393,409	$ 552,199	$ 948,477	$ 3,504,601	$ 1,132,500	$ (2,372,101)	-67.69%
State Sources	150,561	16,475	176,133	154,159	2,541,990	2,387,831	1548.94%
Federal Sources and Rebates	1,752,502	3,041,000	5,213,949	1,480,616	2,215,915	735,299	49.66%
Vending/Concession Sales	59,466	-	69,007	79,934	80,000	66	0.08%
TOTAL	**$ 4,355,938**	**$ 3,609,674**	**$ 6,407,566**	**$ 5,219,310**	**$ 5,970,405**	**$ 751,095**	**14.39%**

Food Service fund revenue is projected to increase by $751,095 or 14.39%. The State has approved free breakfast and lunch for all students, effective July 1, 2023. At this time, we are projecting that our local revenues will decrease, and state and federal revenues will increase. The following assumptions are included:
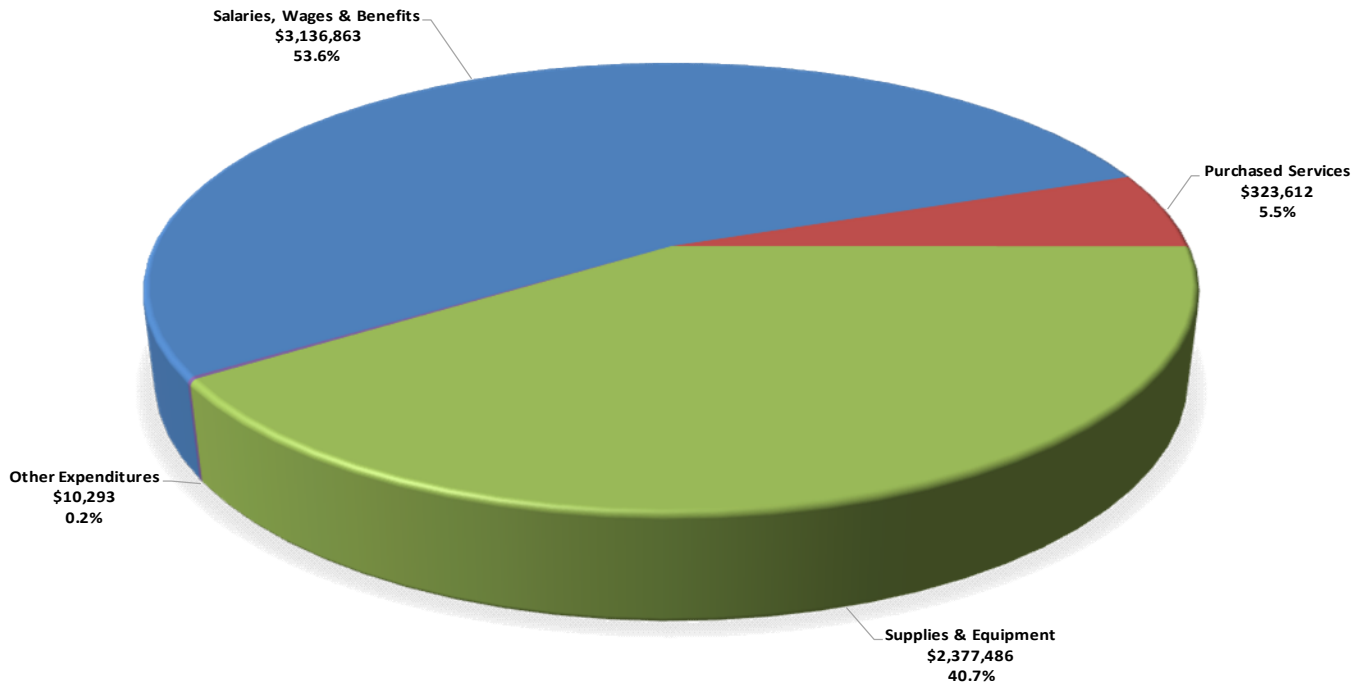
1. **Local Revenue** is decreasing by $2,372,101 for 2023-24. Prices included in the budget are listed below with no change for the 2023-24 school year.

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

2. **Federal and State Revenue** sources are increasing by $3,123,130, based on the assumption that 1st meals will be free for all students.

3. **Vending and Concession** sales are projected to increase by $66 for the 2023-24 school year. The budget assumes this revenue will stay consistent with the 2022-23 budget.

FOOD SERVICE FUND – EXPENDITURES
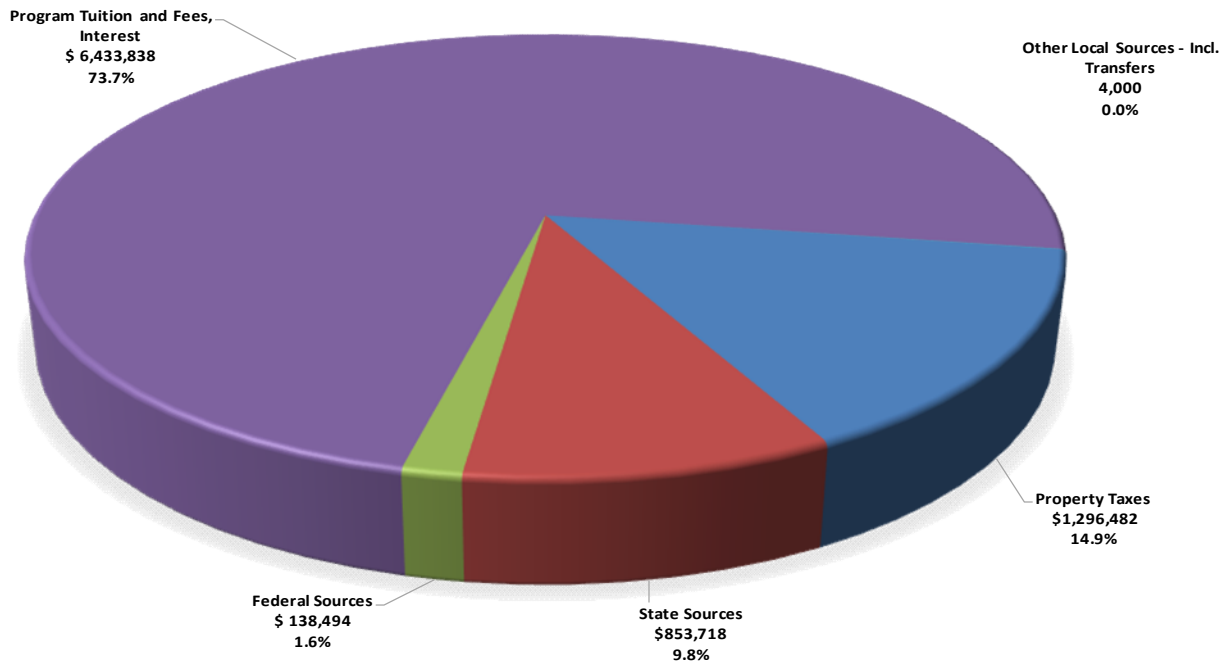
FISCAL 2024 EXPENDITURES

Salaries, Wages & Benefits
$3,136,863
53.6%

Purchased Services
$323,612
5.5%

Other Expenditures
$10,293
0.2%

Supplies & Equipment
$2,377,486
40.7%

FOOD SERVICE FUND EXPENDITURE	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	$ 2,859,012	$ 2,328,149	$ 2,724,742	$ 2,821,960	$ 3,136,863	$ 314,903	*11.16%*
Purchased Services	196,937	152,098	219,459	294,650	323,612	28,962	*9.83%*
Supplies & Equipment	1,678,894	1,145,617	2,308,377	2,094,000	2,377,486	283,486	*13.54%*
Other Expenditures	4,831	4,694	4,655	8,700	10,293	1,593	*18.31%*
TOTAL	$ **4,739,674**	$ **3,630,558**	$ **5,257,233**	$ **5,219,310**	$ **5,848,254**	$ **628,944**	***12.05%***

Food Service fund expenditures are projected to increase by $628,944 or 12.05%.

1. **Salaries & wages and employee benefits** budget of $3,136,863 include salary and benefits for Food Service employees. This budget represents 53.6% of the total Food Service Budget and includes:
   - Wage/benefit costs for existing employment agreements including allowances for longevity, education, health & dental benefits and pay rates.
   - The cost of statutory benefits (PERA, FICA, etc.)
   - The status of the Food Service Bargaining Agreement will expire June 30, 2023, and negotiations have begun.

2. The **purchased services** budget of $323,612, an increase of $28,962 or 9.83% includes payments for equipment repairs and maintenance, credit card fees, conferences, etc. Increases have been made for equipment repair and general contacted services based on budget to actual review.

3. The **supplies & equipment** budget of $2,377,486 represents a 13.54% increase from the prior year. This category includes costs for food supplies, kitchen supplies, and cafeteria supplies. The budget does assume participation will increase when free meals is implemented, and we anticipate increased higher food costs due to inflation.

4. The **other expenditures** budget of $10,293, a slight increase from the prior year, includes the costs of professional dues and memberships, and licenses for food service staff.
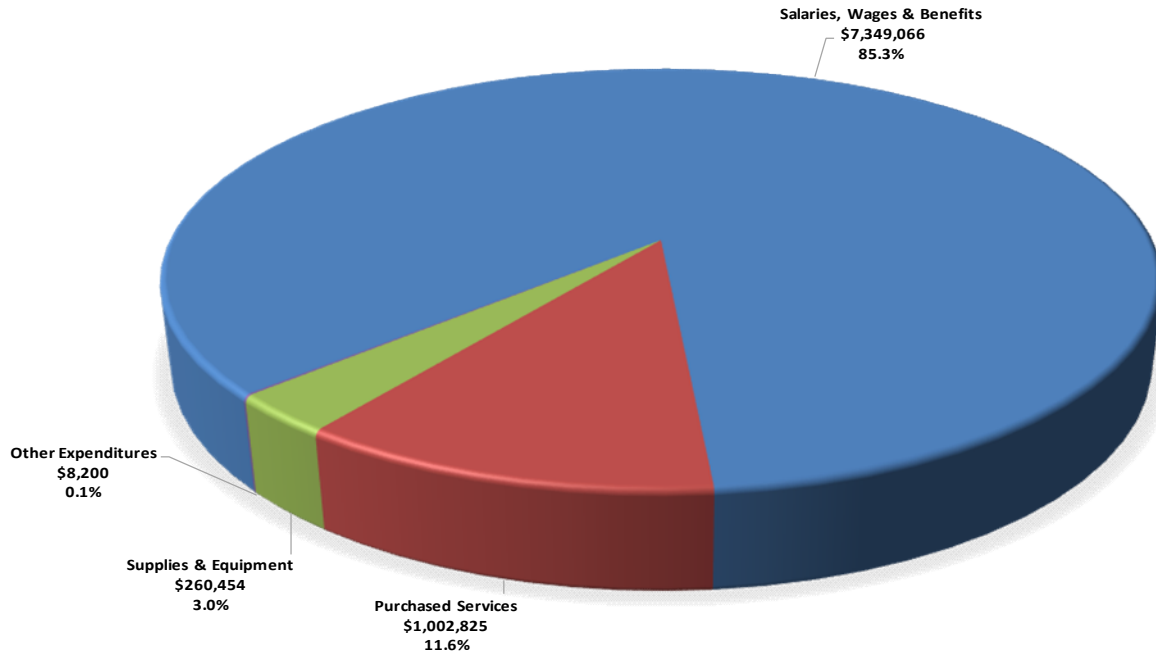
COMMUNITY SERVICE FUND – REVENUES

FISCAL 2024 REVENUE

Program Tuition and Fees, Interest
$ 6,433,838
73.7%

Other Local Sources - Incl. Transfers
4,000
0.0%

Property Taxes
$1,296,482
14.9%

State Sources
$853,718
9.8%

Federal Sources
$ 138,494
1.6%

COMMUNITY SERVICE FUND REVENUE	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	$ 973,574	$ 1,068,589	$ 1,133,396	$ 1,210,950	$ 1,296,482	$ 85,532	*7.06%*
State Sources	811,670	779,915	789,544	844,631	853,718	9,087	*1.08%*
Federal Sources	21,756	430,852	329,499	75,000	138,494	63,494	*84.66%*
Program Tuition and Fees, Interest	5,183,598	3,513,378	5,848,775	6,705,991	6,433,838	(272,153)	*-4.06%*
Other Local Sources - Incl. Transfers	221,638	364,438	53,044	1,500	4,000	2,500	*166.67%*
TOTAL	$ **7,212,236**	$ **6,157,172**	$ **8,154,258**	$ **8,838,072**	$ **8,726,532**	$ **(111,540)**	***-1.26%***

The Community Service fund revenues are projected to decrease by $111,540 or 1.26%. The Community Service Fund includes community education and early childhood family education (ECFE). Changes in this revenue component include the following assumptions:

1. **Property taxes** for Community Education and Family Education programs are increasing by $85,532 or 7.06%.

2. **State revenue** is increasing in 2023-24 by $9,087 or 1.08%.

3. **Local tuition and fees** will decrease by $272,153 or 4.06%. The district utilizes conservative participation projections to budget revenues, as tuition and fees account for 73.7% of the community education revenues.

4. **Other revenues** are budgeted at $142,494 for the 2023-24 school year. The district anticipates utilizing more federal COVID grants to support the school age program and community outreach.

COMMUNITY SERVICE FUND – EXPENDITURES

FISCAL 2024 EXPENDITURES

Salaries, Wages & Benefits
$7,349,066
85.3%

Other Expenditures
$8,200
0.1%

Supplies & Equipment
$260,454
3.0%

Purchased Services
$1,002,825
11.6%

COMMUNITY SERVICE FUND EXPENDITURE	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	$ 6,544,697	$ 5,033,966	$ 5,886,671	$ 7,101,824	$ 7,349,066	$ 247,242	3.48%
Purchased Services	1,129,966	779,674	1,051,422	1,002,856	1,002,825	(31)	0.00%
Supplies & Equipment	182,576	109,421	182,451	221,790	260,454	38,664	17.43%
Other Expenditures	9,648	5,784	17,803	10,700	8,200	(2,500)	-23.36%
TOTAL	$ 7,866,887	$ 5,928,845	$ 7,138,347	$ 8,337,170	$ 8,620,545	$ 283,375	3.40%

The Community Service fund expenditures are projected to increase by $283,375 or 3.4%. The increase is mostly driven by salary and benefit assumptions. Expenditure changes by category include the following:

1. **Salaries & wages and employee benefits** budget of $7,349,066 or 85.30% of the Community Service budget reflect:
   - Wage/benefit costs for existing employment agreements including allowances for pay rates, health, dental and other benefits.
   - The cost of statutory benefits (TRA, PERA, FICA, etc.).
   - The status of the Preschool Teacher Agreement is currently unsettled and expired on June 30, 2022. An allowance for wage/benefit changes that may result from negotiations is budgeted for in 2022-23 and 2023-24.

2. The **purchased services** budget stayed steady with 2022-23 at $1,002,825. Items included in this category include contracted services for vendors teaching classes, use of space, registration software, marketing and repairs, transportation, and travel.

3. The **supplies & equipment** budget of $260,454 increased by $38,664 or 17.43%.

4. The **other expenditures** budget of $8,200 represents a decrease of $2,500 from the prior year.

CAPITAL & BUILDING FUND

CAPITAL & BUILDING FUND REVENUES	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Captial Outlay - Operating Capital	$ 3,430,578	$ 3,055,842	$ 3,104,912	$ 3,379,402	$ 2,950,789	$ (428,613)	-12.68%
Captial Outlay - Long Term Facilities Maint	2,555,184	1,795,514	3,586,499	3,984,265	5,510,126	1,525,861	38.30%
Captial Outlay - Capital Project Levy	7,108,800	8,173,452	8,157,090	8,094,439	8,381,760	287,321	3.55%
Long-Term Facility Maintenance	132,213	10,825,613	2,906,417	11,645,000	400,000	(11,245,000)	-96.57%
Designing Pathways	41,000,970	110,495	57,327	-	-	-	0.00%
TOTAL	**$54,227,745**	**$23,960,916**	**$17,812,245**	**$27,103,106**	**$17,242,675**	**$ (9,860,431)**	**-36.38%**

CAPITAL & BUILDING FUND EXPENDITURES	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Operating Capital	$ 3,639,045	$ 2,948,472	$ 2,752,384	$ 3,569,803	$ 3,362,395	$ (207,408)	-5.81%
Long Term Facilities Maint (Capital Outlay)	2,555,184	1,795,514	3,586,499	3,984,265	5,510,126	1,525,861	38.30%
Capital Project Levy	7,100,925	7,209,446	7,642,106	8,557,867	9,187,069	629,202	7.35%
Long-Term Facility Maintenance (LTFM)	4,283,829	10,124,443	6,816,828	1,784,163	2,270,113	485,950	27.24%
Designing Pathways	7,653,843	24,486,352	7,783,145	989,471	255,981	(733,490)	-74.13%
TOTAL	**$25,232,826**	**$46,564,227**	**$28,580,962**	**$18,885,569**	**$20,585,684**	**$ 1,700,115**	**9.00%**

The Capital and Building fund revenues are projected to decrease by $9,860,431 or 36.38%, while **expenditures are projected to increase** by $1,700,115 or 9.00%. The Capital and Building fund is made up of five different funding streams: Operating Capital, Long Term Facilities Maintenance Levy, Capital Project Levy (Tech Levy), Long-term Facility Maintenance Bonds and Designing Pathways bonds.

1. **Operating Capital** revenue and expenditures decreased $428,613 or 12.68% and $207,408 or 5.81%, respectively. Revenues consist mostly of state aid and levy (including **Building Lease Levies**), but also includes a small amount of local revenues from cell tower rent. Each year a capital request process is completed by each site and department. These requests are prioritized, and final recommendations are brought forward for school board approval.

2. **Long Term Facilities Maintenance (Capital Outlay)** revenue and expenditures both increased $1,525,861 or 38.30%. LTFM (Capital Outlay) funding is levy revenue based on the pupil units, average building age and the state designated formula allowance. The expenditure budget includes state-approved Health & Safety projects, along with deferred maintenance projects. These expenditures aim to remove hazardous substances, repair and upgrade fire and life safety codes and improve the management of facilities' health, safety, environmental and air quality. Projects can also include window replacements and mechanical work, roof projects, and district-wide pavement projects. These projects are approved with the Capital Budget in April.

3. The **Capital Project Levy (Tech Levy)** revenue and expenditures both increased $287,321 or 3.55% and $629,202 or 7.35%, respectively. The Levy makes up 96.7% of revenues in this category, with the remaining funds coming from lost/broken tech fees, trade-ins, and e-rate funding. The anticipated expenditures continue the integration of technology into the classroom in early childhood through 12th grade. In the fall of 2022, voters approved to renew the Tech Levy for an additional 10 years.

4. The district sold **Long Term Facilities Maintenance (LTFM)** bonds in March 2023 to fund expenditures in fiscal 2023-24 and 2024-25.

5. The district sold General Obligation School Buildings Bonds for **Designing Pathways** in July 2019. All construction contracts for the CMS addition should be closed out before June 30, 2023. The remaining funds will be spent in the fiscal year 2023-24.

CAPITAL & BUILDING FUND
Summary of Revenue, Expenditures and Fund Balance
Fiscal Year 2023-24

Description	(A) Operating Capital	(B) Capital Project (Tech Levy)	(C) Long-Term Facility (LTFM)	(D) Designing Pathways (Bond)	Capital and Building Fund Totals
6/30/23 Projected Fund Balance	$ 676,364	$ 1,528,261	$ 16,653,645	$ 255,981	$ 19,114,251
Revenues					
Local Levy	$ 1,285,130	$ 8,111,760	$ 5,416,551	$ -	$ 14,813,441
Local Levy (Intermediate District #287 Projects)	-	-	93,576	-	93,576
State Aid	909,476	-	-	-	909,476
Building Lease Levy	852,195	-	-	-	852,195
Operating Capital (FY 2023 Adjustment)	(11,259)	-	-	-	(11,259)
Operating Capital (FY 2021 Adjustment)	4,517	-	-	-	4,517
Building Lease Levy (Pay20 Adjustment)	(14,437)	-	-	-	(14,437)
Cell Tower Lease Revenue	69,327	-	-	-	69,327
Capital Facilities Bond - LED Lighting District-wide Upg	(144,161)	-	-	-	(144,161)
Investment Earnings	-	-	400,000	-	400,000
Device Asset Recovery (Trade in Value of Devices)	-	110,000	-	-	110,000
E-rate (Telecommunications and Internet Access)	-	160,000	-	-	160,000
Subtotal Revenue	$ 2,950,789	$ 8,381,760	$ 5,910,126	$ -	$ 17,242,675
Funds Available	$ 3,627,153	$ 9,910,021	$ 22,563,771	$ 255,981	$ 36,356,926
Expenditures					
High School	$ 60,000	$ -	$ 1,236,660	$ -	$ 1,296,660
High School Activities	137,000	-	1,565,000	-	1,702,000
Central Middle School	-	-	165,000	-	165,000
EHSI/Oak Point Elementary	-	-	142,340	-	142,340
Cedar Ridge Elementary	6,700	-	129,559	-	136,259
Eden Lake Elementary	1,200	-	95,380	-	96,580
Forest Hills Elementary	2,000	-	246,000	-	248,000
Prairie View Elementary	17,300	-	139,000	-	156,300
Administrative Services Center	31,800	-	736,000	-	767,800
Tassel @ Education Center	-	-	-	-	-
District Wide	200,000	-	2,917,300	255,981	3,373,281
Grounds Department	120,000	-	100,000	-	220,000
Transportation - School Buses, Vehicles, Building	992,200	-	308,000	-	1,300,200
Personalized Learning & Instruction	842,000	-	-	-	842,000
Subtotal Expenditures	$ 2,410,200	$ -	$ 7,780,239	$ 255,981	$ 10,446,420
Lease Levy Expenditures					
Intermediate District #287 Programs	$ 519,947	$ -	$ -	$ -	$ 519,947
University of MN - Graduation Venue	21,000	-	-	-	21,000
Golf Program Green Fees	3,500	-	-	-	3,500
Ski Fees	3,000	-	-	-	3,000
City of EP Community Center - Pool and Ice Arena	125,000	-	-	-	125,000
City of Eden Prairie - TASSEL Transition Program	73,750	-	-	-	73,750
Hennepin Technical College	13,620	-	-	-	13,620
Metro South Collaborative	88,546	-	-	-	88,546
Hopkins Schools - Other Community Education Progra	3,832	-	-	-	3,832
Subtotal Expenditures	$ 852,195	$ -	$ -	$ -	$ 852,195
District-Wide Contingency	$ 100,000	$ -	$ -	$ -	$ 100,000
Capital Project (also known as Technology) Levy	$ -	$ 9,187,069	$ -	$ -	$ 9,187,069
Total 2023-24 Capital Expenditures	$ 3,362,395	$ 9,187,069	$ 7,780,239	$ 255,981	$ 20,585,684
Restricted Fund Balance Estimate @ 6/30/24	$ 264,757	$ 722,952	$ 14,783,532	$ -	$ 15,771,242
Fund Balance as a Percentage of Expenditures	7.87%	7.87%	190.01%	0.00%	76.61%

DEBT SERVICE FUND

DEBT SERVICE FUND REVENUE	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	$ 7,898,084	$ 10,117,062	$ 9,130,121	$ 8,168,625	$ 7,995,522	$ (173,103)	-2.12%
State Sources	1,045	1,656	1,593	-	-	-	0.00%
Other Local Sources	56,752	4,758	16,265	20,000	-	(20,000)	-100.00%
Refunding Bond Proceeds	548,652	17,272,744	-	-	-	-	0.00%
TOTAL	$ 8,504,533	$ 27,396,220	$ 9,147,979	$ 8,188,625	$ 7,995,522	$ (193,103)	-2.36%

DEBT SERVICE FUND EXPENDITURES	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Bond Principal	$ 5,810,000	$ 6,295,000	$ 6,030,000	$ 5,110,000	$ 5,175,000	$ 65,000	1.27%
Bond Interest	2,991,337	3,364,800	3,550,711	3,096,156	3,509,039	412,883	13.34%
Other Debt Services	4,750	93,816	6,188	7,000	10,000	3,000	42.86%
Refunding Payments	-	16,910,000	-	-	-	-	0.00%
TOTAL	$ 8,806,087	$ 26,663,616	$ 9,586,899	$ 8,213,156	$ 8,694,039	$ 480,883	5.86%

The Debt Service fund revenues are projected to decrease by $193,103 or 2.36% and **expenditures are projected to increase** by $480,883 or 5.86%, respectively. The increase in debt service payments is due to the first interest payment on 2023A Facilities Maintenance and Capital Facilities bond.

The majority of Debt Service fund revenue is generated through the debt service levy. The district is required to levy 105% of the debt service principal and interest payments. The levy also includes adjustments for debt excess adjustments and abatement adjustments. In March 2023, the district issued $15,010,000 in Long Term Facilities Maintenance and Capital Facilities Bonds. The Informational Tab contains details from property tax levy effective for the fiscal year 2023-24.

Below is a list of the district's outstanding bonded debt as anticipated for June 30, 2023.

Outstanding Bonded Debt (As of 6/30/2023)

|	Original Par Amount	Current Outstanding	Final Maturity	Optional Redemption	Callable Coupon Range		Callable Amount	FY24 Principal & Interest
General Obligation (G.O.)								
G.O. Alternative Facilities Bonds, Series 2015A	$ 10,310,000	$ 10,310,000	2/1/2028	2/1/2024	3.00% -	3.00%	$ 10,310,000	$ 309,300
G.O. Facilities Maintenance Bonds, Series 2017A	$ 10,940,000	$ 10,940,000	2/1/2032	2/1/2027	3.00% -	4.00%	$ 10,940,000	$ 368,038
G.O. Facilities Maintenance Bonds, Series 2019A	$ 9,995,000	$ 9,995,000	2/1/2036	2/1/2028	2.88% -	4.00%	$ 9,995,000	$ 309,844
G.O. School Building Bonds, Series 2019B	$ 37,765,000	$ 35,725,000	2/1/2040	2/1/2028	3.00% -	5.00%	$ 30,050,000	$ 2,249,500
G.O. Facilities Maintenance and Refunding Bonds, Series 2020A	$ 26,285,000	$ 20,555,000	2/1/2041	2/1/2028	2.00% -	2.13%	$ 10,925,000	$ 4,822,075
G.O. Facilities Maintenance and Capital Facilisites Bonds, Series 2023	$ 15,010,000	$ 15,010,000	2/1/2036	2/1/2031	4.00% -	5.00%	$ 6,650,000	$ 625,282
Total Outstanding		$ 102,535,000						$ 8,684,039

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INTERNAL SERVICE FUND

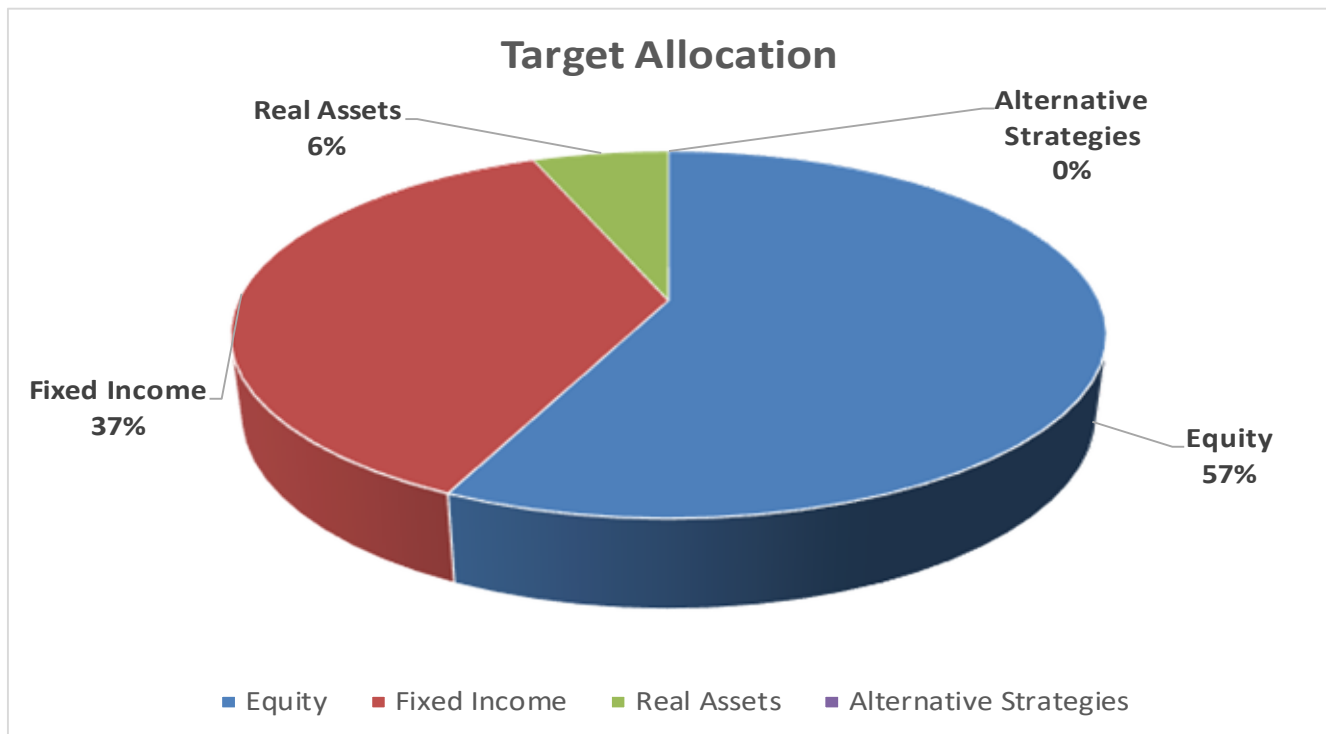| INTERNAL SERVICE FUND REVENUE	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Premiums	$ 13,448,250	$ 13,164,815	$ 13,119,360	$ 13,200,000	$ 13,320,000	$ 120,000	0.91%
Dental Premiums	1,283,910	1,220,873	1,244,958	1,250,000	1,300,000	50,000	4.00%
Interest	65,106	2,693	34,705	-	-	-	0.00%
TOTAL	$ 14,797,266	$ 14,388,381	$ 14,399,023	$ 14,450,000	$ 14,620,000	$ 170,000	1.18%

INTERNAL SERVICE FUND EXPENDITURES	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Claims	$ 10,820,462	$ 12,010,339	$ 12,160,199	$ 13,600,000	$ 13,900,000	$ 300,000	2.21%
Dental Claims	1,081,607	1,254,520	1,124,861	1,250,000	1,260,000	10,000	0.80%
TOTAL	$ 11,902,069	$ 13,264,859	$ 13,285,060	$ 14,850,000	$ 15,160,000	$ 310,000	2.09%

The Internal Service fund revenues and expenditures are projected to increase by $170,000 or 1.18% and $310,000 or 2.09%, respectively.

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

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

The **Health Fund** was started in the 2016-17 fiscal year. The health fund balance has a target fund balance percentage of 35% and has been able to maintain the percentage or higher since the 2019-20 fiscal year. We are projecting this percentage to be at 53% at the end of the 2023-24 fiscal year. The success of this fund has allowed the district to hold health insurance premiums steady since fiscal year 2021-22, while some districts are receiving double digit percent increases from their insurance providers. The steady premiums are a great benefit for both employees and administration. Below is a graph showing the health insurance claims for each year and the corresponding fund balance as percentage of claims.

Self-Insured Fund Balances - Health
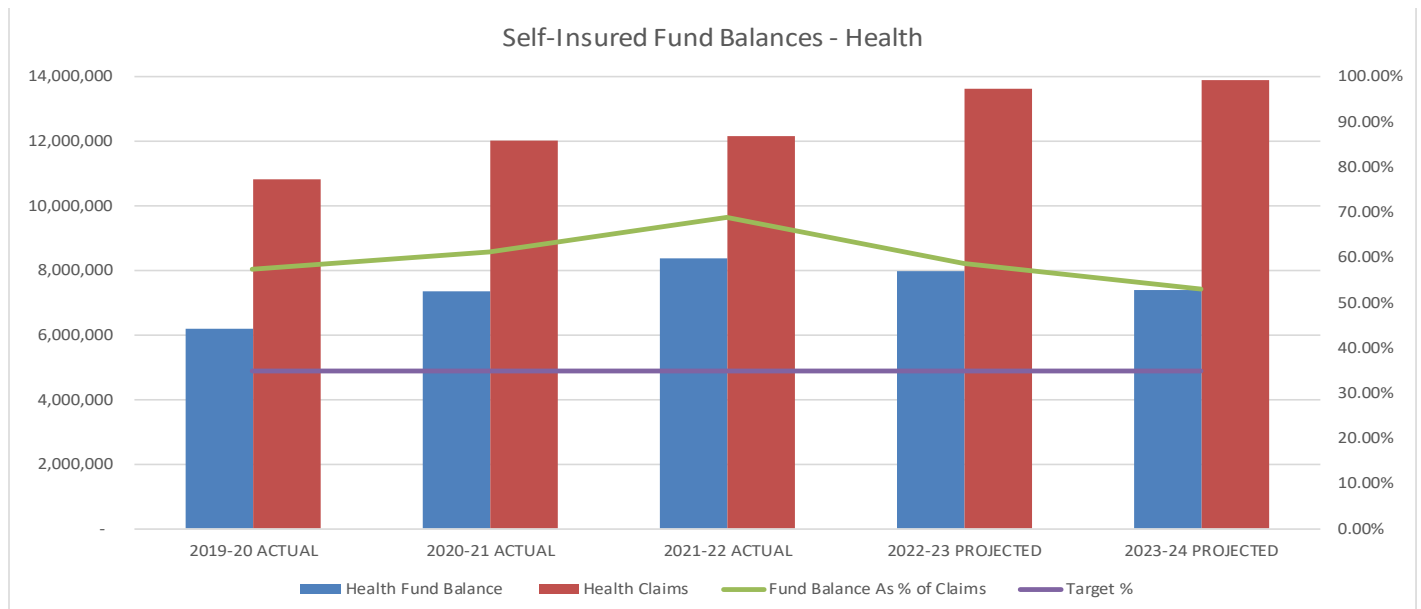
TRUST AND AGENCY FUND

TRUST & AGENCY FUND REVENUE	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Other Post Employment Benefits	$ 709,435	$ 3,458,794	$ (2,076,955)	$ 250,000	$ 750,000	$ 500,000	200.00%
TOTAL	**$ 709,435**	**$ 3,458,794**	**$ (2,076,955)**	**$ 250,000**	**$ 750,000**	**$ 500,000**	**200.00%**

TRUST & AGENCY FUND EXPENDITURES	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 BUDGET	2023-24 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Other Post Employment Benefits	$ 364,518	$ 1,042,563	$ 2,341,026	$ 500,000	$ 500,000	$ -	0.00%
TOTAL	**$ 364,518**	**$ 1,042,563**	**$ 2,341,026**	**$ 500,000**	**$ 500,000**	**$ -**	**0.00%**

The Trust and Agency fund revenues are projected to increase by $500,000 and **expenditures are projected to stay the same** for fiscal year 2023-24. The projected revenues represents the district's long term goal of 5% return on investment.

The Trust and Agency fund currently includes only the Other Post Employment Benefits (OPEB) fund.

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

The OPEB Trust has paid out a total of $11,917,625 in benefits to staff through June 30, 2022, while maintaining a balance in the Trust near or above over the original bond proceeds of $15 million. On June 30, 2022, the ending value of the trust was $17,120,767. State statutes governing the OPEB Trust allows the district to invest these funds into a wide range of investment vehicles, which has benefited the district greatly. Below are the current investment allocation targets.

Target Allocation

Real Assets 6%
Alternative Strategies 0%
Fixed Income 37%
Equity 57%

■ Equity ■ Fixed Income ■ Real Assets ■ Alternative Strategies

65

Eden Prairie Schools
Final Levy Certification Payable 2023

	Categories	2021 Pay 22 FY 23	2022 Pay 23 FY 24	Dollar Change	Comments
1	**GENERAL FUND**				
2	Equity	$ 824,536	$ 694,298	$ (130,238)	Reduction due to increase in operating referendum through the 2022 election
3	Achievement & Integration	494,463	524,928	30,465	Increasing enrollment
4	Alternative Teacher Compensation	781,911	840,026	58,116	Similar to last year, large prior year negative adjustment
5	Referendum	23,440,449	28,370,409	4,929,960	2.38% inflation increase (FY24) - cumulative 15.94% over 3 years =$2.3 million 2022 election passage generates an additional $2.5 million
6	Transition	55,317	53,839	(1,478)	Similar to last year
7	Re-employment Ins.	278,523	282,938	4,416	Similar to last year
8	Safe Schools	505,788	496,467	(9,321)	Decreasing enrollment planned, positive adjustment will be in Pay 2024
9	Career Technical	470,060	470,060	-	35% of estimated expenditures, same as last year
10	Abatement/Other Adjustments	(9,275)	-	9,275	Deferring property tax abatements of $507,000 to Pay 2024
11	Building/ Lease	1,038,650	837,758	(200,891)	Continued decrease in leased space
12	Operating Capital	1,356,908	1,278,389	(78,520)	Decreasing enrollment planned
13	Capital Projects	7,904,789	8,111,760	206,971	Technology levy, increase in adjusted net tax capacity
14	Long Term Facility Maintenance	3,887,752	5,690,384	1,802,632	Large Pay-as-you-go increase over prior year
15	**GENERAL FUND LEVY TOTAL**	$ 41,029,870	$ 47,651,257	$ 6,621,387	16.14%
16	**COMMUNITY EDUCATION FUND**				
17	Basic Levy	$ 429,837	$ 429,837	$ -	$5.42 times 2020 EP population plus youth service and after school revenue
18	Early Child & Family	328,342	324,779	(3,564)	Slightly smaller population
19	Home Visiting	10,233	10,719	486	0-4 year old
20	Disabled Adults	6,365	6,365	-	50% of approved expenditures
21	School-Aged Care	436,539	489,782	53,244	Funding for students with disabilities, increasing expenses
22	Abatement Adjustment	(366)	-	366	Deferring property tax abatements of $13,000 to Pay 2024
23	**COMMUNITY SERVICE LEVY TOTAL**	$ 1,210,950	$ 1,261,482	$ 50,532	4.17%
24	**DEBT SERVICE FUND**				
25	Debt Levy	$ 2,235,975	$ 2,361,975	$ 126,000	Scheduled principal & interest payments
26	Facilities Maintenance (LTFM) Bond	6,380,490	6,099,720	(280,770)	Scheduled principal & interest payments, Bond refunding last year
27	Debt Excess	(447,840)	(466,173)	(18,333)	Calculated using fund balance & projected costs
28	Abatement Adjustment	-	-	-	Permanently underlevy property tax abatements of $207,000
29	**DEBT SERVICE LEVY TOTAL**	$ 8,168,625	$ 7,995,522	$ (173,103)	-2.12%
30	**LEVY - GRAND TOTAL**	$ 50,409,445	$ 56,908,261	$ 6,498,816	12.89%

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OTHER HISTORICAL DATA

Basic General Education Funding Formula – The per-pupil-unit allocation used in this budget is $7,069 for 2023-24. The table below outlines historical per-pupil-unit funding.

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

EDEN PRAIRIE SCHOOLS

Inspiring each student every day

June 26, 2023

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

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

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

Eden Prairie's proportionate amount for the upcoming levy is $94,666.27 compared to $93,575.55 last year. The amount addresses several deferred maintenance issues with property owned by the Intermediate as seen on the attached 10-year facility plan which was approved by the Intermediate Board and the Business Director's Advisory Committee. The specific building update for next year includes roof restoration at West Education Center and District Service Center (DSC), replacing the boiler at DSC, renovating the elevator at DSC, and replacing lighting controls at South Education Center. The 10-year plan includes updates for heating, ventilation, and air conditioning, parking lots, roofing, boilers, and lighting systems.

	Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266						ED - 02478-07					

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	Enter Information	District Info.	Enter Information									
District Name:	**Intermediate District #287**	Date:	7/31/2023									
District Number:	**287**	Email:	**mlhawkins@district287.org**									
District Contact Name:	**Mae L. Hawkins, Executive Director of Business Services**											
Contact Phone #	763-550-7156											

Expenditure Categories		2023 (base year)	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Health and Safety - this section excludes project costs in **Category 2** of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.													
Finance Code	**Category (1)**												
347	Physical Hazards	$32,992	$30,960	$30,000	$30,900	$31,827	$32,782	$33,765	$34,778	$35,822	$36,896	$36,579	$37,677
349	Other Hazardous Materials	$22,000	$22,000	$10,000	$10,300	$10,609	$20,927	$11,555	$11,902	$12,259	$12,627	$25,005	$13,756
352	Environmental Health and Safety Management	$51,658	$51,658	$53,724	$53,724	$55,336	$55,336	$56,996	$56,996	$58,706	$58,706	$60,467	$60,467
358	Asbestos Removal and Encapsulation	$2,000	$0	$5,000	$2,500	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$35,000	$32,432	$43,256	$44,986	$46,336	$37,726	$49,158	$50,632	$52,151	$53,716	$43,327	$44,627
366	Indoor Air Quality	$5,000	$5,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000
	Total Health and Safety Capital Projects	$148,650	$142,050	$147,980	$148,410	$150,108	$152,771	$157,474	$160,308	$164,937	$167,944	$171,379	$162,526
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year													
Finance Code	**Category (2)**												
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151													
Finance Code	**Category (3)**												
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility													
Finance Code	**Category (4)**												
367	Accessibility	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Accessibility Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects													
Finance Code	**Category (5)**												
368	Building Envelope	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
369	Building Hardware and Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
370	Electrical	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
379	Interior Surfaces	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
380	Mechanical Systems	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
381	Plumbing	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
382	Professional Services and Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
383	Roof Systems	$307,400	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$330,000
384	Site Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Deferred Capital Expense and Maintenance	$307,400	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$330,000
	Total Annual 10-Year Plan Expenditures	$456,050	$142,050	$147,980	$148,410	$150,108	$152,771	$157,474	$160,308	$164,937	$167,944	$171,379	$492,526
Information Only - Debt Service Payments On Bonds		$460,950	$781,068	$777,020	$780,770	$781,620	$781,620	$780,770	$779,070	$776,520	$778,120	$778,620	$449,120
Total Annual LTFM Expenditures/Required Levy with Debt Service		$917,000	$923,118	$925,000	$929,180	$931,728	$934,391	$938,244	$939,378	$941,457	$946,064	$949,999	$941,646
Fund Balance Section													
	Fund 01													
	Beginning Fund Balance 01-467-XX	$270,530	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue - **Levy**	$917,000	$923,118	$925,000	$929,180	$931,728	$934,391	$938,244	$939,378	$941,457	$946,064	$949,999	$941,646
	LTFM Fiscal Year Revenue - **AID if Applicable**	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation FY 20 and FY 21	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$1,187,530	$923,118	$925,000	$929,180	$931,728	$934,391	$938,244	$939,378	$941,457	$946,064	$949,999	$941,646
	Ending Fiscal Year Fund Balance 01-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Fund 06													
	Beginning Fund Balance 06-467-XX	$0	$4,453,710	$2,912,610	$1,167,610	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Bonded Revenue	$4,800,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$346,290	$1,541,100	$1,745,000	$1,167,610	$0	$0	$0	$0	$0	$0	$0	$0
	Ending Fiscal Year Fund Balance 06-467-XX	$4,453,710	$2,912,610	$1,167,610	$0	$0	$0	$0	$0	$0	$0	$0	$0

End of worksheet

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

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

_____ introduced the following resolution and moved its adoption:

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

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

1.   The School Board of Intermediate School District 287 has approved a long-term facility maintenance program budget for its facilities for the 2024-25 (fiscal year 2025) school year in the amount of $ 925,000.00 of which District No. 272's proportionate share is $ 94,666.27, consisting of $ 15,144.56 for pay as you go projects and $ 79,521.71 for debt service payments on the 2017B Facilities Maintenance Bonds and the 2022A Facilities Maintenance Bonds. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)

2.   Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.

3.   The proportionate share of the costs of the intermediate school district's long term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a three year weighted average adjusted pupil units formula. For 2024-25, (FY 2025) the long-term facility maintenance costs shall be

funded through annual levy. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for FY 2025 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

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

5.   Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district plans issued $4,750,000 Facilities Maintenance Bonds, Series 2022A. Such bonds will be payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.

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

And the following voted against the same:

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

STATE OF MINNESOTA

COUNTY OF HENNEPIN

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

      WITNESS MY HAND officially as such Clerk this 26th day of June, 2023.

                        _____

                        Clerk

                        School District No. 272

Eden Prairie School District 272
Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 12, 2023
Evidence: October 2024

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, MN

Board Work
Policy Monitoring
Ends 1.1 OI for 2023-2024

Operational Interpretation:

1. ~~1.~~ 1a. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists ~~to include in the report~~.

   1b. *Each* also indicates that achievement disparities measured by 4-year and 7-year graduation rates will not be predictable between racial groups ~~inside a 4- to 7-year graduation rate~~ and taking into consideration appropriate programming within service student groups to meet specific transitional needs.

2. ~~2.~~ 2a. I interpret a graduate to be a student who has met all of the requirements within District Policy 613.

3. ~~3.~~ 2b. I interpret *academically prepared* to progress to *multiple opportunities after high school* as the successful completion of coursework built on authentic, rigorous, and personalized learning experiences where students discover, explore, and pursue pathways through the Inspired Journey program. ~~each student who met the Eden Prairie District graduation requirement will demonstrate preparedness for post-secondary success as measured by a body of evidence including standardized assessment, successful completion of high school course work and capstone experience resulting in persistence and completion of post-secondary programming. (This metric far exceeds Minnesota Department of Education state high school requirements and our policy 6.1.3.)~~ (Note: District Policy 613 far exceeds the Minnesota Department of Education high school graduation 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 and these expectations are not impacted by racial~~e~~, socio-economic ~~group~~, or service groups defined by the Minnesota Department of Education.

This policy calls for students to graduate and be academically prepared to progress to multiple opportunities after high school. Though these concepts are related, they are different from each other. Consequently, they are addressed separately below.

All Eden Prairie High School students are included in the measurement plan of both parts of this policy. Due to the unique environment of Eden Prairie Online (e.g., newness of the program, highly transient student populations), internal study continues to be done to identify most appropriate ways for Ends policies to address progress in that environment.

Each Student Graduates:
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.

Each Student Is Academically Prepared to Progress to Multiple Opportunities After High School:
~~Academically prepared to progress to multiple opportunities after high school should be identified by multiple measures.~~ Eden Prairie Schools uses a balanced assessment approach that supports the triangulation of data to report students who are academically prepared to progress to multiple opportunities after high school. Sound research and measurement practices recommend the

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, MN

Board Work
Policy Monitoring
Ends 1.1 OI for 2023-2024

triangulation of data for each student to identify success, as one measure alone typically does should not determine academic and workforce preparedness. Moreover, using multiple assessment methods helps identify disparities, reduces bias, and provides a more comprehensive view of learning for students, teachers, and parents. A balanced assessment approach supports the triangulation of data to report students who are academically prepared to progress to multiple opportunities after high school.

In alignment with our mission to inspire each student and one of our core values that we believe each person has individual gifts, interests, and talents, Eden Prairie Schools honors multiple avenues to demonstrate academic preparedness for post-secondary opportunities. Specifically, we consider students to be academically prepared if they achieve at least one of the following: (a) meet or exceed a college-readiness benchmark on a college entrance exam, (b) earn credit in a college-level course, and/or (c) earn credit in a Capstone course through the Inspired Journey program.

a. *Standardized College Entrance Assessment*
A college entrance assessment is a standardized achievement test designed to measure a student's current ability in areas such as verbal, math, analytics, and writing skills. A standardized college entrance assessment is designed to be a 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). *Eden Prairie Schools considers students to be academically prepared for post-secondary opportunities if they achieve a 21 composite score or greater on the ACT, a college entrance exam offered to all Eden Prairie 11th grade students one time free of charge.*

b. *College-Level Coursework*
Eden Prairie Schools offers multiple opportunities for students to take college-level coursework. Examples of college-level coursework include Post-Secondary Enrollment Opportunities (PSEO), concurrent college enrollment such as world language courses through College in the Schools, Advanced Placement (AP) courses, and career and technical education (CTE) courses. Students may also earn the Minnesota World Language Proficiency Certificate and Bilingual and Multilingual Seals as an official recognition by the state of Minnesota for proficiency in a language in addition to English. These Seals are generally equivalent to 2-4 semesters of world language college credit.

Research shows that post-secondary experiences, especially taking meaningful courses in high school, are key to persistence and graduation. Furthermore, taking a college-level course in high school can provide students with numerous benefits, including the opportunity to earn college credit, develop college-level skills and knowledge, increase academic rigor and challenge, and demonstrate readiness for college-level coursework. *Eden Prairie Schools considers students to be academically prepared for post-secondary opportunities if they earn credit in a college-level course described above.*

c. *Capstone Completion through the Inspired Journey Program*
College and Career Readiness Courses
Student exploration, learning, and experiences directly related to various career pathways are offered in a variety of ways.

EDEN PRAIRIE SCHOOLS
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Eden Prairie, MN

Board Work
Policy Monitoring
Ends 1.1 OI for 2023-2024

The Inspired Journey program in Eden Prairie Schools offers students personalized learning through pathways of discovery, exploration, and pursuit. At the high school level, students have the opportunity to take Capstone courses within five Pathways of Business & Management, Human & Public Services, Natural & Applied Sciences, Engineering, Technology & Manufacturing, and Communication & Arts. Capstone courses are different from other coursework, such as college-level courses or internship courses, in that Capstone experiences provide students opportunities to acquire, apply, and demonstrate learning in personalized ways that authentically reflect how professionals think and act within a career field.

In Capstone courses, students think and act like professionals in the field as they apply new and prior knowledge and skills. They do so by engaging with resources, tasks, purposes, and audiences that are authentic to the given profession. Students also engage directly with industry professionals via mentorship, guest instruction, and site visits. *Eden Prairie Schools considers students to be academically prepared for post-secondary opportunities if they earn credit in a Capstone course.*

~~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, Capstone experiences are designed to include collaboration with professionals in the field through both networking and mentoring. Advanced Placement (AP) courses are another avenue designed to offer college-level studies through high school course work. Many colleges offer students credit, placement or both for qualifying AP exam scores. Finally, concurrent college enrollment programs offer college credit on an official college transcript from the partnering college. Each of these opportunities offer students the chance to engage in work at a career or college level.~~

~~**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.~~

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

Citations:
- Department of Defense (n.d.). "Taking College Entrance Exams: My Future: Test Preparation." *My Future*. https://myfuture.com/college/taking-college-entrance-exams.

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Eden Prairie, MN

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- ACT (2021). "National Research Leader in College and Workforce Readiness." *ACT Research*. https://www.act.org/content/act/en/research.html.
- Minnesota Department of Education (n.d.). "Minnesota Bilingual Seals Program." *Minnesota Department of Education.* https://education.mn.gov/MDE/dse/stds/world/seals/.
- ~~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~~
Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Graduation Rates:
- 4-year graduation rate
- 7-year graduation rate

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

Indicators of Academically Preparedness for Opportunities after High School:
Demonstration of academic preparedness for multiple opportunities after high school will be measured by a student achieving at least one of the following: (a) meeting or exceeding a college-readiness benchmark on a college entrance exam, (b) earning credit in a college-level course, and/or (c) earning credit in a Capstone course through the Inspired Journey program ~~met two of the three benchmarks~~ by the end of 12th grade.

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

~~(1 of 3)~~ a. Standardized College Entrance Assessment: ACT
Students who achieve a composite score of 21 or greater are likely deemed to be college and career ready as indicated by the ACT organization.

~~(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.~~

~~(2 of 3)~~ b. College-Level Coursework
Students who have earned credit in any one or more of the following have completed college-level coursework:
- Post-Secondary Enrollment Options (PSEO) or equivalent program
- Concurrent college enrollment, such as College in the Schools through the University of Minnesota
- Advanced Placement (AP) courses
- Career and technical education (CTE) courses

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- Bilingual Seal certification

(3 of 3) College and Career Readiness Courses
~~Students who have achieved a C grade or higher in at least one EPHS capstone courses, AP course, or courses with concurrent college enrollment (University of Minnesota, Normandale, Hennepin Technical College (HTC), University of Iowa, Minnesota State University – Mankato, St. Cloud State University) are deemed to be academically prepared for opportunities after high school.~~

c. Capstone Completion through the Inspired Journey Program
Students who have earned credit in a Pathway Capstone course through the Inspired Journey program. The table below details the Pathway Capstone courses offered in grades 9-12 during the 2023-2024 school year.

Pathway	Pathway Capstone Courses in 2023-2024
Business & Management	Entrepreneurship; Integrated Marketing & Analytics
Human & Public Service	Education Capstone; Civics in ACTION; Artificial Intelligence (EPO)
Natural & Applied Science	Science Research & Design
Engineering, Technology & Manufacturing	iOS App Development; Advanced Woodcrafting; Principles of Engineering
Communication & Arts	Multimedia Story Production

~~**Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)**~~
~~II. Percent of HS Graduates Enrolling in 2- or 4-Year College~~
~~III. Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year Target~~
~~IV. 4-Year College Completion HS graduates completing a degree or certificate within 4 years~~
~~V. 6-Year College Completion HS graduates completing a degree or certificate within 6 years~~
~~*Results will include the demographic breakdown by racial groups and service student groups including 3-year trend data when available.*~~

~~**VI. Targets**~~
Targets:

Graduation Rates: Targets for 2023-2024 ~~2022-2023~~
- 4-year graduation rate: 95%
- 7-year graduation rate: 97%

~~**Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS): Target for 2022-2023**~~
~~- Percentage of HS Graduates Enrolling in 2- or 4-Year College: 90%~~

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

Academically Prepared for Opportunities after High School: Target for 2023-2024 ~~2022-2023~~
- ~~65%~~ 75% of 12th grade students will achieve at least one of the three indicators of post-secondary readiness ~~two of the three benchmarks~~

Evidence:

Policy Monitoring FOR BOARD USE ONLY
- OI is/is not reasonable.
- Data does/does not provide adequate evidence of compliance. ***Include specific evidence*** *for rating conclusion and recommendations.*

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

Statement of Assertion
Board Member's Summarizing Comments

Eden Prairie School District 272
Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 12, 2023
Evidence: October 2024

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Policy Monitoring
Ends 1.2 OI for 2023-2024

Operational Interpretation:

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

Justification:

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

Each Student Is Reading by 3rd Grade:

~~Grade level reading proficiency should be identified by multiple assessment tools.~~
Eden Prairie Schools uses a balanced assessment approach that supports the triangulation of data to report students who are reading well by the end of third grade. Sound research and measurement practices recommend the triangulation of data for each student to indicate grade level reading proficiency, as ~~. O~~ one measure may ~~does~~ not determine proficiency or mastery of district and state expectations. Moreover, using multiple assessment methods helps identify disparities, reduces bias, and provides a more comprehensive view of learning for students, teachers, and parents.

Eden Prairie Schools' System of Assessment:

The Eden Prairie Schools system of assessment fosters the careful selection of the right assessment at the right time in a tiered decision-making process to improve learning and achievement for each student. We use a balanced assessment system which includes a body of evidence to support data-informed instruction and learning, continuous improvement, and data-driven programming and practices. This body of evidence includes:

- **Summative Assessments:** Evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, typically at the end of a project, unit, course, semester, or school year. One example of a summative assessment is the Minnesota Comprehensive Assessment (MCA).
- **Interim Assessments:** Evaluate where students are in their learning progress and determine whether they are on track to perform well on future assessments, such as high-stake summative assessments or end-of-course exams. Interim 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 regarding a student's learning trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards), as well as the progress towards those targets (Great Schools Partnership, 2013). Universal screeners are one example of interim assessments, and universal screeners can be used to indicate proficiency at a particular grade and time point.

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- **Formative Assessments:** Any assessment-collected evidence used to make instructional adjustments, such as progress monitoring assessments and diagnostic assessments.

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 programming and practices. This body of evidence includes:
- Long-cycle: State and national assessments
- Mid-cycle: Universal screening and benchmark assessments
- Short-cycle: Classroom assessments

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

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

Universal screening and benchmark assessments offer multiple insights and advantages, including:
- Measuring student achievement and growth over time
- Indicating potential student learning needs
- Identifying patterns and/or trends in learning for individual students or groups of students
- Providing an administrative level view for tracking progress toward critical milestones

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/.
- Minnesota Department of Education (n.d.). "Statewide Testing." *Minnesota Department of Education.* 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/.

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Measurement Plan:

I.   Description of the Measurement Tools

Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Proficient in Two of Three Aligned Reading Assessments:
To evaluate if each student is reading at grade level by the end of third grade, Eden Prairie Schools uses a combination of summative and interim assessments. Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade.

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

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

MCA/MTAS Student Achievement Levels (according to MDE Statewide Testing, n.d.):
- 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) (Interim) ~~Mid-Cycle: Assessed by the~~ FastBridge aReading Universal Screener/Benchmark Assessment

The FastBridge aReading assessments are based on ~~twelve~~ 10+ years of research built upon the recommendations of the National Reading Panel (2000). The FastBridge reading assessment aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been cross validated with the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6. aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps.

FastBridge aReading Student Reading Achievement Levels include:

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- Exceeds Targets: Students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is not available for earlyReading and earlyMath assessments.
- Low Risk: Students show low risk of failure to meet grade level benchmarks and students are on track to meet grade level benchmarks.
- Some Risk: Students show some risk of failure to meet grade level benchmarks, and additional supports may be needed to meet grade level benchmarks.
- High Risk: Students show high risk of failure to meet grade level benchmarks, and additional supports are likely needed to meet grade level benchmarks.

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) (Interim) ~~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 identify children who may need additional instructional support and support monitoring progress toward instructional goals. CBM-R serves as a broad reading measure that integrates word identification skills with comprehension to indicate a child's progress related to grade level standards for reading (University of Oregon Center on Teaching and Learning, 2021).

FastBridge CBM-R Student Reading Achievement Levels include:
- Exceeds Targets: Students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is not available for earlyReading and earlyMath assessments.
- Low Risk: Students show low risk of failure to meet grade level benchmarks and students are on track to meet grade level benchmarks.
- Some Risk: Students show some risk of failure to meet grade level benchmarks, and additional supports may be needed to meet grade level benchmarks.
- High Risk: Students show high risk of failure to meet grade level benchmarks, and additional supports are likely needed to meet grade level 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.~~

Citations:
- Center on Multi-Tiered System of Supports at the American Institutes for Research. (2021). *Academic Screening Tools Chart | Center on Multi-Tiered Systems of Support*. Academic Screening Tools Chart. https://mtss4success.org/resource/academic-screening-tools-chart.
- Minnesota Department of Education (MDE) Statewide Testing (2021) - https://education.mn.gov/mde/fam/tests/.

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- 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/.

H.   Targets

Targets:

Proficient in Two of Three Aligned Reading Assessments: Target for 2023-2024 2022-2023
- 80% of 3rd grade students will be proficient in two of the three aligned reading assessments.

Evidence:

Policy Monitoring FOR BOARD USE ONLY
● OI is/is not reasonable.
● Data does/does not provide adequate evidence of compliance. ***Include specific evidence*** *for rating conclusion and recommendations.*
Board member name: *(enter rating and reasoning when appropriate)*

Statement of Assertion

Board Member's Summarizing Comments

Eden Prairie School District 272
Ends Policy Monitoring Report

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 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 12, 2023
Evidence: October 2024

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Operational Interpretation:

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not be predictable between racial groups and *within* service student groups.

2. I interpret *district growth expectations* to be at least a year's growth in a year's time for students at or above grade level. For students performing below grade level expectations, I interpret this as greater than one year's growth in one year's time accelerated growth. I interpret *not limited to* as including business, fine or applied arts, health, physical education, social studies, technology, and world language. 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 and these expectations are not impacted by raciale, socio-economic group, or service groups defined by the Minnesota Department of Education.

Each Student Achieves Growth and Proficiency Expectations Annually:

In Eden Prairie, we know that each student must possess strong skills in English language arts, math, and science in order 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, including business, fine or applied arts, health, physical education, social studies, technology, and world language. social studies, world language, technology, business, fine or applied arts, health, and physical education. Measuring the academic achievement of the Minnesota and national standards in these content areas is as important as determining proficiency in the Minnesota Standards in English language arts, math, and science.

In addition to measuring proficiency in content areas, it is also a priority in Eden Prairie Schools to measure the language proficiency and growth of English learner (EL) students, as English language skills are essential for success in all academic areas.

Eden Prairie Schools' System of Assessment:

The Eden Prairie Schools system of assessment fosters the careful selection of the right assessment at the right time in a tiered decision-making process to improve learning and achievement for each student. We use a balanced assessment system which includes a body of evidence to support data-informed instruction and learning, continuous improvement, and data-driven programming and practices. This body of evidence includes:

- **Summative Assessments:** Evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, typically at the end of a project, unit, course, semester, or school year. One example of a summative assessment is the Minnesota Comprehensive Assessment (MCA).

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- **Interim Assessments:** Evaluate where students are in their learning progress and determine whether they are on track to perform well on future assessments, such as high-stake summative assessments or end-of-course exams. Interim 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 regarding a student's learning trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards), as well as the progress towards those targets (Great Schools Partnership, 2013). Universal screeners are one example of interim assessments, and universal screeners can be used to indicate proficiency at a particular grade and time point.
- **Formative Assessments:** Any assessment-collected evidence used to make instructional adjustments, such as progress monitoring assessments and diagnostic assessments.
- **Growth:** For students achieving at or above grade level expectations, at least one year's growth in one year's time is required to maintain grade level proficiency. For students performing below grade level, instructional delivery must be modified to ensure they demonstrate more than one year's growth in one year's time in order to "catch up" and meet grade level expectations by the end of the school year. Greater than one year's growth in one year's time is called aggressive or accelerated growth.

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 programming and practices. This body of evidence includes:
- State and national assessments
- Universal screening and benchmark assessments
- Classroom assessments

State and national assessments

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

Universal screening and benchmark assessments

Universal screening and benchmark assessments are used to evaluate where students are in their learning progress and indicate whether they are on-track to perform well on future assessments. 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 regarding a student's trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards, as well as the progress towards those targets (Great Schools Partnership, 2013). It is important to note that these universal screening assessments include two distinct measures that indicate proficiency.

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

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

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

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

~~**District Growth Expectations**~~

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

Citations

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

Measurement Plan:

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

Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

~~**Long-Cycle Assessment**~~ **(Summative) 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 assessment. MCA/MTAS are used to determine how well districts have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading, math, and science.

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

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

MCA/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, 2023~~2~~):
- Exceeds the standards
- Meets the standards
- Partially meets the standards
- Does not meet the standards

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

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

~~Short Cycle Assessment~~ (Interim) Proficiency Assessed by Grades Based on Classroom Assessments
Other curriculum areas include business, fine or applied arts, health, physical education, social studies, technology, and world language ~~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.

Grade Point Average (GPA) is calculated from the percentage of points earned out of the total number of available points. Students in grades 6-12 earn credit based on the GPA scale below:

Letter Grade	Percentage of Available Points Earned	GPA Weight on 4.0 Scale
A	93% to 100%	4.0
A-	90% to 92%	3.7
B+	87% to 89%	3.4
B	83% to 86%	3.0
B-	80% to 82%	2.7
C+	77% to 79%	2.4
C	73% to 76%	2.0

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C-	70% to 72%	1.7
D+	67% to 69%	1.4
D	63% to 66%	1.0
D-	60% to 62%	0.7
Incomplete	0% to 59%	0

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

Growth ~~Mid-Cycle Assessment Growth:~~ Assessed by FastBridge Universal Screener/Benchmark Assessments

The FastBridge aReading assessments are based on ~~twelve~~ 10+ years of research built upon the recommendations of the National Reading Panel (2000). The FastBridge reading assessment aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been cross validated with the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6.

FastBridge aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps. FastBridge earlyReading is the~~-~~assessment of early literacy indicators for developing readers and is used in kindergarten and first grade.

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

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-analytical 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 FastBridge aReading/earlyReading and aMath/earlyMath three times a year —in the fall, winter, and spring—and assesses student growth in reading and math during the fall-to-spring interval.

FastBridge Student Growth Achievement Levels:
- Aggressive Growth: more than one year's ~~worth of~~ growth in one year's time
- Typical Growth: ~~equivalent to~~ one year's ~~worth of~~ growth in one year's time
- Modest Growth: less than one year's ~~worth of~~ growth in one year's time
- Flat Growth: flat or negative growth in one year's time

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For FastBridge assessments, students who achieve growth at the levels of "typical" or "aggressive" are deemed to have one year or more of growth in one year's time.

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

Growth Assessed by Minnesota State ACCESS for ELLs (ACCESS)/Alternate ACCESS for ELLs:
Students are identified as English Learners (ELs) using the WIDA Screener. All EL students must take the ACCESS or Alternate ACCESS (Alt ACCESS) assessment annually. The ACCESS and Alt ACCESS are used to measure progress towards meeting the WIDA English Language Development Standards in the four domains of listening, reading, speaking, and writing.

The achievement levels on the ACCESS and Alt ACCESS are evaluated for each domain, as well as a composite score of these domains, using the scale below. Students reach proficiency in English in three ways: (1) achieving a composite score of 4.5 or greater **and** achieving scores 3.5 or greater in all four domains on the ACCESS/Alt ACCESS; (2) achieving a composite score of 4.5 or greater **and** achieving scores 3.5 or greater in three of four domains on the ACCESS/Alt ACCESS **and** meeting additional criteria defined by MDE; or (3) special considerations showing English proficiency through other qualifying assessments.

ACCESS/Alt ACCESS Achievement Levels:
- Level 6: Reaching
- Level 5: Bridging
- Level 4: Expanding
- Level 3: Developing
- Level 2: Emerging
- Level 1: Entering

In alignment with MDE and the Every Student Succeeds Act (ESSA), Eden Prairie Schools determines EL growth through progress towards English language proficiency metric. Each student has an annual target composite score that they are expected to meet each year in order to achieve proficiency over a predetermined length of time.

~~II.   Targets~~
Targets:

~~Long-Cycle Assessment~~ **Proficiency**~~:~~ **Assessed by the Minnesota State MCA/MTAS Assessments: Targets for 2023-2024** ~~2022-2023~~
- ~~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.~~
- The percentage of students (grades 3-8, 10) proficient in reading will increase two percentage points from the results of the previous year.
- The percentage of students (grades 3-8, 11) proficient in math will increase two percentage points from the results of the previous year.

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- The percentage of students (grades 3-8, HS) proficient in science will increase two percentage points from the results of the previous year.

~~Short Cycle Assessment~~ Proficiency Assessed by Grades Based on Classroom Assessments: Targets for 2023-2024 ~~2022-2023~~

- ~~The percentage of students (grades 6-8, 9-12) achieving a C grade or higher in other curriculum areas* will increase by 2 percentage points.~~
  ~~Note: Other curriculum areas include: social studies, world language, career technology education, business, fine or applied arts, health, and physical education.~~
- The average GPA across each curriculum area of business, fine or applied arts, health, physical education, social studies, technology, and world language will increase by 0.1 from the previous year.

Growth ~~Mid-Cycle Assessment Growth:~~ Assessed by FastBridge Universal Screener/Benchmark Assessments: Targets for 2023-2024 ~~2022-2023~~

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

~~Note: Aggressive growth is the 75th growth percentile and above.~~ Note: Aggressive growth is more than one year's growth in one year's time. FastBridge defines aggressive growth to be the 75th percentile and above.

Growth Assessed by Minnesota State ACCESS/Alt ACCESS: Targets for 2023-2024

- The percentage of students meeting their growth target will increase two percentage points from the results of the previous year.

Citations:

- Center on Multi-Tiered System of Supports at the American Institutes for Research (2021). "Academic Screening Tools Chart | Center on Multi-Tiered Systems of Support." *Academic Screening Tools Chart.* https://mtss4success.org/resource/academic-screening-tools-chart.
- Minnesota Department of Education (n.d.). "Statewide Testing." *Minnesota Department of Education.* 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.
- Minnesota Department of Education (n.d.). "Progress Toward English Language Proficiency." *Minnesota Department of Education.* https://www.swsc.org/cms/lib/MN01000693/.

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Evidence:

Policy Monitoring FOR BOARD USE ONLY
- OI is/is not reasonable.
- Data does/does not provide adequate evidence of compliance. ***Include specific evidence*** *for rating conclusion and recommendations.*

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

Statement of Assertion
Board Member's Summarizing Comments

Eden Prairie School District 272
Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 12, 2023
Evidence: October 2024

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Ends 1.4 OI for 2023-2024

Operational Interpretation:

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

Justification:

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 and these expectations are not impacted by racial~~e~~, socio-economic ~~group~~, or service groups defined by the Minnesota Department of Education.

Each Student Exceeds MN Graduation Requirements:

Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education that exceeds the Minnesota graduation requirements. Note: Students who exceed Minnesota's graduation requirements by definition overlap with students who graduate (Ends Policy 1.1). Moreover, the experiences and attributes of students who are academically prepared to progress to multiple opportunities after high school (Ends Policy 1.1) share commonalities with students who exceed graduation requirements, particularly in the area of rigorous/college-level coursework. Therefore, the measures in this Policy are similar to those in Ends Policy 1.1.

Each Student Receives a Broad-Based Education:

Developing a broad-based education requires extensive study, practice, and thinking in the areas of math and English language arts, in addition to other content areas. 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. In Eden Prairie Schools, we use a talent development model from elementary to middle to high school that fosters student engagement with rigorous and authentic coursework, thereby ensuring each student receives a broad-based education.

Examples of opportunities for at the high-school-level for students to engage in a broad array of rigorous coursework include Post-Secondary Enrollment Opportunities (PSEO), concurrent college enrollment such as world language courses through College in the Schools, Advanced Placement (AP) courses, and career and technical education (CTE) courses. High school students may also earn the Minnesota World Language Proficiency Certificate and Bilingual and Multilingual Seals as an official recognition by the state of Minnesota for proficiency in a language in addition to English.

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Research shows that post-secondary experiences, especially taking meaningful courses in high school, are key to persistence and graduation. Furthermore, taking a college-level course in high school can provide students with numerous benefits, including the opportunity to earn college credit, develop college-level skills and knowledge, increase academic rigor and challenge, and demonstrate readiness for college-level coursework.

Students in elementary and middle school also have the opportunity for increased academic rigor and challenge through gifted and talented programming and enriched/honors/advanced coursework. Beginning in 2nd grade for Key and Young Scholars programming and 3rd grade for Mosaic programming, elementary-aged students with exceptional academic gifts and talents engage in activities across academic content areas utilizing problem solving, higher-level thinking skills, and advanced topics. For middle school students, course offerings in enriched, honors, and advanced classes in English, social studies, math, and science foster advanced discussions, abstract thinking, and course-specific grade acceleration. The experiences and programs students in elementary and middle school engage with are examples of targeted talent development that lead to overall greater achievement in other content areas.

In conjunction with talent development throughout all levels, students can discover their passions and interests through broad-based educational opportunities in the Inspired Journey program. ~~We also know that broad-based educational opportunities allow students to discover their passions and interests, leading to continuous learning~~. Inspired Journey ~~Pathways~~ programming provides authentic learning opportunities for students to discover, explore, and pursue ~~learn about and experience~~ potential future careers. Learning experiences K-12 are clustered across five Pathways that allow students to make connections for deeper learning. Ultimately, students are better able to prepare for their next phases of life. ~~The Pathways programming enables students to purposefully plan for their future by offering K-12 coursework to prepare them for specific college, career, or civic opportunities after graduation.~~

Metrics around participation and achievement in the Inspired Journey program will be complemented by metrics around student engagement. By gathering and acting on student feedback, we foster students' sense of ownership, motivation, and responsibility for learning. Student voice also helps us gain valuable insights into students' needs, interests, and aspirations, leading to more personalized and relevant educational experiences. Ultimately, student engagement feedback cultivates a positive and inclusive learning environment where students feel heard, respected, and valued as active contributors to their own education.

Measurement Plan:

~~I. Description of the Measurement Tools~~
Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Exceeding Minimum Graduation Requirements Assessed by Course Enrollment Credits:
- Percentage of graduating students who earned greater than 54 credits, above and beyond, Minnesota state minimum graduation requirements.

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

Rigorous Course Enrollment Assessed by Percentage of Student Course Enrollments in One or More of the Following:
- Post-Secondary Options - Dual Enrollment
  - Number of students enrolled in the Post-Secondary Enrollment Options program (PSEO). (Data obtained from MN Department of Education)
- Students enrolled in rigorous course work
  - Percentage of students enrolled in at least one Advanced Placement course.
  - Percentage of scores 3 or higher on Advanced Placement exams.
- Concurrent College Enrollment—College in the Schools (CIS) Spanish, French, German Normandale Calculus III, Algebra Trig, Intro to Education, Multicultural Education & Human Relations in Schools. Percentage of students enrolled and successfully completing Advanced course offerings in World Languages, Career & Tech Ed, Math, etc.

Talent Development Assessed by Targeting Programming and Coursework:
Elementary
- Percentage of students in grades 3-5 in elementary Gifted & Talented Programming (i.e., Young Scholars, Key, Mosaic)
- Percentage of students participating in Inspire Choice
- Number of students completing a Steppingstone project
- Student engagement in Inspire Choice collected through survey questions

Middle
- Percentage of students earning credit in one or more enriched, honors, or advanced course
- Average GPA for Pathways Exploration courses
- Student engagement in Pathways Exploration courses collected through survey questions

High
- Percentage of students earning credit in one or more college-level experience
  - Post-Secondary Enrollment Options (PSEO) or equivalent program
  - Concurrent college enrollment, such as College in the Schools through the University of Minnesota
  - Advanced Placement (AP) courses
  - Career and technical education (CTE) courses
  - Bilingual Seal certification
- Average GPA for Pathways Capstone courses
- Number of students completing a Pathway (10 credits)
- Student engagement in Pathway Capstone courses collected through survey questions
- Student participation in extracurricular activities that are aligned with Pathways

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

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~~**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 Career Pathways courses at the high school level.~~

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

Inspired Journey Participation:

The tables below detail the Pathway Exploration courses offered in grades 6-8 and the Pathway Capstone courses and qualifying extracurricular activities offered in grades 9-12 during the 2023-2024 school year.

GRADES 6-8	
Pathway	**Pathway Exploration Courses in 2023-2024**
Business & Management	Pathways to Business (Gr 6); Entrepreneurship (Gr 7); Personal Career Literacy (Gr 7); Business Leadership & Management (Gr 8); Personal Financial Literacy (Gr 8)
Human & Public Service	*Note: This area is under focused development for 23-24.*
Natural & Applied Science	*Note: This area is under focused development for 23-24.*
Engineering, Technology & Manufacturing	Pathways to Engineering & Technology (Gr 6); Designers & Makers (Gr 7); GreEngineering (Gr 7); Coding & Robotics (Gr 8); Design, Model & Make (Gr 8)
Communication & Arts	Digital Media Arts (Gr 6); Theater Arts (Gr 6); Visual Arts Experience (Gr 6); Arts Media & Culture (Gr 7); Drawing and Painting (Gr 7); Theater Arts (Gr 7); 3D Visual Arts (Gr 8); Theater Arts (Gr 8); Visual Arts & Identity (Gr 8)

GRADES 9-12		
Pathway	**Pathway Capstone Courses in 2023-2024**	**Qualifying Extracurricular Activities in 2023-2024**
Business & Management	Entrepreneurship; Integrated Marketing & Analytics	DECA; Computer Science Honors Society; Student Council
Human & Public Service	Education Capstone; Civics in ACTION; Artificial Intelligence (EPO)	Dare 2 Be Real; Student Council; Best Buddies; HOSA; KEY club; Connect 9
Natural & Applied Science	Science Research & Design	Math Team; Robotics; Science Olympiad; HOSA

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Engineering; Technology & Manufacturing	iOS App Development; Advanced Woodcrafting; Principles of Engineering	Computer Science Honor Society; Math Team; Robotics; Science Olympiad; Quiz Bowl
Communication & Arts	Multimedia Story Production	Speech; Fall Musical; Winter Guard; Marching Band; Jazz Band; Chamber Winds; Chamber Orchestra; Chamber Choir; Y's Act

Grade Point Average (GPA) is calculated from the percentage of points earned out of the total number of available points. Students in grades 6-12 earn credit based on the GPA scale below:

Letter Grade	Percentage of Available Points Earned	GPA Weight on 4.0 Scale
A	93% to 100%	4.0
A-	90% to 92%	3.7
B+	87% to 89%	3.4
B	83% to 86%	3.0
B-	80% to 82%	2.7
C+	77% to 79%	2.4
C	73% to 76%	2.0
C-	70% to 72%	1.7
D+	67% to 69%	1.4
D	63% to 66%	1.0
D-	60% to 62%	0.7
Incomplete	0% to 59%	0

II.   Targets

Targets:

Exceeding Minimum Graduation Requirements: Targets for 2023-2024
- Comparative data will be provided to identify trends
- 90% of seniors will graduate with more than 54 credits

Rigorous Coursework: Talent Development: Targets for 2023-2024
- Comparative data will be provided to identify trends
   Elementary
   - 25% of students in grades 3-5 will participate in Gifted & Talented Programming
   - 100% of elementary students will participate in Discovery (formerly Inspire Choice) programming

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- Baseline data will be collected for the number of students completing a Steppingstone project
- Baseline data will be collected for student engagement in Inspire Choice

Middle
- 40% of students in grades 6-8 will earn credit in one or more enriched, honors, or advanced course
- Baseline data will be collected for the average GPA for Pathways Exploration courses
- Baseline data will be collected for student engagement in Pathway Exploration courses

High
- 45% of students will earn credit in one or more college-level course
- Baseline data will be collected for the average GPA for Pathways Capstone courses
- Baseline data will be collected for the number of students completing a Pathway (10 credits)
- Baseline data will be collected for student engagement in Pathway Capstone courses
- Baseline data will be collected for student participation in extracurricular activities that are aligned with Pathways

~~**Enrollment of Students Participating in Pathways Programming**~~
- ~~Baseline data will be collected for Inspire Choice 2022-2023~~
- ~~The number of students participating in Capstone courses in grades 9-12 will increase 50 percent~~

Evidence:

Policy Monitoring FOR BOARD USE ONLY
- OI is/is not reasonable.
- Data does/does not provide adequate evidence of compliance. ***Include specific evidence*** *for rating conclusion and recommendations.*

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

Statement of Assertion
Board Member's Summarizing Comments

Eden Prairie School District 272
Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 12, 2023
Evidence: October 2024

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Board Work
Policy Monitoring
Ends 1.5 OI for 2023-2024

Operational Interpretation:

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools; and for whom data exists ~~to include in the report~~. *Each* also indicates that achievement disparities will not be predictable between racial groups and *within* service student groups.
2. I interpret *21ˢᵗ century skills* as the 4Cs of collaboration, communication, creativity, and critical thinking. These skills are incorporated into instruction at all levels. ~~In Eden Prairie, the focus of 21ˢᵗ Century Skills is defined by the 4Cs (critical thinking, creativity, collaborating, and communicating).~~
3. I interpret *succeeding in the global economy* to mean demonstrating self-direction and personal motivation.

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 and these expectations are not impacted by raci~~al~~e, socio-economic ~~group~~, or service group~~s~~ defined by the Minnesota Department of Education.

Each Student Has 21st Century Skills:

An integration of 21st century skills into daily learning experiences will guarantee and enhance high levels of learning in academic core content areas. The integration of 21st century skills and content areas increases academic achievement by engaging students in authentic experiences which replicate the skills they will encounter beyond their years in school. These experiences are designed to create transferable skills, preparing students to contribute purposefully to our ever-changing world. Furthermore, incorporating student voice when setting goals helps to empower learners, increase their engagement and motivation, and create a sense of ownership and investment in their education.

In Eden Prairie, 21st century skills are defined by the 4Cs of collaboration, communication, creativity, and critical thinking. Eden Prairie's interpretation of 21st century skills are defined as:

Collaboration
Students will be able to demonstrate an ability to work effectively and respectfully with diverse teams, exercising flexibility through the shared responsibility of collaborative work. Learners will develop attributes which value the individual contributions made by each team member and embody a willingness to make necessary compromises to accomplish a common goal.

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.

Creativity
Students will be able to think creatively and develop new, 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.

Critical Thinking

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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.

Metrics around student achievement in the 4Cs will be complemented by metrics around student perception around their own collaboration, communication, creativity, and critical thinking. By gathering and acting on student feedback, we foster a sense of ownership, motivation, and responsibility for students' own learning. Student voice also helps us gain valuable insights into students' needs, interests, and aspirations, leading to more personalized and relevant educational experiences. Ultimately, student engagement feedback cultivates a positive and inclusive learning environment where students feel heard, respected, and valued as active contributors to their own education.

~~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.~~

Each Student Has the Skills Needed to Succeed in the Global Economy:
Personal goal setting increases motivation and self-direction, and these attributes are important for students to succeed in the global economy. 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:
- Partnership for 21st Century Learning - http://www.p21.org/.
- EdLeader21 - http://www.edleader21.com/.
- ISTE - Essential Elements of Digital Citizenship
  https://www.iste.org/standards/iste-standards-for-students
- Personal Goal Setting - AVID - http://www.avid.org/dl/hed/hed_reviewofliterature.pdf.

Measurement Plan:

I. Description of the Measurement Tools
Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

4Cs Proficiency~~:~~ Assessed through ~~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.

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- Level 3: Describes student performance that is proficient.
- Level 4: Describes student performance that is exemplary and exceeds proficiency.

4Cs Assessed through Student Self-Assessment
Students (grades 9-12) will self-assess their proficiency in 21st century skills at the beginning of Pathways Capstone courses and then again at the end of the Pathways Capstone courses to evaluate growth.

Self-Direction and Personal Motivation Assessed through Goal Setting
Students will set personal and academic goals and/or make an academic plan.

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

~~*H.   Targets*~~

Targets:

4Cs Proficiency: Targets for 2023-2024 ~~2022-2023~~
- ~~The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Critical Thinking will increase by 2 percentage points over the 2021-2022 results~~
- ~~.The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Communication will increase by 2 percentage points over the 2021-2022 results.~~
- ~~The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Collaboration will increase by 2 percentage points over the 2021-2022 results.~~
- ~~The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Creativity will increase by 2 percentage points over the 2021-2022 results.~~
- 80% of students will be proficient in the area of collaboration
- 80% of students will be proficient in the area of communication
- 80% of students will be proficient in the area of creativity
- 80% of students will be proficient in the area of critical thinking

4Cs Assessed through Student Self-Assessment: Targets for 2023-2024
- Baseline data will be collected for student self-assessment on the 4Cs in high school Pathways Capstone courses

Self-Direction and Personal Motivation Assessed through Goal Setting: Targets for 2023-2024
- 90% of elementary and middle school students will set personal and academic goals
- 90% of high school students will create a graduation plan through an academic planner tool

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Ends 1.5 OI for 2023-2024

Evidence:

Policy Monitoring FOR BOARD USE ONLY
- OI is/is not reasonable.
- Data does/does not provide adequate evidence of compliance. ***Include specific evidence*** *for rating conclusion and recommendations.*

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

Statement of Assertion

Board Member's Summarizing Comments

Eden Prairie School District 272
Ends Policy Monitoring Report

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 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 12, 2023
Evidence: October 2024

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Board Work
Policy Monitoring
Ends 1.6 OI for 2023-2024

Operational Interpretation:
1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists ~~to include in the report~~. *Each* also indicates that achievement disparities will not be predictable between racial groups and *within* service student groups.
2. I interpret *the knowledge that citizens and residents need* as an understanding of civics as defined by the Minnesota Learning Law and Democracy Foundation in partnership with the United States citizenship and immigration services.
3. I interpret *to contribute positively to society* to mean 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 and these expectations are not impacted by racial~~e~~, socio-economic ~~group~~, or service groups defined by the Minnesota Department of Education.

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

Additionally, in our 21st century society, students must develop and model citizenship. Developing the attributes of a good citizen are essential for all students to create a productive and effective local, national, and global community. Citizenship is learned and experienced in various formats, including in-person and in digital platforms. ~~including digital citizenship. 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.~~ Specific to digital citizenship development, students gain the knowledge to ethically and responsibly use technology and digital tools. In alignment with the International Society for Technology in Education (ISTE), we support students in their knowledge development in the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Learning to become a responsible and respectful citizen of a school community will contribute towards each student becoming a citizen who contributes positively in their local, national, and global community. Daily interactions among students should be characterized as respectful of one another regardless of ethnicity, race, gender, political beliefs, social philosophies, or other characteristics and opinions. ~~The systemic implementation of Multi-Tiered System of Supports (MTSS) provides the instruction and reinforcement of the skills that students need to be responsible and respectful citizens.~~

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Policy Monitoring
Ends 1.6 OI for 2023-2024

As with academic achievement, student and staff feedback around citizenship are key metrics. By gathering and acting on student feedback, we foster a sense of ownership, motivation, and responsibility for students' own learning. Student voice also helps us gain valuable insights into students' needs, interests, and aspirations, leading to more personalized and relevant educational experiences. Ultimately, student engagement feedback cultivates a positive and inclusive learning environment where students feel heard, respected, and valued as active contributors to their own education. Similarly, staff perceptions on the respectful and responsible behavior of students provide an essential perspective of respectful and responsible behavior throughout a school.

~~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 Areas of Focus (n.d.). "ISTE Standards: Students." *ISTE.* https://www.iste.org/standards/iste-standards-for-students.
- ~~ISTE - https://www.iste.org/explore/ArticleDetail?articleid=101.~~
- ~~Personal Goal Setting - AVID - http://www.avid.org/dl/hed/hed_reviewofliterature.pdf.~~

Measurement Plan:

Description of the Measurement Tools
Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Civics Assessed by the MN Civics Test and Civics/Government Coursework
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 Citizenship and Immigration Services (USCIS) Naturalization Test. The 50 questions are selected by the Learning Law and Democracy Foundation, in consultation with civics teachers (MDE Social Studies, 2021).

In addition to passing a civics test, all students must take coursework in civics/government coursework which is taught throughout our social studies curriculum and aligned with Minnesota state standards. Students receiving credit bearing grades in these courses will be measured.

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

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EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, MN

Board Work
Policy Monitoring
Ends 1.6 OI for 2023-2024

Responsible and Respectful Behavior: Assessed through Report Card Standards ~~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.

Responsible and Respectful Behavior Assessed through Student Self-Assessment
Students in grades K-12 will respond to grade-banded surveys created by Eden Prairie Schools students, teachers, and administrators that capture student feedback on whether they perceive their classrooms to be safe, kind, and responsible. ~~Students in grades 6-12 are assessed on responsibility and respectful behavior using the Panorama Education Student Survey. This survey instrument is focused on measuring student perceptions of teaching and learning. Panorama Student Surveys were initially developed by a team of researchers at the Harvard Graduate School of Education using research-based survey design processes that maximize validity and minimize error. National norms, which were derived from 3,000+ schools and 2,000,000+ students, are provided by Panorama Education for each topic and are reported in terms of "percentage of students who responded favorably" to the questions within a topic.~~

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

Responsible and Respectful Behavior Assessed through Staff Assessment
Staff will use a custom survey created by Eden Prairie Schools that aligns with the student self-assessment survey to evaluate staff perceptions of student responsible and respectful behavior.

Digital Citizenship Assessed by ~~the 4Cs~~ **Proficiency Scales**
Student proficiency of digital citizenship is measured through ~~the 4Cs~~ performance assessments embedded into content area assessments. ~~Teachers utilize proficiency scales to measure the 21st Century Skills defined within the categories of collaboration, communication, creativity, and critical thinking.~~ Proficiency scales assess students' knowledge of the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world. Topics for teaching, learning, assessment include: digital identity management, safe online behaviors, rights and responsibilities in using and sharing intellectual property, and management and security of personal data.

Eden Prairie's ~~4C~~ Proficiency Scales:
- Level 1: Describes student performance that requires significant support in reaching basic proficiency.
- Level 2: Describes student performance that is approaching proficiency.
- Level 3: Describes student performance that is proficient.
- Level 4: Describes student performance that is exemplary and exceeds proficiency.

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

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

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EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, MN

Board Work
Policy Monitoring
Ends 1.6 OI for 2023-2024

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

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

Targets:

Civics: Targets for 2023-2024 2022-2023
- 95% of 12th graders will receive a passing grade (at least 60%) on the Minnesota Civics test.
- 95% of 12th graders will receive a credit bearing grade in US Government & Politics ~~Globalization & American Citizenship~~ or Advanced Placement US Government.

Responsible and Respectful Behavior: Assessed through Report Card Standards: Targets for 2023-2024
~~K-5 Target:~~
- 75% of elementary students will receive a Proficient score on the end of the year report card for respectful behavior
- 75% of elementary students will receive a Proficient score on the end of the year report card for responsible behavior

Responsible and Respectful Behavior Assessed through Student Self-Assessment: Targets for 2023-2024
   Grades K-2, 3-5, 6-8, 9-12
   - Baseline data will be collected for student self-assessment on respectful and responsible behavior

   ~~K-5 Target~~
   - ~~75% of students will respond favorable on Panorama student survey questions focused on respectful behavior~~
   - ~~75%of students will respond favorable on Panorama student survey questions focused on respectful behavior~~

   ~~6-8 Target~~
   - ~~60% of students will respond favorably on Panorama student survey questions focused on respectful behavior~~
   - ~~60% of students will respond favorably on Panorama student survey question focused on responsible behavior~~

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

Responsible and Respectful Behavior Assessed through Staff Assessment: Targets for 2023-2024
- Baseline data will be collected for staff assessment on respectful and responsible behavior

Digital Citizenship: Target for 2023-2024 2022-2023

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, MN

Board Work
Policy Monitoring
Ends 1.6 OI for 2023-2024

- ~~The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area Digital Citizenship will increase by 2 percentage points over the 2021-2022 results.~~
- 80% of students will be proficient in the area of digital citizenship

~~**Self-Direction and Personal Motivation: Target for 2022-2023**~~
- ~~90% of students in grades 4-12 set personal academic and social emotional goals.~~

Attendance Rate: Target for 2023-2024 ~~2022-2023~~
- The attendance rate will be 95% or above for all schools.

Evidence:

Policy Monitoring FOR BOARD USE ONLY
- OI is/is not reasonable.   - Data does/does not provide adequate evidence of compliance. ***Include specific evidence*** *for rating conclusion and recommendations.*   **Board member name**: *(enter rating and reasoning when appropriate)*

Statement of Assertion
Board Member's Summarizing Comments

Release of Probationary Teacher

Full Name	Location	Occupation
Amarja Babtiwale	Lower Campus	Little Eagles Preschool Teacher

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:

District Office:
- Donation of $15.62 – AMAZON SMILES – Funds deposited into the District's Gifts and Bequests Revenue

Eden Lake Elementary:
- Donation of 100.00 – Charites Aid Foundation, Andover, MA – funds used for supplemental supplies
- Donation of 50.00 – Charites Aid Foundation, Andover, MA – funds used for supplemental supplies
- Donation of 100.00 – Charites Aid Foundation, Andover, MA – funds used for supplemental supplies
- Donation of $50.00 – Blackbaud Giving Fund YourCause, Charleston, SC – funds used for supplemental supplies
- Donation of 100.00 – Charites Aid Foundation, Andover, MA – funds used for supplemental supplies

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports
   HUMAN RESOURCES
   1. Human Resources – Principals
      a. New Hires
         Thomas, Tamiko - Associate Principal, Eden Prairie High School, effective 7/3/2023
      b. Change in Assignment
      c. Resignation/Retirements
   2. Human Resources – Administrative/Supervisory/Technical (AST)
      a. New Hires
         Peterson, Amy - Director of Special Services, Administrative Service Center, effective 7/3/2023
      b. Change in Assignment
         Loddigs-Werlinger, Tova - From Instructional Excellence Coordinator, Administrative Services Center, to Coordinator of Professional Learning, Administrative Services Center, effective 7/3/2023
         Rhodes, Mia - From Administrative Dean, Central Middle School, to Instructional Excellence Coordinator, Central Middle School, effective 7/3/2023
      c. Resignation/Retirements
         Halverson, Jordan - Administrative Dean, Eden Prairie High School, effective 6/30/2023
   3. Human Resources – Eden Prairie Supervisors & Specialists (EPSS)
      a. Re-hire
         Puchtel, Lauren - Public Health Coordinator, Administrative Services Center, effective 8/28/2023
      b. Change in Assignment
      c. Resignation/Retirements
   4. Human Resources – Licensed Staff
      a. New Hires
         Abrokwah, Kingsley - Math Teacher, Eden Prairie Online, effective 8/28/2023
         Cordes, Jennifer - Special Education Lead Teacher, 1.0 FTE, Central Middle School, effective 8/28/2023
         De Santiago Contreras, Carlos - Development Adaptive Physical Education, Oak Point Elementary, .60 FTE, effective 8/28/2023
         Enfield, Virginia - Instructional Excellence Coach, 1.0 FTE, Central Middle School, effective 8/28/2023
         Hammel, Malinda - Talent Development Programming Specialist K-5, 1.0 FTE, Administrative Services Center, effective 8/28/2023
         Maurer, Anthony - Social Studies Teacher, Eden Prairie Online, effective 8/28/2023
         McBride, Meghan - Kindergarten Teacher, 1.0 FTE, Forest Hills Elementary, effective 8/28/2023
         Rivera Ramos, Vilma – Kindergarten Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/28/2023
         Rowan, Karen - Special Education Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/28/2023
         Schultz, Jackie - Special Education Teacher, 1.0 FTE, Forest Hills Elementary and Districtwide, effective 8/28/2023
         Skjerping, Kaylyn - Early Childhood Special Education Teacher, Long term substitute, 1.0 FTE, Cedar Ridge Elementary, effective 8/28/2023

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Swartz, Zoe - Occupational Therapist, 1.0 FTE, District Wide, effective 8/28/2023
Varela, Alexa - Kindergarten Teacher, 1.0 FTE, Oak Point Elementary, effective 8/28/2023
Weller, Sarah - Speech Language Pathologist, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/28/2023

b. Change in Assignment
Quinonez, Juan - From Youth Program Specialist, Community Education to Special Education Teacher, 1.0 FTE, Forest Hills Elementary, effective 8/28/2023
Yost, Anthony − From Special Education Paraprofessional, Eden Prairie High School, to Special Education Teacher, 1.0 FTE, Oak Point Elementary, effective 8/28/2023

c. Resignation/Retirements
Crews, Jacinda - Special Education Teacher, 1.0 FTE, effective 6/9/2023
Fiala, Allison - Reading Teacher, 1.0 FTE, Central Middle School, effective 6/9/2023
Fraser, Delaney - E L Teacher, 1.0 FTE, Central Middle School, effective 6/9/2023
Heim, Mary - Assessment Team Teacher, Districtwide, effective 6/9/2023
Schultz, Michelle - Licensed School Nurse, 1.0 FTE, Districtwide, effective 6/9/2023

d. Leave of Absence
Brill, Jane − Social Worker, 1.0 FTE, Forest Hills Elementary and EP Online, Extended leave, effective 8/28/2023
Dehoff, Ann− Social Studies, 1.0 FTE, Central Middle School, Extended leave, effective 8/28/2023
Finstad, Rachel - WL - Spanish Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, 1-year Childcare leave, effective 8/28/2023
Nahan, Genna - Kindergarten Teacher, 1.0 FTE, Forest Hills Elementary, 1-year Childcare leave, effective 8/28/2023
Peters, Carolyn - Grade 1 Teacher, 1.0 FTE, Forest Hills Elementary, 1-year Childcare leave, effective 8/28/2023
Xu, Ergan - Chinese Teacher, .70 FTE, Eden Prairie High School and Central Middle School, Extended Leave, effective 8/28/2023

e. Correction
Lanquist, Rachel - Technology Education, 1.0 FTE, Central Middle School, resignation effective 6/9/2023
Retzlaff, Christine - Technology Education, 1.0 FTE, Central Middle School, resignation effective 6/9/2023

5. Human Resources – Classified Staff
a. New Hires
BUILDING SERVICES
CLASS
Granos, Madelyn - Eagle Zone Program Lead, Community Education, 8 hours/day, 5 days/week, 260 days/year, effective 6/12/2023
FOOD SERVICE
MSEA
Bru, Christopher - Eagle Zone Special Education Paraprofessional, Oak Point Elementary, 2 hours/day, 5 days/week, 172 days/year, effective 6/7/2023
PRESCHOOL TEACHERS
TRANSPORTATION

SUPERINTENDENT CONSENT AGENDA

   b. <u>Change in Assignment</u>
       BUILDING SERVICES
       <u>Windhorst, William</u> - From Bus Driver, Transportation, to Truck Driver, Transportation, 8 hours/day, 5 days/week, 260 days/year, effective 6/26/2023
       CLASS
       FOOD SERVICE
       MSEA
       PRESCHOOL TEACHERS
       TRANSPORTATION
   c. <u>Resignation/Retirements</u>
       BUILDING SERVICES
       CLASS
       <u>Alexander, Deja</u> - Cultural Liaison, Districtwide, effective 6/9/2023
       <u>Daniel, Danielle</u>–   Receptionist, Forest Hills Elementary, effective 6/9/2023
       <u>McGowan, Joseph</u> - Eagle Zone Program Lead, Community Education, effective 6/23/2023
       FOOD SERVICE
       MSEA
       <u>Murray, Ke'Shawn</u> - Student Supervisor, Central Middle School, effective 6/8/2023
       <u>Withers, Gloria</u> - Student Supervisor, Central Middle School, effective 6/8/2023
       PRESCHOOL TEACHERS
       TRANSPORTATION

Board Business:

General Consent Agenda

Approval of Payments, All Funds, May 2023

Check #416702-417005	$1,869,506.29
Electronic Disbursements	$4,257,548.08
TOTAL	**$6,127,054.37**

Acknowledgment of Electronic Transfers May 2023

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
	PMA Financial	MNTrust			

EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: May-23

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	$ 31,662,500	$ 27,457,881	115.31%	107.80%
021-040	TUITION	99,210	50,000	198.42%	94.21%
041-089	FEES & ADMISSIONS	871,721	582,900	149.55%	149.14%
090-199	MISC REVENUE	1,427,236	946,000	150.87%	111.01%
200-399	STATE AID	76,460,753	88,431,584	86.46%	96.33%
400-499	FEDERAL PROGRAMS	704,775	6,071,029	11.61%	14.10%
600-649	SALES	61,878	50,000	123.76%	127.95%
		$ 111,288,074	$ 123,589,394	90.05%	94.89%
	CAPITAL OUTLAY	262,330	15,458,106	1.70%	2.69%
	STUDENT ACTIVITIES	2,274,820	1,580,000	143.98%	116.51%
	MEDICAL ASSISTANCE	145,865	150,000	97.24%	177.32%
	SCHOLARSHIPS	4,959	8,500	58.35%	94.12%

Revenue Notes:

EXPENDITURES/TRANSFERS OUT (BY OBJECT CODE)

OBJECT	DESCRIPTION	YEAR TO DATE EXPENDED	CURRENT FULL YEAR PROJECTION	THIS YEAR % EXPENDED	LAST YEAR % EXPENDED
100	SALARIES	$ 66,067,366	$ 82,029,969	80.54%	80.27%
200	BENEFITS	20,419,372	25,652,109	79.60%	77.96%
300	PURCHASED SVCS	9,990,945	11,203,058	89.18%	80.28%
400	SUPPLIES & EQUIPMENT	6,587,056	8,003,376	82.30%	69.43%
800	OTHER EXPENSES	193,265	631,896	30.58%	23.05%
900	TRANSFERS & CONTINGENCY	-	91,100	0.00%	0.00%
		$ 103,258,003	$ 127,611,508	80.92%	78.96%
	CAPITAL OUTLAY	11,214,727	16,111,935	69.61%	67.28%
	STUDENT ACTIVITIES	2,265,841	1,580,000	143.41%	112.79%
	MEDICAL ASSISTANCE	174,481	196,782	88.67%	80.90%
	SCHOLARSHIPS	-	11,000	0.00%	140.91%

Expenditure Notes:

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School Board Meeting - June 26,. 2023   Monthly Revenue/Expenditure Report - May 2023

June 26, 2023

To: Dr. Josh Swanson, Superintendent
From: Jason Mutzenberger, Executive Director of Business Services
Re: 2023-24 School Meal Prices

The Eden Prairie Schools Child Nutrition Department provides nutritional meal options for students, staff, and guests. Eden Prairie school cafeterias are meeting tough federal nutrition standards for school meals, ensuring that meals are healthy and well-balanced and provide students the nutrition they need to succeed at school.

Gov. Tim Walz signed the Free School Meals for Kids bill on Friday, March 17, 2023. This legislation provides state reimbursement for a free breakfast and lunch to all students at schools participating in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) starting the 2023-24 school year. We believe this change will result in more students eating school lunch, just as we saw happen during the pandemic. We will be able to meet this need with sufficient staff and facilities.

There are a few additional food items that will still require payment including a la carte items, 2nd meals, adult meals, milk, and water. Below is a table identifying the current meal prices and recommended changes:

Item	Current Prices	Recommended Prices
Breakfast – 1st Meal (PreK-12)	$0-$2.05	Free
Breakfast - 2nd Meal	$2.30	$2.30
Breakfast - Adult	$2.30	$2.30
Lunch – 1st Meal (PreK-12)	$3.00-$3.80	Free
Lunch - 2nd Meal (State Requires Price Increase)	$3.80	$5.00
Lunch – Adult (State Requires Price Increase)	$4.50	$5.00
1st Milk – Student brining a sack lunch to school	$0.55	Free
Additional Milk (One carton of milk is included in breakfast/lunch meal)	$0.55	$0.55
Bottled Water	$0.65	$0.65

2023 JOINT POWERS AGREEMENT FOR THE LEARNING EXCHANGE CONSORTIUM
TO COOPERATIVELY PROVIDE COMMUNITY EDUCATION PROGRAMS
AND SERVICES FOR ADULTS WITH DISABILITIES

PREAMBLE

THIS AGREEMENT IS MADE and entered by and between the school districts named herein, hereafter collectively referred to as "members," and individually as "member," which are signatories to this Agreement.

It is the intention of the members to jointly cooperate to provide educational and enrichment opportunities for adults with disabilities; increase the public awareness of the role of adults with disabilities; enhance the role of adults with disabilities within the community; enhance cooperation and coordination with the Adaptive Recreation efforts of the cities named below; and promote cooperation with other organizations that function within the four communities.

In consideration of the mutual promises and agreements contained herein and subject to the provisions of Minnesota Statutes Section 471.59 and all other applicable statutes, rules, and regulations, the following members:

> Independent School District No. 271, Bloomington (ISD 271)
> Independent School District No. 272, Eden Prairie (ISD 272)
> Independent School District No. 273, Edina (ISD 273)
> Independent School District No. 280, Richfield (ISD 280)

Hereto agree as follows:

RECITALS

WHEREAS, the members agree to maintain a joint powers entity entitled Learning Exchange Consortium to provide educational and enrichment opportunities for adults with disabilities. Base funding for the consortium will be provided by each consortium member based upon the funding it receives from the State of Minnesota as determined from the Minnesota Department of Education Levy Limitation and Certification reports and collected by the fiscal agent of said consortium.

AGREEMENT

1. **JOINT POWERS.**
   The members are jointly empowered to act on behalf of the several members and to take such actions as may be necessary from time to time to fulfill the purpose of this Agreement. The name of the entity formed by this Joint Powers Agreement shall be the Learning Exchange Consortium.

2. **PURPOSE.**
   The purpose of the Consortium is to enable the members to provide collaborative efforts for Learning Exchange services, which include: Providing enrichment and

educational opportunities, increase the awareness of the role of adults with disabilities, enhance the cooperation and coordination within the members, promote cooperation with other organizations that function with the four communities.

3. **ORGANIZATION AND GOVERNANCE.**
   The activities contemplated by this Agreement shall be overseen by the Consortium Board. The Consortium Board, hereinafter termed "the Board", shall be in existence for the duration of this Agreement.

   A. **Voting Representation**
   The Board shall consist of one voting member from each member District to this Agreement.

   Members of the Board shall not be deemed to be employees of the Consortium and will not be compensated by the Consortium for serving on the Board. For all purposes, including workers' compensation, each member of the Board shall be considered to be an employee of the member District that made their appointment.

   B. **Voting and Quorum**
   Each Board member shall be entitled to one vote on Board matters.

   A quorum shall consist of all Board members. Board action shall be determined by a majority of the votes cast at a meeting of the Board. All votes of the Board shall be recorded and become matter of public record.

   C. **Meetings**
   The Board shall meet at least two times annually at the call of the fiscal agent. Board members will agree to the date and time for regular and special meetings.

   Two or more members may request a special meeting of the Board by submitting a written notice to all Board members.

4. **BOARD DUTIES AND RESPONSIBILITIES.**
   The Board shall have and exercise all powers that may be necessary and convenient to enable it to perform and carry out the responsibilities conferred on it or contemplated by this Agreement, or which may hereafter be imposed on it by law or contract.

   Such powers shall include the power to accept and disburse funds and to apply for state funds necessary for the purposes set forth herein. The board shall not have the authority to levy taxes.

**2023 JOINT POWERS AGREEMENT FOR THE LEARNING EXCHANGE CONSORTIUM
TO COOPERATIVELY PROVIDE COMMUNITY EDUCATION PROGRAMS
AND SERVICES FOR ADULTS WITH DISABILITIES**

The Board, on behalf of each individual member, shall assume the following responsibilities:

A. The Board, with the input and assistance of the fiscal agent, shall consider and approve all budgets and evaluate the programs and services provided by the Consortium.

B. The Board shall review this Agreement on an annual basis and, if necessary, amend this Agreement in accordance with paragraph 11.

C. The Board shall review contracts and/or leases at the request of the fiscal agent as needed to help fulfill the purpose of this Agreement.

5. **FINANCIAL PARTICIPATION.**
The members agree that the Board shall have the authority to utilize funds received in the name of the Consortium for the purposes outlined herein. The members further agree that they shall share in any Consortium deficit as approved by a majority vote of the Board. Each member shall share in any deficit in proportion to the respective enrollment of each district in the current fiscal year.

6. **MEMBER OBLIGATIONS.**
Each member shall be obligated to:
   A. Submit appropriate financial data required by the State to qualify for program approval.
   B. Contribute to the efforts of the Consortium. For example, member Districts may provide the following:
      i. Administrative leadership and support;
      ii. Outreach and marketing through Community Education catalogs;
      iii. Referral of students to the program; and
      iv. Liaison support of local schools, social service agencies and employers.
   C. Direct all State Aid intended for Adults with Disabilities to the fiscal agent on behalf of the Consortium.

7. **FISCAL AGENT.**
ISD 271 shall serve as the fiscal agent for the Consortium. The Board, by a majority vote, may designate any other member to act as fiscal agent for the Consortium, provided the designated fiscal agent accepts the responsibilities. The fiscal agent shall perform the following duties and responsibilities:

A. The fiscal agent is responsible for fiscal management of the Consortium. The fiscal agent shall develop a program budget and submit the same to the Board

for approval. The fiscal agent shall monitor the program budget and ensure proper recordkeeping of all receipts and expenditures of the Consortium.

B. The fiscal agent is responsible for the organizational structure and staffing and supervision in order to implement programs.

C. The fiscal agent shall develop operational guidelines and procedures. Such guidelines and procedures shall be presented to the Board.

D. The fiscal agent shall collect data from members as necessary to perform the purposes of this Agreement.

E. The fiscal agent shall submit all required State performance reports and fiscal reports.

F. The fiscal agent shall keep all records on behalf of the Consortium.

G. The fiscal agent is responsible for program planning and development. The fiscal agent will report to the Board on program planning and development at each Board meeting.

8. **INSURANCE.**
The members agree that they will at all times, during the term of this Agreement or any extension thereof, at their own expense, maintain and keep in force comprehensive general public liability insurance against claims for personal injury, death, or property damage arising in connection with this Agreement in the limits set forth in Minnesota Statutes Section 466.04, as amended. The members further agree that they will name the Consortium as an additional insured on said insurance policies and submit certificates of said insurance to the fiscal agent.

The members agree that they will carry workers' compensation insurance as required by law, and that they will submit certificates of said insurance to the fiscal agent.

In the event that the procured liability coverage does not cover a particular act or omission, each individual member shall not be individually liable unless required by law, but any such liability shall be apportioned amongst the members based upon their percent of enrollment relative to the other members of the Consortium in the 12 months preceding the act or omission.

Activities by the Consortium are intended to be and shall be construed as a "cooperative activity" and the Consortium shall be deemed a "single government unit" for purposes of liability, as set forth in Minnesota Statutes Section 471.59, subd. 1a(b). To the fullest extent permitted by law, each member of the Consortium agrees to defend and

School Board Meeting – June 26, 2023   2023 Joint Powers Agreement for the Learning Exchange Consortium
|May 22, 2023 | Page 4 of 6

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indemnify the other members, their school board members, employees, and volunteers, from and against all claims, damages, losses, and expenses, including attorney fees, arising out of or resulting from the activities under this Agreement.

Under no circumstances, however, shall a party be required to pay, on behalf of itself or other parties, any amounts in excess of the limits on liability established in Minnesota Statutes Chapter 466 applicable to any one party. The limits of liability for some or all of the parties may not be added together to determine the maximum amount of liability for any party. Nothing in this Agreement shall constitute a waiver of the rights, benefits, immunities, and privileges that each party is entitled to under federal law or state law.

9. **TERM OF AGREEMENT AND TERMINATION.**
   This term of this Agreement shall run from the date of authorization of the School Boards of each respective member to June 30, 2024, unless it is terminated prior to June 30, 2024 as a result of the Consortium being:

   A. Terminated by the mutual consent of the members;
   B. Suspended or superseded by a subsequent agreement between the members; or
   C. Terminated by operation of law.

   If the Agreement is terminated, all assets acquired as a result of the joint exercise of powers pursuant to this Agreement remaining after the date of termination and after payment of any outstanding debts or expenses, shall be returned to those members in good standing on the date of termination in proportion to the respective contributions made by the member.

10. **WITHDRAWAL**
    Upon adoption of a resolution of its School Board, an individual member may withdraw from participation in the Consortium by providing eleven (11) months written notice.

    A withdrawing member shall not be entitled to the return of any contributions previously paid, and shall remain jointly liable for all indebtedness made on behalf of the Consortium during the period in which the withdrawing member was a member of the Consortium. The members shall engage in negotiations over the terms of such indebtedness, including the possibility of a settlement and release of liability for withdrawing members.

11. **AMENDMENTS.**
    Proposed amendments must be submitted to the Board for review and approval. Prior to a meeting of the Board at which an amendment of this Agreement will be considered, each Board member shall be given ten (10) days prior written notice of the meeting and the proposed amendment. In order to be approved, amendments must receive a majority vote of those Board members present at a duly qualified meeting at which the

vote is taken.

Should an amendment receive the requisite approval from the Board as provided in this section, the amendment shall be submitted to each member School Board represented on the Board. The amendment shall not be enacted unless adopted by the School Board of each member represented on the Board.

12. <u>EFFECTIVE DATE.</u>
The members agree that this Agreement shall become effective upon authorization of the School Boards of each respective member and shall be enforced from and after that date until terminated in accordance with paragraph 9.

13. <u>AUTHORIZATION.</u>
IN WITNESS WHEREOF, the undersigned member, pursuant to an authorizing resolution of its respective School Board, has caused this Agreement to be signed on the date on the following page.

_____   _____   _____
Chair, Bloomington ISD 271   Clerk, Bloomington ISD 271   Date

_____   _____   _____
Chair, Eden Prairie ISD 272   Clerk, Eden Prairie ISD 272   Date

_____   _____   _____
Chair, Edina ISD 273   Clerk, Edina ISD 273   Date

_____   _____   _____
Chair, Richfield ISD 280   Clerk, Richfield 280   Date

2023 JOINT POWERS AGREEMENT FOR THE
METRO SOUTH ADULT BASIC EDUCATION CONSORTIUM

PREAMBLE

THIS AGREEMENT IS MADE and entered by and between the school districts named herein, hereafter collectively referred to as "members," and individually as "member," which are signatories to this Agreement.

This Agreement is made pursuant to Minnesota Statutes Section 471.59, which provides that two or more governmental units may by agreement jointly exercise any power common to the contracting members, and Minnesota Statutes Section 124D.521, which sets forth the requirements for adult basic education consortia. Each of the members to this Agreement has been duly authorized to enter into the Agreement by its respective School Board.

It is the intention of the members to jointly cooperate to provide Adult Basic Education ("ABE") services for its residents 17 years of age and older who are not currently enrolled in public school regular day classes.

In consideration of the mutual promises and agreements contained herein and subject to the provisions of Minnesota Statutes Section 471.59 and all other applicable statutes, rules, and regulations, the following members:

Independent School District No. 271, Bloomington (ISD 271)
Independent School District No. 272, Eden Prairie (ISD 272)
Independent School District No. 273, Edina (ISD 273)
Independent School District No. 280, Richfield (ISD 280)

hereto agree as follows:

RECITALS

WHEREAS, the members agree to maintain a joint powers entity entitled Metro South Adult Basic Education Consortium ("Consortium") to provide adult education and literacy education. Base funding for the Consortium will be provided by the State of Minnesota to the duly assigned fiscal agent on behalf of the operation of the program; and

WHEREAS, the members seek to provide Adult Basic Education ("ABE") opportunities to its residents 17 years of age and older who are not currently enrolled in public school regular day classes; and

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WHEREAS, the members understand that programs funded through the WorkForce Investment Act and Minnesota Statutes Section 124D.51, Education Program for Adults, need to be part of a cooperative ABE delivery system established by written agreement among two or more school districts; and

WHEREAS, the members certify that the Consortium will carry out tasks and responsibilities in compliance with all applicable State and Federal laws and regulations, as well as the promises and agreements contained herein; and

WHEREAS, the purposes of the laws are to enable all adults to acquire basic skills necessary to function in society and also enable adults who so desire to continue their education to at least the level of completion of secondary school.

NOW THEREFORE, in consideration of the mutual promises and agreements set forth, the members agree as follows:

AGREEMENT

1. JOINT POWERS.

The members are jointly empowered to act on behalf of the several members and to take such actions as may be necessary from time to time to fulfill the purpose of this Agreement. The name of the entity formed by this Joint Powers Agreement shall be the Metro South Adult Basic Education Consortium. The Consortium shall have all the powers, duties, authorities, and responsibilities pertaining to the provision of ABE Services of the School Boards of each individual member that are herein designated and assigned to the Consortium.

2. PURPOSE.

The purpose of the Consortium is to enable the members to provide cooperative and collaborative efforts for ABE services, which include: Adult Basic Education, General Education Development, English as a Second Language, Family Literacy Programming, and Workforce Education.

3. ORGANIZATION AND GOVERNANCE.

The activities contemplated by this Agreement shall be overseen by the Consortium Board. The Consortium Board, hereinafter termed "the Board," shall be in existence for the duration of this Agreement.

A. **Voting Representation.**

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The Board shall consist of one voting member from each member District to this Agreement.

Members of the Board shall not be deemed to be employees of the Consortium and will not be compensated by the Consortium for serving on the Board. For all purposes, including workers' compensation, each member of the Board shall be considered to be an employee of the member District that made their appointment.

B. **Voting and Quorum.**

Each Board member shall be entitled to one vote on Board matters.

A quorum shall consist of all Board members. Board action shall be determined by a majority of the votes cast at a meeting of the Board. All votes of the Board shall be recorded and become matter of public record.

C. **Meetings.**

The Board shall meet at least two times annually at the call of the fiscal agent. Board members will agree to the date and time for regular and special meetings.

Two or more members may request a special meeting of the Board by submitting a written notice to all Board members.

4. BOARD DUTIES AND RESPONSIBILITIES.

The Board shall have and exercise all powers that may be necessary and convenient to enable it to perform and carry out the responsibilities conferred on it or contemplated by this Agreement, or which may hereafter be imposed on it by law or contract.

Such powers shall include the power to accept and disburse funds and to apply for state and federal funds necessary for the purposes set forth herein. The Board shall not have the authority to levy taxes.

The Board, on behalf of each individual member, shall assume the following responsibilities:

A. The Board, with the input and assistance of the fiscal agent, shall consider and approve all budgets and evaluate the programs and services provided by the Consortium.

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B. The Board shall review this Agreement on an annual basis and, if necessary, amend this Agreement in accordance with paragraph 11.

C. The Board shall review contracts and/or leases at the request of the fiscal agent as needed to help fulfill the purpose of this Agreement.

5. **FINANCIAL PARTICIPATION.**

The members agree that the Board shall have the authority to utilize funds received in the name of the Consortium for the purposes outlined herein. The members further agree that they shall share in any Consortium deficit as approved by a majority vote of the Board. Each member shall share in any deficit in proportion to the respective enrollment of each district in the current fiscal year.

6. **MEMBER OBLIGATIONS.**

Each member shall be obligated to:

A. Submit appropriate financial data required by the State to qualify for program approval.

B. Contribute to the ABE efforts of the Consortium. For example, member Districts may provide the following:
   1) Administrative leadership and support;
   2) Outreach and marketing through Community Education catalogs;
   3) Referral of students to the program; and
   4) Liaison support of local schools, social service agencies and employers.

C. Agree to abide by any requirements set forth in the annual adult basic education program application, including the state adult basic education assurances which are hereby incorporated into this Agreement by reference.

D. Direct all revenue intended for ABE Services, whether it be State, Federal, or local funding, to the fiscal agent on behalf of the Consortium.

7. **FISCAL AGENT.**

ISD 271 shall serve as the fiscal agent for the Consortium. The Board, by a majority vote, may designate any other member to act as fiscal agent for the Consortium,

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provided the designated fiscal agent accepts the responsibilities. The fiscal agent shall perform the following duties and responsibilities:

A. The fiscal agent is responsible for fiscal management of the Consortium. The fiscal agent shall develop a program budget and submit the same to the Board for approval. The fiscal agent shall monitor the program budget and ensure proper recordkeeping of all receipts and expenditures of the Consortium.

B. The fiscal agent shall develop formulas, pertaining to both revenues and expenditures, for the distribution of Consortium funds. Such formulas shall be submitted to the Board for approval.

C. The fiscal agent is responsible for the organizational structure and staffing and supervision in order to implement programs. The fiscal agent shall employ Consortium-wide ABE staff working on behalf of the Consortium.

D. The fiscal agent shall develop operational guidelines and procedures. Such guidelines and procedures shall be presented to the Board.

E. The fiscal agent shall collect data from members as necessary to perform the purposes of this Agreement.

F. The fiscal agent shall submit application materials on behalf of the Consortium for State, Federal, and other grants.

G. The fiscal agent shall submit all required State and Federal performance reports and fiscal reports.

H. The fiscal agent shall file this Agreement with the Minnesota Department of Education as required by Minnesota Statutes Section 124D.521.

I. The fiscal agent shall provide necessary assurances to State and Federal authorities.

J. The fiscal agent shall keep all records on behalf of the Consortium.

K. The fiscal agent is responsible for program planning and development. The fiscal agent will report to the Board on program planning and development at each Board meeting.

L. The fiscal agent shall perform all obligations and duties as set forth in Minnesota Statutes Section 124D.521, as amended.

8. **INSURANCE.**

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The members agree that they will at all times, during the term of this Agreement or any extension thereof, at their own expense, maintain and keep in force comprehensive general public liability insurance against claims for personal injury, death, or property damage arising in connection with this Agreement in the limits set forth in Minnesota Statutes Section 466.04, as amended. The members further agree that they will name the Consortium as an additional insured on said insurance policies and submit certificates of said insurance to the fiscal agent.

The members agree that they will carry workers' compensation insurance as required by law, and that they will submit certificates of said insurance to the fiscal agent.

In the event that the procured liability coverage does not cover a particular act or omission, each individual member shall not be individually liable unless required by law, but any such liability shall be apportioned amongst the members based upon their percent of enrollment relative to the other members of the Consortium in the 12 months preceding the act or omission.

Activities by the Consortium are intended to be and shall be construed as a "cooperative activity" and the Consortium shall be deemed a "single government unit" for purposes of liability, as set forth in Minnesota Statutes Section 471.59, subd. 1a(b). To the fullest extent permitted by law, each member of the Consortium agrees to defend and indemnify the other members, their school board members, employees, and volunteers, from and against all claims, damages, losses, and expenses, including attorney fees, arising out of or resulting from the activities under this Agreement.

Under no circumstances, however, shall a party be required to pay, on behalf of itself or other parties, any amounts in excess of the limits on liability established in Minnesota Statutes Chapter 466 applicable to any one party. The limits of liability for some or all of the parties may not be added together to determine the maximum amount of liability for any party. Nothing in this Agreement shall constitute a waiver of the rights, benefits, immunities, and privileges that each party is entitled to under federal law or state law.

9. <u>TERM OF AGREEMENT AND TERMINATION.</u>

This term of this Agreement shall run from the date of authorization of the School Boards of each respective member to June 30, 2024, unless it is terminated prior to June 30, 2024 as a result of the Consortium being:

      A. Terminated by the mutual consent of the members;
      B. Suspended or superseded by a subsequent agreement between the members; or
      C. Terminated by operation of law.

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If the Agreement is terminated, all assets acquired as a result of the joint exercise of powers pursuant to this Agreement remaining after the date of termination and after payment of any outstanding debts or expenses, shall be returned to those members in good standing on the date of termination in proportion to the respective contributions made by the member.

10. **WITHDRAWAL**

Upon adoption of a resolution of its School Board, an individual member may withdraw from participation in the Consortium by providing eleven (11) months written notice. Written notice must also be submitted to Commissioner of the Minnesota Department of Education.

A withdrawing member shall not be entitled to the return of any contributions previously paid, and shall remain jointly liable for all indebtedness made on behalf of the Consortium during the period in which the withdrawing member was a member of the Consortium. The members shall engage in negotiations over the terms of such indebtedness, including the possibility of a settlement and release of liability for withdrawing members.

11. **AMENDMENTS.**

Proposed amendments must be submitted to the Board for review and approval. Prior to a meeting of the Board at which an amendment of this Agreement will be considered, each Board member shall be given ten (10) days prior written notice of the meeting and the proposed amendment. In order to be approved, amendments must receive a majority vote of those Board members present at a duly qualified meeting at which the vote is taken.

Should an amendment receive the requisite approval from the Board as provided in this section, the amendment shall be submitted to each member School Board represented on the Board. The amendment shall not be enacted unless adopted by the School Board of each member represented on the Board.

12. **EFFECTIVE DATE.**

The members agree that this Agreement shall become effective upon authorization of the School Boards of each respective member, and shall be enforced from and after that date until terminated in accordance with paragraph 9.

13. **AUTHORIZATION.**

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IN WITNESS WHEREOF, the undersigned member, pursuant to an authorizing resolution of its respective School Board, has caused this Agreement to be signed on the date on the following page.

_____   _____   _____
Chair, Bloomington ISD 271   Clerk, Bloomington ISD 271   Date

_____   _____   _____
Chair, Eden Prairie ISD 272   Clerk, Eden Prairie ISD 272   Date

_____   _____   _____
Chair, Edina ISD 273   Clerk, Edina ISD 273   Date

_____   _____   _____
Chair, Richfield ISD 280   Clerk, Richfield ISD 280   Date

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Q Comp Annual Report June 2023

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

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

Core Component: Career Advancement Options

Implementation

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

Yes

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

Impact

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

Teacher leader positions in Eden Prairie Schools consist of Q Comp Coach/Observers, Professional Learning Committee (PLC) Leads, and a Q Comp Coordinator. Qualifying teachers are observed three times throughout the year, attend and participate in collaborative teams led by a PLC Lead, and set individual and team goals.

Q Comp coaches impact classroom instruction through job-embedded coaching. Each coach has been trained in Cognitive Coaching and taken the Intercultural Development Inventory (IDI) training. Utilizing the Cognitive Coaching framework, coaches establish trusting relationships with teachers within an observation cycle. This relationship building helps inspire certified staff to continuously reflect on their practice in order to grow in their craft. Coaches approach each conversation through a lens of equity

and inspiration for each student within our district. Many licensed teachers have expressed the value of their coach and observation. Staff report that the reflective conversation, centered on their observation script based on the components of the Charlotte Danielson rubric framework, is valuable and helps them grow and improve. The following responses come from a survey offered to all certified staff and come directly from educators throughout our K-12 system, Early Childhood, and Tassel.

Reflecting on my teaching lifted awareness and offered strategies to implement into my practice.

The pre and post discussions are valuable. In the pre, I get the opportunity to discuss my lesson and share with the observer areas that I would like them to focus on for support. During the post, I appreciate hearing constructive feedback for areas of need, as well as highlighting other strengths of the lesson which I may not have focused on.

The rich conversation before and after the observation helped me to ensure proper questioning across all student groups. It provides a check to be sure when calling on students it is an equitable distribution of voices heard in the room.

Talking and collaborating with a colleague about the students, and discussing best strategies in specific areas.

Having the coach watch specifically for best equitable practices, and discussing any way I may improve.

New practices have been put in place after revealing discussions about older accepted practices. We've been able to create new ways of thinking together.

The most valuable part of the process is reflecting with a peer observer. I have really valued the conversations that have come out of the observation and reflection process to make a continuous improvement to my practice.

My peer observer has been able to bring another perspective to my instruction,. to bring to light things that may have gone unnoticed or have been less obvious, and make suggestions or highlight additional approaches that could benefit students and my practice.

Confirmation of what I'm doing right means so much. Concrete ideas of how I could extend the lesson or try something new was also appreciated.

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

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Q Comp Annual Report June 2023

To ensure alignment with site and district goals, we engage in a district-wide process of feedback loops. First, building principals review and approve submitted goals. Then, if goals do not meet the standards of the district template they are reviewed and edited by principals, the district assessment team, and the Q Comp Coordinator.   Revised goals are submitted again once they match the template expectations. Finally, team goals are reviewed and approved by the Q Comp Steering Committee which is chaired by the Q Comp Coordinator.

In 2022-2023, PLC leads helped provide leadership for the grade level teams to focus on growth and proficiency in math and reading for each student across the grade levels. PLC leads helped support their teams by creating and monitoring ongoing team goals aligned to the site improvement plan (SIP). In addition, leads and coaches worked together to facilitate the ongoing collaborative use of analyzing data through the use of protocols to continuously design, deliver, adjust, and assess instruction in response to evolving evidence of student achievement to ensure student academic achievement is being attained by all student groups.

How did the work of teacher leaders impact student achievement?

The work of the Q Comp coaches impact student achievement by increasing teacher effectiveness. Q Comp coach/observers meet with all tenured teachers two cycles a year as part of the coaching process. At the pre and post conference meetings, coaches mediate a reflective conversation around student and teacher data collected by the Q Comp coach. This data includes a detailed script (complete with dialogue, pictures, videos, sound bites and sketched visuals) of the observed lesson/session. From these student-centered discussions, teachers were able to differentiate, plan, and analyze their results and effectiveness. In addition, Q Comp coaches led conversations with teachers around specific students in their classrooms. The script was used as a third point of data that teachers used for statistical and anecdotal evidence when reflecting on their teaching. Coaches also helped teachers reflect on the evidence they could share that their students achieved the learning target and what takeaways they might tell their PLC about the design, delivery or diagnosis of the observed lesson.

In 2022-2023, the Q Comp team continued to have discussions around instructional practices for equity in order to help teachers plan engaging lessons. These conversations specifically addressed the following high leverage coaching practices:

- Intentional planning for rigor for each, student-led discussion, using formative data to inform instruction, etc.
- Planning Breakthrough or Causal Factor Questions regarding student engagement in post-observation conversations
- Referencing/reflecting with staff on Charlotte Danielson Domain 3D: Using Assessment in Instruction asking how they use data to inform their instruction and reflecting on those practices.
- Data gathering around student voices as part of coaches' scripts. Teachers were asked to reflect on the trends noted from the lessons and were then coached toward more student voice in

planning and implementation in lessons.

- Reflective conversations related to student voice data and trends noted in observations connected to professional development at elementary sites focused on needs of our multilingual students - specifically supporting more academic talk opportunities. Teachers reflected and were coached around implementing practices such as providing sentence frames, extending partner conversations, and other engagement strategies (linked to Charlotte Danielson Domain 3B: Using Questioning and Discussion Techniques, Domain 3C: Engaging Students in learning, and Domain 2B: Establishing a Culture of Learning). One general reflection certified staff reported the most valuable insight gained from this process was the understanding that "the one doing the talking is doing the learning."
- Coaches had reflective conversations with teachers of multilingual students to provide visuals to accompany the focal vocabulary words in the Making Meaning (elementary curriculum) to support all learners.

In addition to the aforementioned coaching conversations, PLC team leads continue to facilitate conversations with teachers to be more effective in their instruction by bringing student data to the collaborative team meetings. These discussions are around scaffolding lessons so there is an entry point for each student. Student data and growth continues to drive PLC weekly discussions. Collaborative team leads communicate the data and goals to the site and steering committee.

Review Findings

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

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

In 2022-2023, Q Comp coaches and Instructional Excellence Coordinators participated in professional development once a month focused on building a deeper understanding of Depth of Knowledge and Rigor.

- Coaches practiced evaluating the Depth of Knowledge of Rigor of current English learning targets and standards. This exercise helped guide meaningful conversations with teachers about how they are using learning targets in their lesson planning.
- Coaches analyzed the alignment of the level of Depth of Knowledge of Rigor between standards and assessments in order to guide coaching conversations to help boost educators' cultural confidence and consciousness. As team members applied learning from Adaptive Schools training, the coaches and coordinators furthered their commitment to support teachers in the

development of instructional strategies and mindsets necessary to eliminate achievement disparities.

- Coaches discussed with teachers how while complex tasks are often difficult because they involve a higher degree of mental processing, difficult tasks are not necessarily complex. For example, tasks such as memorizing the correct spelling of English words or scientific formulas are difficult, but not complex. These distinctions help teachers plan the purpose of assessments and evaluations as well as to help focus classroom goals, support struggling and advanced learners, and, overall, to understand the different types of challenges students face as learning unfolds.
- Coaches focused conversations around intentionally planning activities that are higher on the DOK scale, which would inherently increase the complexity of students' interaction with the focus content. Some examples could be shifting from asking closed-ended questions with predetermined answers to having students justify their reasoning, researching or investigating specific topics, synthesizing content gathered from multiple sources, etc.

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

During the summer of 2022, the PLC Leads completed synchronous and asynchronous extended learning by examining the book, School Talk by and focused on key Learnings which included an Introduction to School Talk focused on understanding the connection between collective equity work across a system and how we talk about students. Participants considered the Equity Line as a tool to support conversations about—and with—students that promote each student's success. They also examined strategies to create effective and productive conversations with colleagues and created pathways to apply this learning to the PLC Lead role. Examination included identifying common practices that may be harmful to students. Specifically the ways in which student labels, student intelligence and student data are discussed.

In 2022-2023, Q Comp PLC team goals continued to emphasize increased rigor using universal screener assessments (FastBridge), proficiency on assessment performance, or course grades (at secondary sites). These goals were aligned with each site's SIP (Strategic Improvement Plan) in order to achieve our district's strategic vision of eliminating achievement disparities. As we continue to plan for next year, we always strive to continuously improve the support of our collaborative team leads around the PLC process, data analysis and leadership skills .

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

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Q Comp Annual Report June 2023

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

We always strive to continuously improve the support of our collaborative team leads around the PLC process, data analysis and leadership skills. In 2022-2023, the district assessment team continued to use a Q Comp Goal Template with high rigor for PLC goal setting, The assessment team and the Q Comp coordinator, for the second consecutive year, lead extensive feedback loops with building principals, site IE teams and PLC supervisors holding PLC leads and teams accountable for setting rigorous, yet achievable goals. The Q Comp team members supported PLC leads with data analysis and instructional matches to help teams meet goals based on the 2022-2023 template. Due to feedback from the Q Comp Steering Committee, the PLC goal template added goals to meet the needs of district elementary specialists and Eden Prairie High School certified staff. These changes allowed more certified staff to have rigorous goals that met the needs of the curriculum, grading practices and instructional matches.

Recommendations

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

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

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

Core Component: Job-embedded Professional Development

Implementation

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

Yes

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

Impact

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

Teacher learning from both the collaborative teams and other job-embedded professional development activities resulted in teachers making meaningful choices about their instruction and assessment in class. There has been an additional focus on multilingual learners (ML) in elementary sites using the Collaborative Literacy facilitation techniques and awareness about the importance of student voice as a baseline for all, then bringing focus to ML students. There has been a pointed change in the amount of student talk and collaboration specifically in literacy. The Collaborative Literacy resource (CCC Collaborative Literacy) has used student voice and facilitation techniques since its implementation at grades K-6. As a result of their learning from professional development and coaches, teachers were able to implement research based strategies in their classroom. Q Comp coaches at elementary sites would specifically look for how these practices correlated with the Danielson Framework. In addition, Eden Prairie Schools continues the implementation of Multi-Tiered Systems of Support (MTSS). The initial training continued during PLC discussions around student learning data, analysis of student learning needs, and collaborative planning in order to make the instructional match that individual students (or classwide groups of students) need. Teachers determine whether an instructional match was needed for the entire class.

In 2022-23, at our 7-12 sites, professional development continued to focus on the 4Cs, student dialogue and collaboration, performance assessments, and student voice in instructional design. PLC meetings and professional development also tried to increase collaboration. Q Comp coaches saw an increase of teachers planning and designing assessments, both formative and summative in their PLCs, in order to implement these practices.

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

Teacher learning from both the collaborative teams and other job-embedded professional development activities resulted in teachers making meaningful choices about their activities in class. There has been a pointed change in the amount of student talk and collaboration specifically in student lead intellectual engagement and classroom discussions. The implementation of a new science curriculum allowed for one member of each grade level per site to start Amplified Science. Q Comp coaches in 2022-2023 discussed with these teachers the importance of vocabulary development as many teachers expressed their appreciation for this component of the curriculum.

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Q Comp Annual Report June 2023

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

Review Findings

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

Teachers, PLC leads, and others utilize information from a universal screener (FastBridge) and other formative assessments to identify instructional goals and interventions. At weekly PLC meetings, staff review progress monitoring data, identify ongoing student needs, and collaborate to shift instruction to increase student achievement.

In addition, coaches meet monthly to discuss coaching and instructional excellence for equitable outcomes, including a study of the Depth of Knowledge and academic rigor. Coaches learned the factors that influence complexity and difficulty are often attributed to an expectation, question, prompt, or task. It is not "good" or "bad" for an expectation to be low or high complexity nor is it "good" or "bad" for a task to be low or high difficulty. The purpose of these conversations and using the DOK lens is to highlight intentional planning in practice, exploring ways to align learning activities and formative assessments with the level of complexity expected in the related summative assessments and learning targets and increase the level of DOK in order to increase student engagement and interaction with the focus content.

Stemmed from their learning around cultural proficiency, coaches continued having conversations with peers regarding how professional learning informs learners about their culture, the cultures of others, and the school's culture. Since educational gaps are closed through the appropriate uses of cultural, linguistic, learning, communication styles. SInce a culturally proficient organization interacts effectively with its employees, its clients and its community, Q Comp coaches continue to engage in scenarios to practice how to ask questions without offending, and how to create an environment that is welcoming to diversity and change.

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

PLC Leads continue to triangulate data with their teams to ensure each learner is achieving at high levels. Elementary sites completed regular benchmark meetings for reading and math. These sessions included looking at data around students at risk and determining individual or classwide instructional matches for reading and math.

In addition, teams regularly communicate with one another about effective teaching and learning

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strategies. For example, implementation of Collaborative Literacy facilitation techniques, developing higher rigor question prompts, cooperative structures, formative assessments, conferring as well as progress monitoring around conceptual, contextual and procedural understanding in math.

Secondary PLCs teams conducted action research on best practices for facilitating 21st Century 4Cs learning in order to develop their teams. PLC Leads also received training on high leverage practices for analyzing data in order to answer the four questions of PLC work in order to eliminate achievement disparities at EPHS.

Recommendations

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

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

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

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

Core Component: Teacher Evaluation

Implementation

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

2022-2023: Yes

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

Q Comp Annual Report June 2023

Impact

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

In the spring of 2023, Q Comp coaches provided the following questions to all certified staff in a survey:

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

Teachers reported, in their own words, the impact on instruction and value they find in the observation/evaluation process. The following responses come directly from educators throughout our K-12 system, Early Childhood, and TASSEL.

It really forces me to be more mindful of my instruction. On my chaotic day, I appreciate having to take the time to think about what I'm actually teaching and what my real objective is as well as be mindful AND intentional about my equity instruction.

Building a relationship enough with the coach to be able to receive honest and constructive feedback that makes me a better teacher. Setting goals and having enough rapport with this person to come into my room and effect change in my practice when we sit down and talk.

The detailed feedback and observations provided a starting point for discussions on equitable instruction - I found them very helpful!

I got many ideas about differentiated instruction. It's awesome to bounce ideas off someone who has done a very similar job as I have.

It helps me focus on each student and their unique needs and cultural background and experiences.

The observation process gave me an opportunity to reflect on my current practices and challenged me to analyze and improve practices in order to provide a more equitable experience for my students; it is nice having an "outsider" come provide feedback and be a thought partner

Through these conversations, I was able to imagine new ways of doing things. I designed several new parts of my lessons and were able to implement them following these conversations.

Q Comp Annual Report June 2023

This year, when I think of how I've been able to engage in dialogue around this topic with my Q comp person, I feel like I am talking to someone who cares deeply about issues related to peace and justice, so I can speak to it in a more in-depth, personal way. It doesn't feel like a task or a question to check off a list, but rather it feels like it is an important and valuable discussion that helps me organize my thinking and get another person's perspective. For me, it is rare to feel like I'm in a space to talk about this topic in depth with co-workers in both personal and professional ways, so I appreciate the trust I have with my Q comp person to engage in this dialogue in a way that feels authentic and meaningful - related to my students, their families and educational systems in general.

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

Teachers reported, via the survey given by Q Comp coaches, that the observation/evaluation process impacted student achievement in a variety of ways, primarily through the support and guidance of the coach to implement strategies to increase engagement and student voice. The following responses come directly from educators throughout our K-12 system, Early Childhood, and TASSEL.

Encouragement to try equitable practices in the classroom and idea generation.

We discussed strategies and opportunities to elevate learning and close the gap. It was really nice to have a teacher to teacher discussion where there wasn't judgment. My coach was able to sprinkle positive things, with what I would do differently, with suggestions to try. It was very relaxing, informative, and thoughtful.

I got a new idea for helping to increase engagement of all students, but especially with distractible students, during reading and writing lessons.

It always helps me think about what each individual student needs and how I can meet those needs in an equitable manner.

Lifted awareness and offered strategies to implement into my practice

There was great attention to how I treated all scholars and who was being favored (if any) and the words used to make sure there was proper engagement happening.

The process helped me to insure proper questioning across all student groups, provides a check to be sure when calling on students it is an equitable distribution of voices heard in the room

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I think my Qcomp coach can help me see things that I don't necessarily see because of the hecticness that is teaching. It helps me take a step back and ask myself "Is this working for all? If not, what should I be changing or adapting?"

Review Findings

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

Teachers reported, via the survey given by Q Comp coaches, that the observation/evaluation process assisted them in self-reflection and improved their instructional practice in several ways. Overall, staff highly value the collaboration and feedback from a peer observer and the guidance of reflective questioning to increase awareness and improve equitable instruction. The following responses come directly from educators throughout our K-12 system, Early Childhood, and TASSEL.

The reflective conversation and discussing objective voice raising positives and things to work on.

The conversation following the observation. It is reflective and thoughtful conversation.

I like being able to talk through things with q comp coach and get ideas.

I appreciate getting to brainstorm ideas to enhance learning.

Building a relationship enough with the coach to be able to receive honest and constructive feedback that makes me a better teacher. Setting goals and having enough rapport with this person to come into my room and effect change in my practice when we sit down and talk.

The rich conversation before and after the observation

Getting honest feedback and suggestions. Receiving compliments on items that went well during the observation (the observer understands the amount of time and effort that goes into every lesson).

Getting a second set of eyes on my teaching, and having my observer use questioning techniques to have me think about my teaching in ways I haven't before...and I love that it's tied to a monetary bonus!

It helped me to ensure proper questioning across all student groups, provides a check to be sure when calling on students it is an equitable distribution of voices heard in the room

Talking and collaborating with a colleague about the students, and discussing best strategies in specific areas.

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Post-Observation with the peer observer (fellow teacher) was the most valuable. This time to reflect on what they noticed that I didn't see is always helpful. This should be a conversation that is natural and not in any way feel like it is a judgment.

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

The post observation as it is a great opportunity to reflect on my teaching and to share positives and goals

The pre and post discussions are the most valuable aspect of the process. In the pre, I get the opportunity to discuss my lesson and share with the observer areas that I would like them to focus on for support. During the post, I appreciate hearing constructive feedback for areas of need, as well as highlighting other strengths of the lesson which I may not have focused on.

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

The Q Comp coaches participated in monthly coaches meetings focusing on Depth of Knowledge strategies in order to increase our effectiveness in coaching teachers at the sites.

The Q Comp coaches shared coaching strategies and experiences with one another during PLC meetings to reflect and build a shared knowledge base. Coaches new to their roles attended the 8 day Cognitive Coaching training which provided the entire team a similar background in best practices and inter-rater reliability in order to provide quality coaching feedback to staff through the observation process

The Q Comp Coaches watched lesson videotapes and used lesson scripts to determine if components of the lesson according to the Danielson framework were unsatisfactory, basic, proficiency, or distinguished. Coaches also discussed classroom scenarios to help determine what constitutes proficient and/or distinguished lesson components.

Additionally, as part of their PLC work, Q Comp Coaches monitored and discussed student engagement with guidance from the resource, Coaching for Equity.

Recommendations

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

The Q Comp Steering Committee, administrators, and Q Comp coaches will take the feedback and make alterations and modifications to the TalentEd forms. We will continue to pursue an increase in interrater-reliability on data collection, Danielson rubric look-fors, pre and post observation questioning, and feedback loops to further improve the effectiveness of teacher evaluations.

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Q Comp Annual Report June 2023

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

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

Yes

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

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

Yes

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

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? %
2022-2023: 54%

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

2022-2023: 94%

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

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

2022-2023: 94%

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

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Q Comp Annual Report June 2023

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

2022-2023: 92%

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

Is performance pay awarded for another area (besides school wide goals, measures of student achievement and observation/evaluation results)?
No

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

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

2022-2023: 94%

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

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

2022-2023: 94%

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

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

2022-2023: 92%

Q Comp Annual Report June 2023

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

Recommendations

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

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

After analyzing the data, we have recognized the need to continue to support PLC leads through a comprehensive goal setting process. We want to ensure that the team goals align with the site goals and that they are specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) goals. Coaches have researched how to support teams and we will use our time together during team meetings to continue to refine this process. Q Comp coaches will participate in summer team and PLC lead retreats to help support PLC teams in the fall and set rigorous goals that match their sites' improvement plans. Q Comp coaches will continue to engage in deeper learning around Cultural Proficiency, Charlotte Danielson rubrics, DOK and academic rigor, questioning techniques and other best practices of peer coaching. This will help them support their buildings as they deeply analyze data and how to implement instructional strategies through PLC Protocols in order to continue to close achievement gaps in the classrooms.

General Program Impact and Recommendations

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

Overall, the impact that the Q Comp program has had on instruction has been favorable. We recommend continuation of the Q Comp program. We have seen a positive impact on classroom instruction and student achievement as evidenced by teacher feedback and surveys. Examples of this impact include an increased capacity for reaching specific students because of discussion and dialogue with coaches. Our coaching conversations maintain consistent language and provide a common experience that positively impacts classroom instruction. Because our Q Comp coaches/observers are assigned according to sites, they are very familiar with the vertical articulation of the curriculum and get to know the students. Another benefit of having the Q Comp model in our district is that it provides a process for teachers to intentionally practice reflective thinking about their instruction through face to face professional conversations. Trusting relationships with peer coaches/observers allow staff to try new ideas. Q Comp utilizes a valid and reliable rubric (created by Charlotte Danielson) to clearly define expectations of high quality teaching which also results in a staff who become more consciously competent in their work.

Q Comp Annual Report June 2023

Through observations, cognitive coaching, and data collection, Q Comp coaches continue to encourage and observe instructors enhancing rigor and authenticity as well as increasing student voice and participation in lessons. The implementation of the Q Comp program encourages teacher reflection and goal setting through an equity lens. Coaches also consult teachers on how to reach a distinguished level of instruction. The Danielson Framework offers many opportunities for growth for both probationary and veteran teachers. Throughout the 22-23 school year, the Q Comp team maintained a focus on the Depth of Knowledge and academic rigor through PLCs and 1:1 coaching. Above all, our program invests in the human element of learning and teaching.

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

Our spring 2023 assessment scores in MCA and Fastbridge indicate pockets of growth and pockets of stagnation. The preliminary MCA results show a dip in reading and stagnant growth in Math and Science. We intend to continually assess and improve the Q Comp and PLC process to lead to an increase in student achievement, especially with the pockets of stagnation. Increased collaboration among the PLC team members and across the sites allow for teachers to engage in rich discussion about specific students and work to improve their instructional practices by learning from one another.

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

We recommend the following to the Eden Prairie School district to increase the overall effectiveness of the program:
1. New Q Comp Coach/observers continue to participate in the Cognitive Coaching eight-day training
2. Q Comp Coach/observer job-embedded training includes multi-monthly collaboration meetings to continue to refine and solidify our inter-rater reliability, coaching to cultural proficiency and enhance feedback.
3. Q Comp Coach/observer summer retreat and onboarding training
4. PLC team leads, Q Comp Coaches/Observers, and instructional coaches will attend the PLC Lead training 2023-2024.
5. PLC teams will engage in professional development through using the lens of multi-tiered system to reach each learner in order to provide increased student achievement and eliminate achievement disparities.

EDEN PRAIRIE SCHOOLS
Inspiring each student every day

MANDATED Policy Annual Review: 2023-2024 School Year

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

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

Suggested Recommendation:

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

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Eden Prairie School Board
Community Linkage Committee Meeting Minutes
Jerry's Foods-Store Cafe, Eden Prairie, MN
Wednesday, June 21, 2023

Charter per Board Policy GP 4.8.1: This committee will facilitate multiple methods of School Board communication with owners that provide input and inform the School Board of ownership values as they relate to School Board policies, as well as provide valuable information to owners.

CLC Members Present: Steve Bartz, Dennis Stubbs, Abby Libsack
Convened at 5:15pm

Meeting Notes

1. Agenda Approved
2. *Inspiring News* draft approved
3. Meet & Greet/Listen & Learn discussion
   a. Topics brought forth by board members include
      i. Student classroom expectations and behavior
      ii. Scope of support services offered by the district
      iii. Taste, Listen & Learn
   b. Formats
      i. "Tagging on" to possible district events this year
      ii. Independent events
4. Reviewed school board activity tracker
   a. Need for a more user-friendly district calendar?
   b. Will be open to putting up fall school events soon
   c. Upcoming community events?
      i. Hometown Celebration (July 4)
      ii. People Fest (7/30)
      iii. Wings of the North (7/22 & 23)
5. Reviewed *Inspiring News* cadence for release of articles in September 2023, January 2024 and June 2024
6. Adjourned at 5:50pm

Community Linkage Committee – Inspiring News *DRAFT*

It is hard to believe we are already sending out a welcome back to school message! We trust the summer months provided some rest, relaxation, and time away from the demands of the 2022-2023 academic year. The start of a new school year marks a time of excitement and anticipation, whether you are a first-time parent/guardian holding back tears as you guide your student onto the bus for the very first time, a seasoned Eden Prairie Schools pro, or community member enjoying the "back to school vibes," the Board of Directors want to thank you for choosing and supporting Eden Prairie Schools.

Certainly, the board has been active over the past several months, participating in a board development workshop, beginning the annual monitoring process of district policies, and reviewing and approving the fiscal year 2023-2024 budget. In addition, a few events stood out as highlights worthy of mention.

The first highlight was the graduation of our Class of 2022-2023 seniors! The commencement ceremony was such an enjoyable event. We want to recognize and thank the district staff, family, friends, and Eden Prairie community for supporting these seniors throughout their time in Eden Prairie Schools. A big thank you also goes out to our PTO volunteers, many who have faithfully volunteered their time and talents over the entirety of their student's careers! Congratulations graduates and families for finishing strong.

The second highlight was a series of events that took place on various days in May and June, including school site visits and a trip to the district's transportation facility. Seeing firsthand all the great strategies being operationalized and hearing from the respective principals at each of the school sites was educational and inspiring. Many board members were especially impressed with the tour of district transportation headquarters. One director commented, "The school district is successfully managing a massive logistics operation. From the dispatchers to the drivers (many of which are Eden Prairie residents) and staff, to the maintenance garage. The shop was super clean, organized, and computer spreadsheets accessed in real time by mechanics, dispatch, and drivers makes it easy to track and service every bus." As we kick off a new school year, these positive comments segue to a friendly reminder to take advantage of the district's bus service, offered at no cost to school families living in Eden Prairie.

Lastly, the start of the 2023-2024 school year marks the 100th Anniversary of Eden Prairie Schools! We are excited to celebrate this special achievement over the course of the school year. The board warmly extends its "welcome back to school" wishes and looks forward to connecting and engaging with families and the community at respective school sites and upcoming district events. If you spot one of us, please take a few moments to chat with us about your experiences in Eden Prairie Schools. Have a great year!

Eden Prairie School Board Ends Policy Monitoring Process

The Board is accountable to the state and ~~taxpayers~~ District owners for the District's performance. The Board is responsible for setting **Ends Policies** which state the results for students~~results~~ the Board expects to see accomplished ~~for~~ by the District through the effective utilization of available resources. ~~These policies state what "good" is to be accomplished, for whom, at what cost.~~

The Superintendent is responsible for ~~implementing~~ achieving reasonable progress for the Ends Policies within specified Executive Limitations. One way the Board monitors district performance is by monitoring the **expected progress** toward achievement of the Ends Policies.

The timeline for Board monitoring of the Ends Policies is as follows.

May – June	Aug. – Dec.
•**For the Upcoming School Year**	•**For the Previous School Year**
•Ends Policies Operational Interpretations	•Ends Policies Reasonable Progress
•Evidence to be Presented as Described in the Meaurment Plans	
•Superintendent Needs to Know Measurement Plan and Targets Before the School Year Starts	
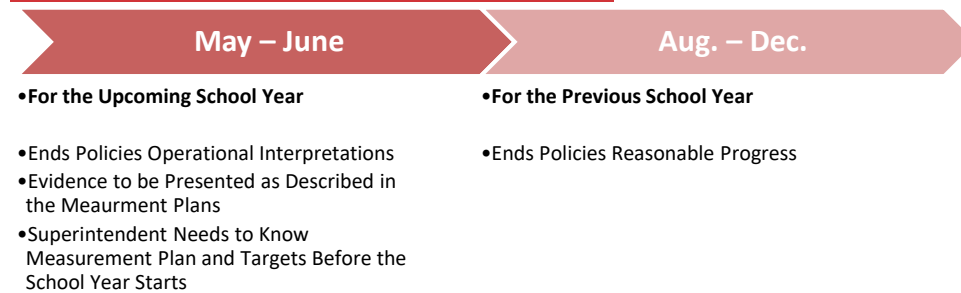
The Board monitors the Ends Policies in two phases, in accordance with Governance Process 4.2.3:

In June, ~~prior to~~for the upcoming school year, the Board monitors the Superintendent's **Operational Interpretation (OI)** of the Ends Policies, and whether the **evidence to be presented as described in the measurement plan supports the OI**. (See below.)

In October, ~~following~~for the ~~prior~~previous school year (Sept-June), the Board monitors the Superintendent's **assertion** of making ~~expected~~ **expected** progress toward achievement of the Ends Policies for ~~that~~the previous ~~prior~~school year. (See below.)

~~Prior to~~For the Upcoming School Year

Operational Interpretation (OI):

In June, ~~prior to~~for the upcoming school year, the Superintendent is responsible for drafting/editing an **Operational Interpretation (OI)** for each of the Ends Policies.

This OI includes the Superintendent's

Eden Prairie School Board Ends Policy Monitoring Process
Adopted: 04/14/15
Reference Policy: GP 4.2.3 Monitor District performance through its Ends and Executive Limitations Policies.
Revised: ~~11/19/18~~ 06.26.23

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Eden Prairie School Board Ends Policy Monitoring Process

Interpretation of the policy, with an explicit explanation -
Justification for the reasonableness of the interpretation, and a
Measurement plan which supports the interpretation.

Following a motion, second and discussion, the Board votes whether the Superintendent's Operational Interpretation is **reasonable** or **not reasonable**.

If the OI is voted **reasonable**, the OI constitutes the basis for the Superintendent's assertion of **expected progress** toward achievement of the Ends.

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

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

Sample Motions for the reasonableness of the Operational Interpretation:

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

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

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

Evidence: data that justifies the Superintendent's assertion of expected progress

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

If the evidence is voted as **supporting** the OI, it constitutes the data that justifies the Superintendent's **assertion of expected progress** toward achievement.

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

Sample Motions for the Evidence supporting the Operational Interpretation:

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

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

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

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

Following the End of the Prior School Year

Superintendent's assertion:

Following the end of the prior school year, the Superintendent drafts Ends Policies Monitoring Reports, and presents them to the Board in October of the current school year.

The Superintendent asserts that the evidence either **demonstrates expected progress** or **does not demonstrate expected progress** toward achievement of the Ends.

If the Superintendent asserts that the report **does not** demonstrate expected progress, the report should include a commitment as to when in the future the Board can expect the evidence to demonstrate expected progress. This may include a brief plan showing the Superintendent has a process in place**.** The Board does not "approve" the plan.

Board acceptance of Ends Policies Monitoring Reports:

Prior to a Board Meeting at which an Ends Policy will be monitored, the Superintendent sends his Monitoring Report with assertion to the Board. The Board may then ask **clarifying questions of the Superintendent,** but not offer an opinion, regarding the Superintendent's Ends Reports assertion.

Following a time for questions at the Board table, a motion is made, seconded and discussed, the Board votes to accept or not accept the Superintendent's monitoring report, with the assertion that the evidence either **demonstrates** or **does not demonstrate** expected progress toward achievement of the Ends Policy.

> **Sample Motions for Ends Policies Monitoring Reports:**
>
> "I move to **accept** the Superintendent's Report for Policy xx.xx with the assertion that the evidence **demonstrates** expected progress" *or*
>
> "I move to **NOT accept** the Superintendent's Report for Policy xx.xx with the assertion that the evidence **demonstrates** expected progress" *or*
>
> "I move to **accept** the Superintendent's Report for Policy xx.xx with the assertion that the evidence **does not demonstrate** expected progress"

Board Member tips for monitoring an Ends Policy Monitoring Report:

In the Operational Interpretation for a long-term End, look for what reasonableness will look like in stages.

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

Look for **verifiable evidence** of expected progress towards the achievement of Ends rather than the Superintendent's opinion or belief.

Look for evidence that the End is **actually being achieved**, rather than what is being done to try to achieve it.

If the Board votes that a policy did not demonstrate expected progress, the board should expect, within an agreed upon timeframe, the Superintendent to share the District's plan to achieve progress in the future

Superintendent tips for drafting Ends Policies Monitoring Reports:

Place raw numbers in context.

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

Summarize relevant evidence in key categories to provide "governance-friendly" information that gives evidence of expected progress and trends.

Make sure assertions are clearly visible in the report.

When asserting **not meeting expected progress toward achievement,** include a commitment as to when in the future the Board can expect the evidence to demonstrate expected progress, and a brief plan showing there is has a process in place**.**

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          ┌────────→│ Operational Interpretation (OI) to the │
          │         │ Board for the next school year. It must │
          │         │ include all the justification.   │
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   Unreasonable

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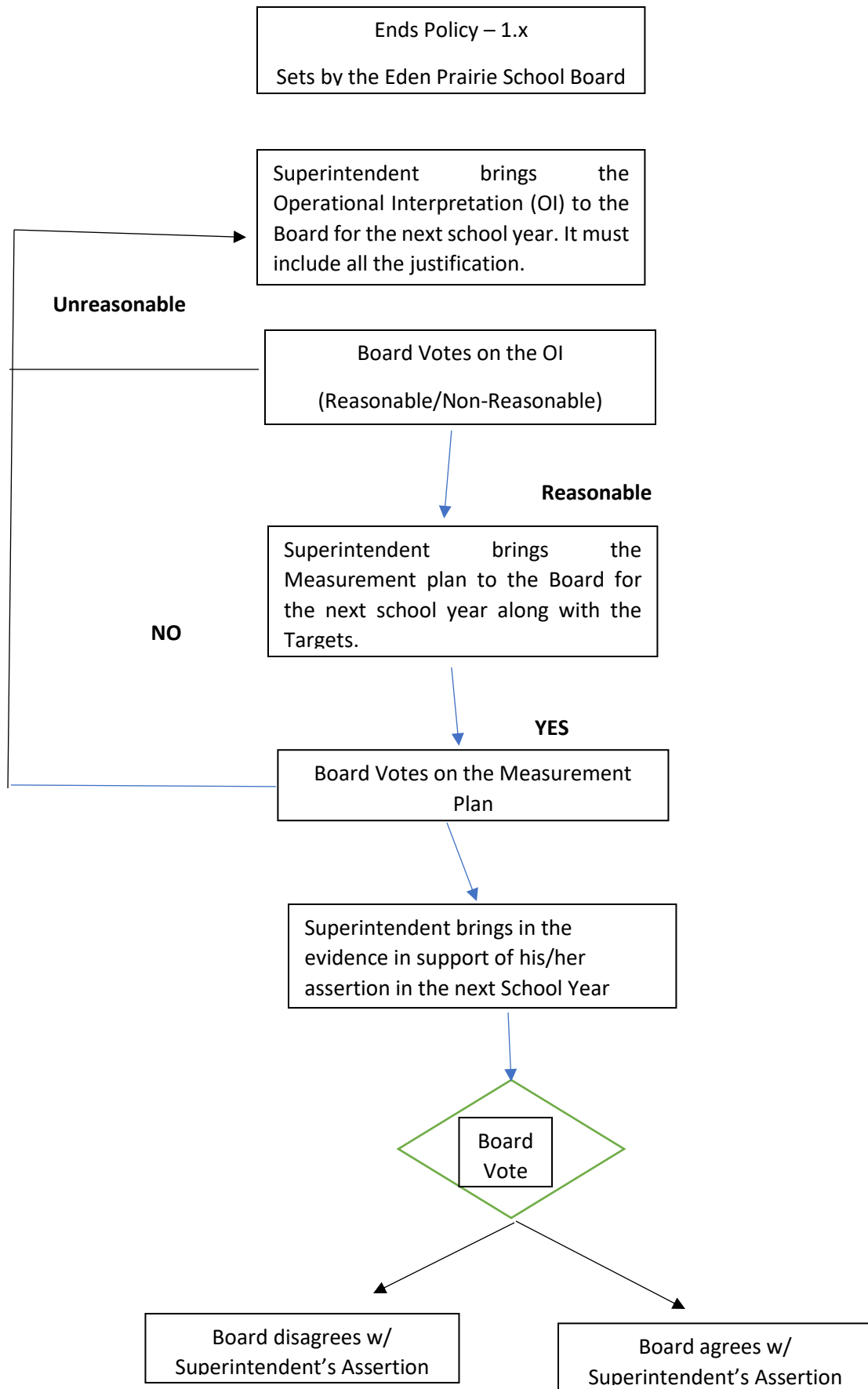
Eden Prairie School Board
2022–23 WORK PLAN CHANGES
"Proposed" Changes
June 26, 2023

Date of Meeting/Workshop	Changes Requested
Monday, July 24, 2023 (7:30 a.m.)	
Tuesday, August 15, 2023 (5:00 p.m., City Center)	- **Add:** Joint Meeting – Eden Prairie School Board & Eden Prairie City Council -
Monday, August 28, 2023	
Monday, September 11, 2023 – *Workshop*	
Monday, September 25, 2023	
Monday, October 9, 2023 – *Workshop*	
Monday, October 23, 2023	
Monday, November 13, 2023 – *Workshop*	
Monday, November 27, 2023	
Monday, December 11, 2023	
Placeholder – General Board Work	
• Baseline A-I Discussion	
Placeholder – Policy Review	

EDEN PRAIRIE SCHOOL BOARD
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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	**Decision Preparation**	**Required Board Action**	**Board Action on Committee Reports & Minutes**			
****2023**** **Board Meeting Mon, Jul 24, 2023 7:30 AM**				September Inspiring News Article	• Monthly Reports • TASSEL Student Handbook • Student Handbooks: - High School - Middle School - Elementary Schools (Summary Detail Included)		163
Joint Meeting: Eden Prairie City Council & Eden Prairie School Board *Tuesday, August 15, 2023* *5:00 PM, City Center*							
Board Meeting Mon, Aug 28, 2023 6:00 PM	• EL 2.1 Emergency Supt. Succession • EL 2.2 Treatment of Students • EL 2.7 Asset Protection		Record of Board Self-Evaluation	2023-23 School Site Visits	Monthly Reports		
Post Meeting Board Workshop Mon, Aug 28, 2023							School Board Mtg. Self-Assessment
Board Workshop Mon, Sep 11, 2023 6:00 PM							• ADMIN Proposals for FY 2023-24 Workshops • NEW Policy Development Discussion (Ends & EL Policies) • Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							•Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 • Confirm agenda for next Board Workshop
Board Meeting Mon, Sep 25, 2023 6:00 PM	•EL 2.3 Treatment of Parents •EL 2.6 Financial Management &Operations •All BMD Policies •BMD 3.0 Single Point of Connection •BMD 3.1 Unity of Control •BMD 3.2 Delegation to the Superintendent •BMD 3.3 Superintendent Accountability & Performance •GP 4.4 Officer Roles •GP 4.5 School Board Members Code of Conduct •GP 4.6 Process for Addressing School Board Member Violations •GP 4.7 School Board Committee Principles •GP 4.8 School Board Committee Structure •GP 4.10 Operation of the School Board Governing Rules		•Approval of Preliminary FY 2024-25 Levy Tax Levy Comparison - Tax Levy Presentation Pay 24 •Record of Board Self-Evaluation		Monthly Reports	Superintendent Incidentals: • FY 2022-2023 Year-end Preliminary Financial Report •FY 2023-2024 Preliminary Enrollment Report	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Sep 25, 2023							School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 9, 2023 6:00 PM							• Administration: Setting Stage for FY 2024-24 Budget Guidelines • Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 • Discussion – Community Linkage/Listen & Learn – Theme & Location of Event • Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 23, 2023 6:00 PM	• Ends 1.1 – 1.6 Evidence (FY 2022-23) • EL 2.4 Treatment of Staff • EL 2.8 Compensation and Benefits • GP 4.0 Global Governance Commitment • GP 4.1 Governing Style • GP 4.2 School Board Job Products • GP 4.3 Annual Work Plan		• Record of Board Self-Evaluation		• Monthly Reports • MSHSL Form A	Superintendent Incidentals: • Enrollment Report as of 10/1/2023 • World's Best Workforce Report • FY 2022-2023 Achievement Integration Summary Report	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	•GP 4.9 Governance Investment						
Post Meeting Board Workshop Mon, Oct 23, 2023							•School Board Mtg. Self-Assessment
Board Workshop Mon, Nov 13, 2023 6:00 PM							•Community Linkage: - Identify topics for the Inspiring News •Confirm agenda for next Board Workshop
Board Meeting Mon, Nov 27, 2023 6:00 PM	EL 2.9 Communication and Support to the School Board	School Board Mid-Year Treasurer's Report	•Record of Board Self-Evaluation	Identify Topic for January 2024 Inspiring News Topic	Monthly Reports	FY 2022-23 Audited Financial Presentation	
Post Meeting Board Workshop Mon, Nov 27, 2023							•School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 11, 2023 6:00 PM	•EL 2.5 Financial Planning and Budgeting •EL 2.0 Global Executive Constraint		• Approval of Final FY 2024-25 Levy •Approval of School Board Mid-Year Treasurer's Report •*Closed Session:* Review of FY 2022-23 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3	Approval for January 2024 Inspiring News Article	Monthly Reports	•Truth in Taxation Hearing Planning and Budgeting	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			•Record of Board Self-Evaluation				
Post Meeting Board Workshop Mon, Dec 11, 2023							• School Board Mtg. Self-Assessment 167

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	**Decision Preparation**	**Required Board Action**	**Board Action on Committee Reports & Minutes**			
****2024**** **Annual Organizational Meeting** *Mon*, Jan 8, 2024 6:00 PM			• 2024 Annual Organizational Mtg. - Election of Officers - School Board Compensation - School Board Calendar • School Board Meeting Calendar: January 1, 2024, through June 30, 2024 • Appointment of Intermediate District 287 Representative		• 2024 Annual School District Organizational Items: - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IoWA)		168
Board Workshop **Mon, Jan 8, 2024** **6:30 PM** **Convene following the Annual Organizational Meeting**							• 2024 Committees & Outside Organization Discussion • Budget: 5-Year Financial Forecast

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 22, 2024 6:00 PM		•FY 2024-24 Final School Calendar *(Draft)* •FY 2025-26 Preliminary School Calendar *(Draft)* •FY 2024-25 Budget Timelines – *First Reading* • FY 2024-25 Budget Assumptions – *First Reading*	•FY 2023-24 Mid-Year Budget Approval •Approval FY 2023-24 Mid-Year School Board Budget •Record of Board Self-Evaluation	2024 School Board Committee & Outside Organization Assignments	• Monthly Reports • FY 2024-25 Bus Purchase		169
Post Meeting Board Workshop Mon, Jan 22, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Feb 12, 2024 6:00 PM							•Finance Overview •Agenda Items: Walk-through School Board Agenda •Sample Agenda & Discussion of Agenda Elements • Source of Agenda Items: Board Request for Information; Superintendent

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							Information; Agenda Timeline • Community Linkage: Discuss Goals & Format for Community Engagement •Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 26, 2024 6:00 PM			Record of Board Self-Evaluation		• Monthly Reports • Approval of FY 2024-25 School Calendar • Approval of Preliminary FY 2025-26 School Calendar	• American Indian Education Report • Achievement & Integration Budget	
Post Meeting Board Workshop Mon, Feb 26, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Mar 11, 2024 6:00 PM							•Mechanics of Monitoring •Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 25, 2024 6:00 PM		• FY 2024-25 Capital Budget – *First Reading*	•Final FY 2024-25 Budget Assumptions • Record of Board Self-Evaluation	• Identify Topic for June Inspiring News Article	•Monthly Reports •Resolution to Release Probationary Teachers		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Mar 25, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 8, 2024 6:00 PM							• FY 2024-2025 Annual Work Plan Calendar Discussion • Discussion/Review all items in Placeholder area on "Work Plan Changes Document" • Workshop Skeleton Summary Discussion • FY 2024-2025 School Board Meeting Calendar Discussion • FY 2024-2025 School Board Budget Discussion • Discuss Policy Change Process (Timelines and Process for Monitoring and Changes in Policy) • New Policy Introductions • Inspiring News/MWM Discussion

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 22, 2024 6:00 PM		• FY 2024-25 School Board Work Plan – *First Reading* • FY 2024-25 School Board Budget – *First Reading*	• Approval of FY 2024-25 Capital Budget • Approval of FY 2024-25 School Board Meeting Calendar • Approval –Workshop Skeleton Summary Discussion • *Closed Session:* Negotiation Strategy (MN Statue 13D.03,Subd.1) • Record of Board Self-Evaluation	Approval of Inspiring News Article for June	• Monthly Reports		172
Post Meeting Board Workshop Mon, Apr 22, 2024							School Board Meeting Self-Assessment
Board Workshop *Training/Retreat* Date/Time/Location TBD							Retreat/Training Workshop
Board Workshop Mon, May 13, 2024 6:00 PM							Confirm agenda for next Board Workshop

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Tues, May 28, 2024* **6:00 PM** *Due to Memorial Day on Monday May 27, 2024		• FY 2024-25 Budget – *First Reading* • FY 2024-25 School Meal Prices - *DRAFT*	• Approval of FY 2024-25 School Board Work Plan • Approval of FY 2024-25 School Board Budget • Record of Board Self-Evaluation		• Monthly Reports		173
Post Meeting Board Workshop Tues, May 28, 2024							• School Board Meeting Self-Assessment
Board Workshop Mon, June 10, 2024 6:00 PM							• General Fund Budget Q&A • All Ends 1.1 – 1.6 OI's • CLC: Inspiring News Top Discussion – *1st Draft* (2023-2024) • Confirm agenda for next Board Workshop
Board Meeting Mon, June 24, 2024 6:00 PM	OI's for FY 2024-25 all Ends 1.1 through 1.6		• Approval of FY 2024-25 Adopted Budget • ISD 287 10-Year Facilities Maintenance Resolution • Record of Board Self-Evaluation	Identify Topic for Inspiring News for September 2024	• Monthly Reports • Approval of FY 2024-25 School Meal Prices • EPS 10-Year Facilities Maintenance Plan • Q-Comp Annual Report		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
					• Summary Update of General District Policies • Annual Review of District Mandated Policies • MSHSL Resolution for Membership		174
Post Meeting Board Workshop Mon, Jun 24, 2024							• School Board Meeting Self-Assessment