



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

SCHOOL BOARD Regular Meeting

Monday, March 25, 2024

6:00 PM

MEETING AGENDA

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

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

School Board Members:

Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy, 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, March 25, 2024, meeting of the School Board of Independent School District 272, Eden Prairie Schools.

Motion _____ Seconded _____

4. Approval of Previous Minutes (Action)

Approval of the UNOFFICIAL Minutes of the School Board Regular Business Meetings for February 26, 2024 and Board Workshop Minutes for March 11, 2024.

Motion _____ Seconded _____

A. February 26, 2024 Unofficial Minutes 3

B. March 11, 2024 Workshop Notes 6

5. Spotlight on Success: 6:05 PM (Information)

Cedar Ridge Elementary - 5th Grade Leaders

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

7. Announcements: 6:35 PM (Information)

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

A. Decision Preparation

1) Executive Summary - Fiscal Year (FY) 2024-25 Capital Budget 7

a. Fiscal Year (FY) 2024-25 Capital Outlay - First Reading 9

B. Required Board Action (Action)

1) Final Fiscal Year (FY) 2024-25 Budget Assumptions 10

Motion _____ Seconded _____

C. Record of Board Self-Evaluation

1) 2022-23 Record of Board Policy Monitoring - Executive Limitations (EL's) (No Updates)

2) 2022-23 Record of Board Policy Monitoring - Governance Process (GP's) & Board-Management Delegation (BMD's) (No Updates)

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

9. Superintendent Consent Agenda: 7:00 PM (Action)

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

A. Monthly Reports

1) Resolution of Acceptance of Donations

2) Human Resources Report	14
3) Business Services Reports	
a. Board Business	20
b. Financial Report - Monthly Revenue/Expenditure Report	21
B. Release Probationary Teachers	22
C. Approval of Updated District Policies - See Appendix "A" (<i>Individual Detail Listing of Policies</i>)	
1) District Policies - Memo to the Board	24
a. District Policy 522 - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process	
b. District Policy 528 - Student Parental, Family and Marital Status Nondiscrimination	
10. Board Education & Required Reporting: <u>7:05 PM</u> (Information)	
A. Ends 1.5	25
11. Superintendent's Incidental Information Report: <u>7:50 PM</u> (Information)	
<i>Incidental Information is considered as "nice to know" information regarding district business. Monitoring and decision-making information are handled elsewhere on the agenda. These items are not open for debate, but rather for awareness and understanding. (Supports EL 2.9 in general and 2.9.6 specifically)</i>	
A. Strategic Core Planning - Implementation of Strategy	
B. Community (Alumi) Magazine	39
12. Board Action on Committee Reports & Minutes: <u>8:10 PM</u> (Action)	
A. Board Development Committee	
B. Community Linkage Committee (Action)	
1) Approval: CLC Minutes from the March 12, 2024 Meeting	50
Motion _____ Seconded _____	
2) Approval of the Joint Community (Alumni) Magazine Message	51
Motion _____ Seconded _____	
C. Negotiations Committee	
D. Policy Committee	
13. Other Board Updates (AMSD, BRIGHTWORKS, ISD 287, MSHSL): <u>8:30 PM</u> (Information)	
A. AMSD (Association of Metropolitan Schools) - Abby Lipsack/Kim Ross	
B. ISD 287 (Intermediate School District) - Kim Ross	
C. BRIGHTWORKS - Dennis Stubbs	
D. MSHSL (Minnesota State High School League) - Dennis Stubbs	
14. Board Work Plan: <u>8:35 PM</u> (Action)	
A. Work Plan Changes Document (Action)	52
Motion _____ Seconded _____	
B. School Board Annual Work Plan Jan - Jun 2024 (Information)	53
15. Adjournment: (Action)	
Motion _____ Seconded _____ to adjourn at _____ PM	
16. Appendix "A" (Reference Item 9,C)	
A. District Policy 522 - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process	60
B. District Policy 528 - Student Parental, Family and Marital Status Nondiscrimination	81

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE FEBRUARY 26, 2024
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on February 26, 2024, in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

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

School Board Members:

Present: Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy (*arrived at 6:06 p.m.*), Kim Ross, Charles "CJ" Strehl, Dennis Stubbs;

Not Present: Board Clerk Abby Libsack

Present: Superintendent Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval – Motion by S. Bartz, **Seconded** by D. Stubbs to approve the agenda for the Monday, February 26, 2024, meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed 5-0

4. Approval of Previous Minutes – Motion by K. Ross, **Seconded** by D. Stubbs to approve the Minutes of the Regular Business Meetings on January 22, 2024, and **Amend** the February 12, 2024, Workshop Notes to reflect that, “the Director not in attendance on January 22, 2024, publicly apologized for his lack of advance notice and lapse in judgement regarding his absence from the January 22, 2024 Board Meeting” – Passed 4-1; Yes-4 (AC, KR, SB, DS); No-1 (CS)

5. Spotlight on Success

A. Eden Prairie Online - *Personalizing learning through hybrid education - unique ways that local EPS students are benefiting from taking a mix of online courses through EPO and in-person courses at CMS/EPHS*

B. Prairie View Elementary - *Discovery Group Business Start-up: Snack Shack*

6. Public Comment – (2); Experience at EPHS; More movement breaks and longer recess for K-2 and lunch concerns

7. Announcements

- First up is a big point of pride: Education Minnesota has recognized the excellence of seven of our educators with nominations for the prestigious [Minnesota Teacher of the Year](#) award. Please join me in **congratulating** Kelly Thierfelder, Katie Horstmann, Suzanne Nieson, Maya Booker, Kristen Strauss, Kathy Smith, and Rachel Spessard for their dedication to creating supportive learning environments where our students can thrive. We're grateful for their outstanding contributions to our students and wish them all the best as they continue in the selection process! Community!
- Spring 2023 ACT results are in, and I'm proud to share that EPHS has eight students who achieved perfect scores, placing them in the top 0.25% nationwide! **Congratulations** to EPHS 12th graders Sasha Allen, Rohil Garg, Neha Karri, Madeline Kaufman, Nikhil Kori, Kate Ropchak, Siona Kaura, and Lisa Thayil for their remarkable accomplishment. These scores are a testament to their hard work and dedication as well as the support of their teachers and families. Fantastic work, Eagles!
- Last year, EPHS 12th grader Yash Dagade was named a finalist in the Regeneron International Science and Engineering Fair, and this year he's back with another innovative wind energy solution. SkyWindFarm, an improved wind energy solution Yash developed in collaboration with the University of Minnesota, has earned him a spot among the top 300 scholars in the nation in the [Regeneron Science Talent Search](#). **Congratulations, Yash!**
- The Incredibots are a team of talented fifth graders in the Mosaic program at Prairie View and Eden Lake. After impressing the judges in all four categories at the regional [First Lego League](#) tournament, they

represented Eden Prairie Schools at the State Championship on Feb. 18. We're so proud of these young Eagles' creativity and innovation in robotics!

- If you were watching WCCO last Sunday morning, you might have seen some familiar faces on the news: In pursuit of her [Girl Scout Gold Award](#), EPHS 10th grader Grace Proper designed a service project to help fourth graders practice creative writing *and* help shelter pets find homes. After collecting 30 animal profiles from the Animal Humane Society, Grace collaborated with Prairie View fourth graders to write heartfelt letters from the animals asking to be adopted. Those letters were hung on the animals' cages at the Humane Society, and we continue to hear about adoptions every day! Kudos to Grace and Ms. Oakes' class at Prairie View for making a difference in their community.
- And last but not least, a group of CMS Science Bowl students have used their engineering skills to make the world a brighter place! Through dedication and perseverance, Leisha Mekala, Pranavi Peri, Siyona Singh and Swara Sujith, Navaneeth Uditya, Aziyah Presley-Sackman and Eli Pudenz have built a standalone solar electric system that will bring reliable electricity to a community in East Africa. We're very proud of their commitment to making a global impact. Way to go, Eagles!

8. Board Education & Required Reporting

A. Ends 1.3 Update

Motion by A. Casper, **Seconded** by S. Bartz to recess at 7:43 PM – Passed 6-0; Resumed meeting at 7:58 PM

9. Board Work

A. Decision Preparation

B. Required Board Action

C. Record of Board Self-Evaluation

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

2) 2022-23 Record of Board Policy Monitoring - Ends & Executive Limitations (EL's) - *(No Updates)*

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

10. Superintendent Consent Agenda – **Motion** by K. Ross, **Seconded** by D. Stubbs to approve the Consent Agenda as Presented – Passed 6-0

A. Approval of FY 2024-25 School Calendar

B. Approval of Preliminary FY 2025-26 Calendar

C. American Indian Education Report

D. Date Correction for Designated Polling Places

E. 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

F. Approve Bids - Eden Prairie High School Remodel - Phase 1

G. Approval of Agreement with the Eden Prairie Education Association (EPEA)

11. Board Action on Committee Reports & Minutes

A. Negotiations Committee – Statement read by Chair Casper

B. Board Development Committee

C. Community Linkage Committee

1) CLC Minutes from February 8, 2024 Meeting – **Motion** by A. Casper, **Seconded** by S. Bartz, to accept minutes as presented – Passed 6-0

2) Measuring What Matters Documents (MWM) – **Motion** by A. Casper, **Seconded** by K. Ross to approve the Measuring What Matters documents (Third Grade Reading Metrics: 2022-23 School Year and Graduation Rates 2023) as presented, – Passed 6-0

D. Policy Committee

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

- A. AMSD – Update to the Board
- B. ISD 287 – Update to the Board
- C. BRIGHTWORKS – No Updates
- D. MSHSL (Minnesota State High School League) – Update to the Board

13. Board Work Plan

14. Work Plan Changes Document – **Motion** by A. Casper, **Seconded** by K. Ross to add the following changes noted in red to the Work Plan – Passed 6-0

Eden Prairie School Board
2023–24 WORK PLAN CHANGES
“Proposed” Changes – February 26, 2024

Date of Meeting/Workshop	Changes Requested
Monday, March 11, 2024 – Workshop	- ADD: - Discuss Screen Time/Face-to-Face Risks - Discuss Board Workshop Training /Retreat (slotted on the Work Plan)
Monday, March 25, 2024	
Monday, April 8, 2024 – Workshop	
Monday, April 22, 2024	
Monday, May 13, 2024	
Tuesday , May 28, 2024	
Monday, June 10, 2024 – Workshop	
Monday, June 24, 2024	
Placeholder – General Board Work	
Placeholder – Policy Review	

- A. School Board Annual Work Plan FY 2023-24 (Jan-Jun)

15. **Adjournment:** **Motion** by A. Casper, **Seconded** by S. Bartz to adjourn the meeting at 8:27 PM – Passed 6-0

Vice Chair – Steve Bartz

School Board Workshop Notes- Monday, March 11^h, 2024

1. CONVENE – 6:00pm
School Board Members Present: Steve Bartz, Abby Libsack, Kim Ross,
Charles "CJ" Strehl, Dennis Stubbs, Aaron Casper

Joining via Zoom: Debjyoti "DD" Dwivedy
2. Screen Time/Face-to-Face Risks/Policy Discussion- CJ Strehl
 - a. Vote at next Board meeting whether to send to Policy Committee
3. Board Workshop Training/Retreat- Brief Discussion
4. *Mechanics of Monitoring* presentation- Kim Ross
5. Work Plan Change Document Updates
6. Board Annual Work Plan Updates
7. Adjourned at 7:57PM



Abby Libsack, Board Clerk

March 25, 2024

To: Dr. Josh Swanson, Superintendent
From: The Business Office
Re: Capital Budget

In keeping with the 2024-25 budget timeline, the capital outlay and building fund budgets are brought to the board for discussion in March and for approval in April. This timeline allows for adequate planning and implementation of projects needed for the 2024-25 school year. Most of the larger projects included within the capital budget are spent during the summer months, so approval of this budget is needed earlier than the general operating budget in order to secure bids and quotes.

There are three budget areas within the capital outlay and building funds, mostly due to legal restrictions on the use of the designated revenue streams. Each budget area has its own revenue source and corresponding expenditures aligned to meet the Minnesota Department of Education's (MDE) guidelines on appropriate use. See the attached table which shows a breakdown of the budget areas, including the funding source and proposed expenditures along with a summary of the revenue, expenditures and fund balances for fiscal year 2025.

The expenditure budgets comprise of planned projects to be undertaken in the coming year. They represent the district administrations' recommendation of priority projects necessary to achieve the district's academic & facility goals for fiscal year 2025. The budget recommendation is a culmination of the input and prioritization process, which included site administrators, department administrators with direct oversight of the budget areas, and the superintendent's cabinet. Where applicable, the department of education has reviewed and given its approval of certain projects, including health & safety and long-term facility maintenance projects.



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Category	Revenue/Funding Source	Expenditures
Capital Outlay & Building Funds		
Operating Capital	State funding formula (split between State Aid and Levy) per Adjusted Pupil Unit (APU) based upon building age and square footage	<ul style="list-style-type: none"> • Minor building and equipment repair and replacement • Annual bus replacement cycle • Security updates • Washer and dryer replacements • Boiler cleaning equipment • Repair of green spaces • Curriculum adoption needs, new course development • Music instrument replacement • Custodial equipment • Annual snow removal, dome setup/takedown, inspections
	Lease levy	Costs for leased spaces as approved by the MDE
Long-Term Facility Maintenance (LTFM)	Proceeds from 2023 bond sale & annual levy	<u>MDE Approved Deferred Maintenance Projects such as:</u> <ul style="list-style-type: none"> • High School Phase 1 • Replace Building Automation System Controllers • Replacement of Bus Lift • Fire alarm replacements – FH/PV • Flooring replacement • Eden Lake Media Center update • Eden Lake Ceiling replacement • Elevator modernization - EPHS • Roofing, envelope, paving and parking lot repairs • Door/hardware replacement
Health & Safety (LTFM)	Annual levy for MDE health & safety related projects	<u>MDE Approved Projects such as:</u> <ul style="list-style-type: none"> • Program management staff • Training (blood-borne pathogen, first aid, CPR, vaccine) • Personal protective equipment • Elevator, fire & other inspections • Equipment, lighting, and hazard replacements/repairs • Annual playground re-surfacing
Capital Project Levy (Technology)	Voter approved annual levy	<ul style="list-style-type: none"> • Technology staff salary & benefits • Student & staff devices • Other technology equipment & peripherals • Infrastructure needs (servers, wiring, switches, fiber) • Software & licenses

Capital and Building Funds
Summary of Revenue, Expenditures and Fund Balance
Fiscal Year 2024-25

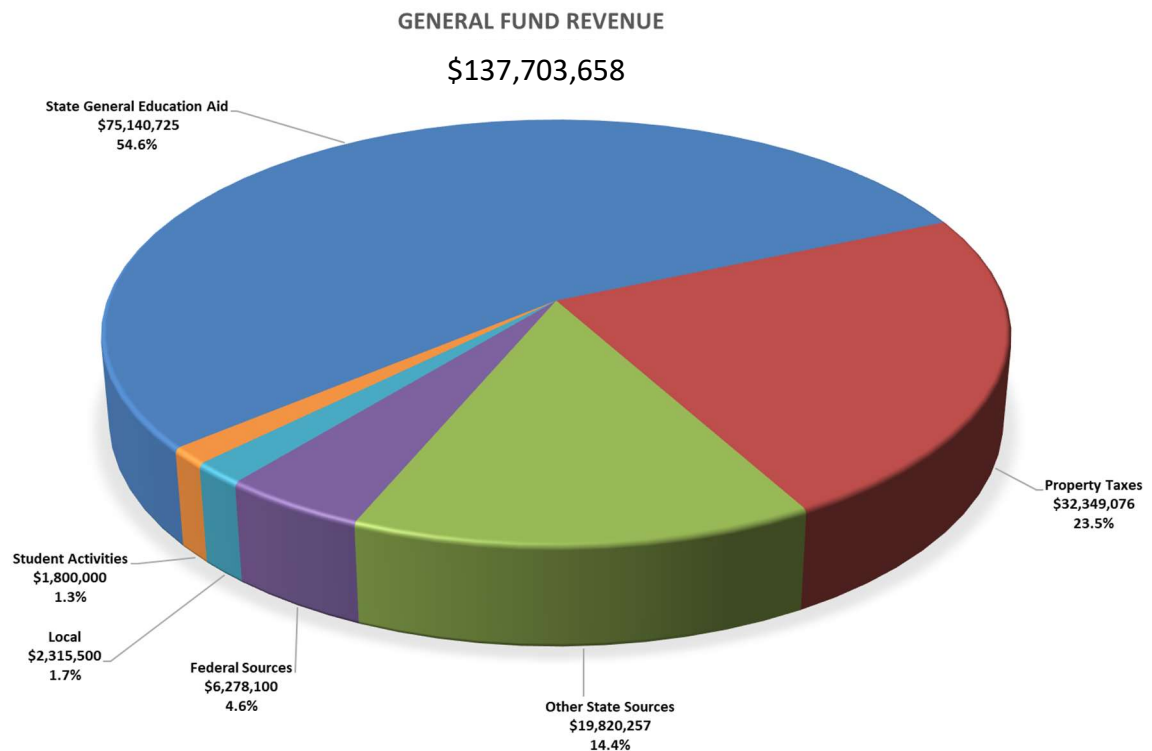
Description	(A) Operating Capital	(B) Capital Project (Tech Levy)	(C) Long-Term Facility Maintenance (LTFM)	Capital and Building Fund Totals
6/30/24 Projected Fund Balance	\$ 629,728	\$ 683,194	\$ 9,676,689	\$ 10,989,611
Revenues				
Local Levy	\$ 1,535,453	\$ 9,415,721	\$ 5,948,789	\$ 16,899,963
Local Levy (Intermediate District #287 Projects)	-	-	94,666	94,666
State Aid	661,955	-	-	661,955
Building Lease Levy	882,868	-	-	882,868
Operating Capital (FY 2023 Adjustment)	5,167	-	-	5,167
Operating Capital (FY 2021 Adjustment)	(4,912)	-	-	(4,912)
Building Lease Levy (Pay20 Adjustment)	176,482	-	-	176,482
Cell Tower Lease Revenue	75,143	-	-	75,143
Capital Facilities Bond - LED Lighting District-wide Upgrade	(460,425)	-	-	(460,425)
Investment Earnings	-	-	50,000	50,000
Device Asset Recovery (Trade in Value of Devices)	-	110,000	-	110,000
E-rate (Telecommunications and Internet Access)	-	200,000	-	200,000
Subtotal Revenue	\$ 2,871,731	\$ 9,725,721	\$ 6,093,455	\$ 18,690,907
Funds Available	\$ 3,501,459	\$ 10,408,915	\$ 15,770,144	\$ 29,680,518
Expenditures				
High School	\$ 2,500	\$ -	\$ 6,595,000	\$ 6,597,500
High School Activities	100,000	-	500,000	600,000
Central Middle School	-	-	252,000	252,000
EHSI/Oak Point Elementary	3,500	-	450,250	453,750
Cedar Ridge Elementary	-	-	199,414	199,414
Eden Lake Elementary	9,000	-	394,780	403,780
Forest Hills Elementary	1,400	-	399,300	400,700
Prairie View Elementary	6,500	-	773,300	779,800
Administrative Services Center	-	-	280,000	280,000
Tassel @ Education Center	-	-	15,000	15,000
District Wide	415,000	-	4,854,100	5,269,100
Grounds Department	-	-	230,000	230,000
Transportation - School Buses, Vehicles, Building	497,500	-	827,000	1,324,500
Personalized Learning & Instruction	1,090,043	-	-	1,090,043
Subtotal Expenditures	\$ 2,125,443	\$ -	\$ 15,770,144	\$ 17,895,587
Lease Levy Expenditures				
Intermediate District #287 Programs	\$ 518,995	\$ -	\$ -	\$ 518,995
University of MN - Graduation Venue	19,000	-	-	19,000
Golf Program Green Fees	18,202	-	-	18,202
Ski Fees	24,700	-	-	24,700
City of EP Community Center - Pool and Ice Arena	156,750	-	-	156,750
City of Eden Prairie - TASSEL Transition Program	37,606	-	-	37,606
Hennepin Technical College	13,775	-	-	13,775
Metro South Collaborative	90,083	-	-	90,083
Hopkins Schools - Other Community Education Programs	3,757	-	-	3,757
Subtotal Expenditures	\$ 882,868	\$ -	\$ -	\$ 882,868
District-Wide Contingency	\$ 150,000	\$ -	\$ -	\$ 150,000
Capital Project (also known as Technology) Levy	\$ -	\$ 9,318,415	\$ -	\$ 9,318,415
Total 2024-25 Capital Expenditures	\$ 3,158,311	\$ 9,318,415	\$ 15,770,144	\$ 28,246,870
Restricted Fund Balance Estimate @ 6/30/25	\$ 343,149	\$ 1,090,500	\$ -	\$ 1,433,649
Fund Balance as a Percentage of Expenditures	10.86%	11.70%	0.00%	5.08%



FY 24-25 Budget Assumptions

The School Board's Executive Limitation 2.5.2 reads "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." The assumptions reflect both revenue sources and expenditures for the General Fund budget.

1. General Fund Revenues:

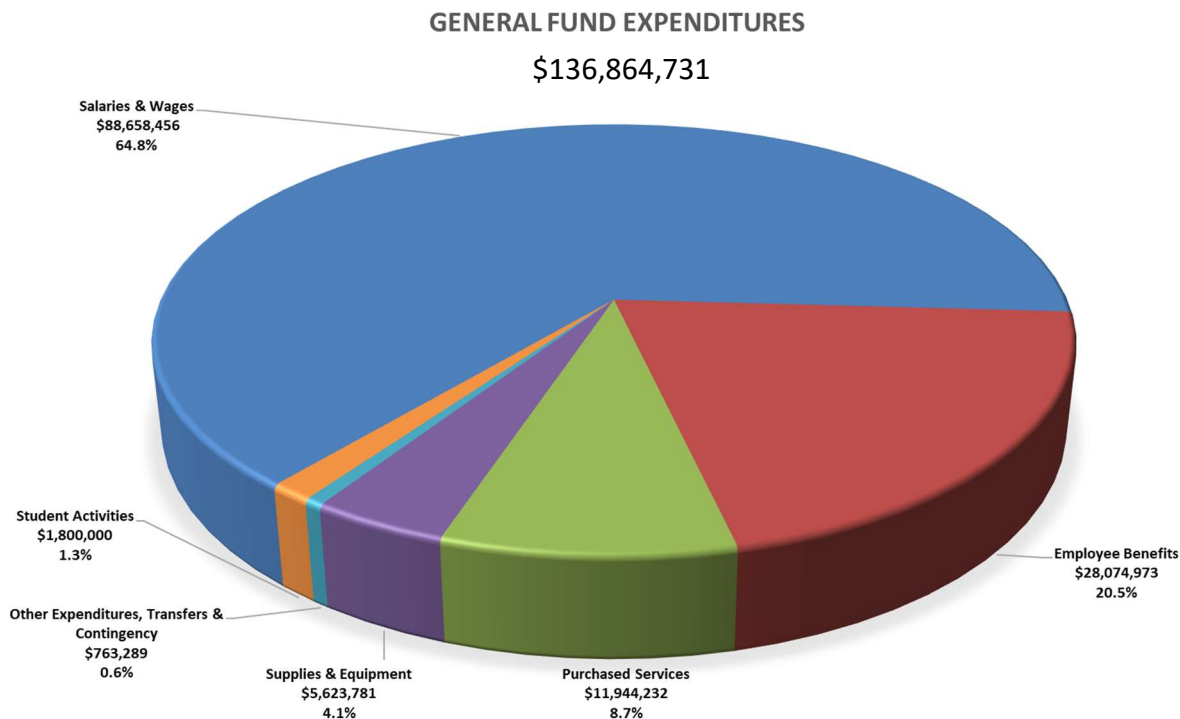


- a. State Basic General Education Aid
 - The legislature approved a 2.0% increase to the basic formula allowance.
- b. Property Taxes
 - Tax levy approved by the board in December 2023
- c. Other State Sources (Special education cross subsidy, basic skills, and other categorical aids)
 - The legislature approved increases for special education cross subsidy, school library aid, support personnel aid, and summer unemployment.
- d. Federal Sources (Grants)
 - ESSER Funding will end September 2024.
- e. Local Sources (Tuition, Fees, Admissions, Interest, Donations)
 - Assuming an increase in investment earnings

2. Estimated Enrollment

- a. October 1, 2024 Kindergarten-12th grade total estimated enrollment of ~~8,874~~ 8,924 or an ~~8-42~~ student ~~decrease~~ increase from October 1, 2023.
 - Includes projected 603 kindergarten students.
 - EP Online enrollment of ~~500~~ 550, which represents a ~~9%-20%~~ increase from October 1, 2023

3. Expenditures:



a. Salary and Benefits

- Account for 85% of General Fund expenditures
- Negotiation parameters established for unsettled union contracts:
 1. Classified Administrative and Support Staff (CLASS), Paraprofessionals (MSEA), Administrators (AST/EPSS), Confidential, and Principals, expiring June 30, 2024

b. Purchased Services, Supplies and Equipment

- 5.0% increase for utilities (Electricity, natural gas, water/sewer, etc.)
- 5.0% increase for fiscal costs (Property insurance, legal costs, etc.)
- 2.0% increase for general and instructional supplies
- 2.0% increase for Site and department budgets

4. Teacher Retirements

- a. Assuming financial savings of 3 teachers due to retirements at the end of this fiscal year, financial savings would occur next year.

5. Solar Power

- a. Assuming \$100,000 of bill credits due to generation of renewable energy
- b. The district has 22 solar arrays operational with 3 additional becoming active in 2024, generating the equivalent of approximately 20% of our electricity usage.
- c. The district also subscribes to 3 community solar gardens generating the equivalent of approximately 67% of our electricity usage.

6. Teacher Staffing – We have assumed:

- a. We will maintain the reductions in class size targets that we have made at the elementary level. There will be some variances, above or below the targets, in class size depending on building enrollment and space, but the targets will guide staffing.
- b. We will continue to maintain the 8-period day at Central Middle School including the investment that was made in 2020 to add back a team planning period for staff that is in addition to their prep time. This investment also increased choice for students within the middle school schedule.
- c. We will continue the investment we have made in the block schedule at Eden Prairie High School. The benefits relative to a traditional schedule include: increased choice for our students, fewer total amount of students for teachers due to teaching fewer classes, and longer prep periods.
- d. Elementary schools will continue to be staffed based on class size targets and secondary staffing will continue to be allocated through staffing ratios that are then used to provide course offering driven by student registration.

The following are the targets and staffing allocation ratios that will be used for staffing that will drive budget assumptions.

Elementary Schools	Class Size Targets	Secondary Schools	Staffing Allocation Ratios
Kindergarten	20.0	Grade 6	28.0
Grade 1	20.0	Grades 7-8	31.0
Grade 2	22.0	Grades 9-12	31.5
Grade 3	25.0		
Grade 4	25.0		
Grade 5	26.0		

*Class sizes may vary depending upon specific enrollment.

7. District Fees

- a. High School Parking Permits
 - Lot A & B - \$350/year – No Change
 - Lot C - \$150/year – Reduction of \$50/year. This lot is at 56% capacity, reducing the fee is expected to generate more interest and be revenue positive despite the lower cost.

8. Transportation will continue to be Free for All.

Resolution of Acceptance of Donations

BE IT RESOLVED by the School Board of Independent School District No. 272 that the School Board accepts with appreciation the following contributions and permits their use as designated by the donors:

Eden Prairie School District:

- Donation of \$500.00 from St. Paul & Minnesota Foundation from their Margaret A. Cargill Foundation Employee Matching fund (on behalf Amber Rudell) – funds will be used for General Operating support

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

1. Human Resources – Principals

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

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

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

Sample, Carter - Director of Corporate Engagement and Alumni Relations, 1.0 FTE, Administrative Services Center, effective 4/5/2024

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

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

Cabrera, Jose - From Maintenance, Quad (Day, Licensed), Central Middle School to Maintenance Operations Coordinator, District Wide, effective 3/27/2024

Grams Farkas, Tiffany - Early Childhood Coordinator, 1.0 FTE, Community Education, effective 6/28/2024

4. Human Resources – Licensed Staff

- a. New Hires/Rehires

Gomez Rodriguez, Edgar - World Language - Spanish Teacher, .667 FTE, Eagle Heights Spanish Immersion, effective 3/1/2024

Jessen, Kelly - Social Studies Teacher, 1.0 FTE, Central Middle School, effective 3/25/2024

Schmidt, Cortney - Grade 5 Teacher (Long-Term Substitute), 1.0 FTE, Cedar Point Elementary, effective 3/25/2024 to 6/7/2024

Shields, Mikenna - Grade 5 Teacher, 1.0 FTE, Eden Lake Elementary, effective 2/26/2024 to 5/28/2024

Wersyn, Andrea - Grade 1 Teacher (Long-Term Substitute), 1.0 FTE, Oak Point Elementary, effective 3/25/2024 to 6/7/2024

- b. Change in Assignment

- c. Resignation/Retirements

Aitken-Palmer, Wade - Engineering and Technology Teacher, Central Middle School, effective 6/7/2024

Bastidas, Kristin - Spanish Teacher, .167 FTE, Eden Prairie High School, and Q Comp Coach, .5 FTE, Eden Prairie High School and Eagle Heights Spanish Immersion, effective 6/7/2024

Fimmen, Jeanne - English Teacher, Eagle Heights Spanish Immersion, effective 6/7/2024

Fury, Anna - Third Grade Teacher, Cedar Ridge, effective 6/7/2024

Hunter, Larry - Engineering & Technology Teacher, Central Middle School, effective 6/7/2024

Johnson, Sydney - Early Childhood Special Education Teacher, Community Education and Cedar Ridge Elementary, effective 6/7/2024

Khavanin, Kiley - TOSA Interventionist, District Wide, effective 6/7/2024

SUPERINTENDENT CONSENT AGENDA

Lantsberger, Kay - Grade 2 Teacher, Prairie View Elementary, effective 6/7/2024

Larson-Fine, Sophie - Grade 4 Teacher, Oak Point Elementary, effective 6/7/2024

Lohan, Leslie - Reading Interventionist, Prairie View Elementary, effective 6/7/2024

Lopez, Marcos - World Language - Spanish Teacher, Eagle Heights Spanish Immersion, effective 2/29/2024

Lucido, Ellie - Speech Language Pathologist, Prairie View Elementary, effective 6/7/2024

Nahan, Genna - Kindergarten Teacher, Forest Hills Elementary, effective 6/7/2024

Rodgers, Kristin - Special Education Teacher, EP Online, effective 3/11/2024

Schuler, Madison - Speech/Language Pathologist, Cedar Ridge Elementary, effective 6/7/2024

Sparkman, Daniel - Special Education Teacher / Case Manager, Cedar Ridge Elementary, effective 6/7/2024

Wilkins, Candice - Permanent Building Reserve Teacher, Eden Lake Elementary, effective 2/27/2024

Wright, Daniel - Grade 2 Teacher, Prairie View Elementary, effective 6/7/2024

d. Leaves

Kirkpatrick, Dominic - EPEA President, Administrative Services Center, 1-5 year extended leave, effective 8/26/2024

Sybrant, Thomas - TOSA - Interventionist, Cedar Ridge Elementary, 1-5 year Extended Leave, effective 8/26/2024

5. Human Resources – Classified Staff

a. New Hires/Rehires

BUILDING SERVICES

CLASS

FOOD SERVICE

Calixto Rosas, Zaira - Food Service Assistant I, Cedar Ridge Elementary, 3.5 hours/day, 5 days/week, 178 days/year, effective 3/4/2024

Kehren, Alisha - Food Service Assistant I, Eden Prairie High School, 4.5 hours/day, 5 days/week, 178 days/year, effective 3/25/2024

Kravchuk, Tania - Food Service Assistant I, Oak Point Elementary, 4 hours/day, 5 days/week, 178 days/year, effective 3/25/2024

MSEA

Alholm, Lisa - Special Education Paraprofessional, District Wide, 6.25 hours/day, 5 days/week, 178 days/year, effective 3/15/2024

Chinnappa, Ashalatha - Special Education Paraprofessional, Prairie View Elementary, 5 hours/day, 5 days/week, 178 days/year, effective 2/29/2024

Duong, Thi - Special Education Paraprofessional, Forest Hills Elementary, 4.75 hours/day, 5 days/week, 178 days/year, effective 3/12/2024

Duong, Thi - Lunchroom Paraprofessional, Forest Hills Elementary, 1.25 hours/day, 5 days/week, 178 days/year, effective 3/12/2024 - 4/26/2024

Fidow, Keirto - Special Education Paraprofessional, Oak Point Elementary, 6.25 hours/day, 5 days/week, 178 days/year, effective 2/26/2024

Larson, Skylar - Special Education Paraprofessional, TASSEL Education Center, 6 hours/day, 5 days/week, 178 days/year, effective 3/25/2024

Vaitla, Asha Jyothi - Special Education Paraprofessional, Prairie View Elementary, 6.25 hours/day, 5 days/week, 178 days/year, effective 3/11/2024

SUPERINTENDENT CONSENT AGENDA

Varela, Maria - Special Education Paraprofessional, Forest Hills Elementary, 6 hours/day, 5 days/week, 178 days/year, effective 3/4/2024

PRESCHOOL TEACHERS

TRANSPORTATION

Simser, Allison - Bus Driver, Transportation, 5.99 hours/day, 5 days/week, 178 days/year, effective 2/22/2024

b. Change in Assignment

BUILDING SERVICES

CLASS

FOOD SERVICE

MSEA

PRESCHOOL TEACHERS

TRANSPORTATION

EPPS

c. Resignation/Retirements

BUILDING SERVICES

Chebykin, Nikolay - Custodian, Night Lead, Elementary, Eden Lake Elementary, effective 4/30/2024

Davis, Kyle - Custodian, Non-licensed Night, Eden Prairie High School, effective 2/27/2024

CLASS

Hanson, Myounghee - Early Childhood Program Specialist, Community Education , effective 3/5/2024

Jeilani, Sumeiya - Communicans Specialist, Administration Service Center, effective 3/20/2024

Teicher, Macy - CMS Mornings Program Lead, Central Middle School, effective 3/1/2024

COACHES

FOOD SERVICE

Valle, Susan - Food Service Assistant, Oak Point Elementary, effective 5/2/2024

Withers, Derek - Food Service Assistant, Central Middle School, effective 2/23/2024

MSEA

Gaievskaa, Inessa - ESL Assistant, Central Middle School, effective 4/1/2024

Sonnek, Rebecca - Student Supervisor, Central Middle School, effective 3/15/2024

Valadi, Shreedhar - AVID Tutor, Central Middle School, effective 3/15/2024

PRESCHOOL TEACHERS

TRANSPORTATION

Quiner, Mark - Bus Driver, Transportation, effective 5/2/2024

SUPERINTENDENT CONSENT AGENDA

Human Resources - Coaches Spring Season

John Becker	Badminton	Head Coach	3/4/2024-3/18/2024
Jim Williams	Badminton	Assistant Coach	3/4/2024-3/18/2024
Scott Hackett	Baseball	Head Coach	3/18/2024-6/7/2024
Valdie Magstadt	Baseball	Assistant Coach	3/18/2024-6/7/2024
Kevin Walsh	Baseball	Assistant Coach	3/18/2024-6/7/2024
Brady Cramer	Baseball	JV Coach	3/18/2024-6/7/2024
Bob Buteyn	Baseball	JV Coach	3/18/2024-6/7/2024
Mike Long	Baseball	B Coach	3/18/2024-6/7/2024
Cody Beam	Baseball	B Coach	3/18/2024-6/7/2024
Charlie Becker	Baseball	9 th Grade Coach	3/18/2024-6/7/2024
Mike Monks	Baseball	9 th Grade Coach	3/18/2024-6/7/2024
Dan Slinden	Boys Golf	Head Coach	3/18/2024-6/4/2024
Jim Deutsch	Boys Golf	Assistant Coach	3/18/2024-6/4/2024
Hobet Diaz	Boys Golf	JV Head Coach	3/18/2024-6/4/2024
Martin Teigen	Girls Golf	Head Coach	3/18/2024-6/4/2024
Brian Acker	Girls Golf	JV Head Coach	3/18/2024-6/4/2024
Ryan Ward	Boys Lacrosse	Head Coach	4/1/2024-6/6/2024
Kansai Garey	Boys Lacrosse	Assistant Coach	3/18/2024-6/4/2024
Blake Randolph	Boys Lacrosse	JV Head Coach	3/18/2024-6/4/2024
Chris Beard	Boys Lacrosse	Assistant Coach	3/18/2024-6/4/2024

SUPERINTENDENT CONSENT AGENDA

Justin Sieburt	Boys Lacrosse	Assistant Coach	3/18/2024-6/4/2024
Christian Kelso	Boys Lacrosse	Assistant Coach	3/18/2024-6/4/2024
Brooke Jones	Girls Lacrosse	Head Coach	3/18/2024-6/4/2024
Katie Tomlinson	Girls Lacrosse	Assistant Coach	3/18/2024-6/4/2024
Emilie Bloyer	Girls Lacrosse	Goalie Coach	3/18/2024-6/4/2024
DJ Brown	Girls Lacrosse	JV Head Coach	3/18/2024-6/4/2024
Robert Walker	Girls Lacrosse	JV Assistant Coach	3/18/2024-6/4/2024
Dan Rubischko	Softball	Head Coach	3/11/2024-6/1/2024
Jim Bayer	Softball	Assistant Coach	3/11/2024-6/1/2024
Julia Goetz	Softball	JV Coach	3/11/2024-6/1/2024
Scott Welter	Softball	JV Coach	3/11/2024-6/1/2024
Tim Kral	Softball	JV Coach	3/11/2024-6/1/2024
Melanie Reuss	Softball	B Coach	3/11/2024-6/1/2024
Abby Gee	Softball	9 th Grade Coach	3/11/2024-6/1/2024
Lindsay Dvorak	Softball	9 th Grade Coach	3/11/2024-6/1/2024
Victoria Anderson	Synchro Swim	Co-Head Coach	3/4/2024-6/8/2024
Faith Cornish	Synchro Swim	Co-Head Coach	3/4/2024-6/8/2024
Brent Lundell	Boys Tennis	Head Coach	3/25/2024-5/28/2024
Daniel Richards	Boys Tennis	Assistant Coach	3/25/2024-5/28/2024
Michael Mauthe	Boys Tennis	JV Head Coach	3/25/2024-5/28/2024
Zach Hanson	Track and Field	Boys Head Coach	3/11/2024-6/1/2024
Paul Selman	Track and Field	Girls Head Coach	3/11/2024-6/1/2024
Steve Banks	Track and Field	Assistant Coach	3/11/2024-6/1/2024

SUPERINTENDENT CONSENT AGENDA

Anna Davis	Track and Field	Assistant Coach	3/11/2024-6/1/2024
Ryan Ford	Track and Field	Assistant Coach	3/11/2024-6/1/2024
Courtney Brandon	Track and Field	Assistant Coach	3/11/2024-6/1/2024
Bruce Kivimaki	Track and Field	Assistant Coach	3/11/2024-6/1/2024
Andy Drzewiecki	Track and Field	Assistant Coach	3/11/2024-6/1/2024
Jayson Sandeen	Track and Field	Assistant Coach	3/11/2024-6/1/2024
Patti Werning	Track and Field	Assistant Coach	3/11/2024-6/1/2024
Titus Bates	Track and Field	Assistant Coach	3/11/2024-6/1/2024
Steve Williams	Track and Field	Assistant Coach	3/11/2024-6/1/2024
Natalie Wood	Track and Field	Assistant Coach	3/11/2024-6/1/2024
Tony Yost	Track and Field	Assistant Coach	3/11/2024-6/1/2024
Molly Malone	Track and Field	Assistant Coach	3/11/2024-6/1/2024

Board Business

General Consent Agenda

Approval of Payments, all funds, February 2024

Check #419616-419942	\$2,105,306.26
Electronic Disbursements	\$ 4,495,852.97
TOTAL	\$ 6,601,159.23

EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: Feb-24

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	\$ 24,492,983	\$ 32,349,076	75.71%	77.37%
021-040	TUITION	86,183	130,000	66.29%	111.24%
041-089	FEES & ADMISSIONS	657,255	701,000	93.76%	107.94%
090-199	MISC REVENUE	864,877	1,846,000	46.85%	119.23%
200-399	STATE AID	52,433,588	98,720,241	53.11%	54.15%
400-499	FEDERAL PROGRAMS	11,439	6,278,100	0.18%	2.45%
600-649	SALES	88,806	50,000	177.61%	116.46%
		\$ 78,635,131	\$ 140,074,417	56.14%	57.57%
	CAPITAL OUTLAY	940,396	16,842,675	5.58%	1.57%
	STUDENT ACTIVITIES	1,772,124	1,880,000	94.26%	116.48%
	MEDICAL ASSISTANCE	224,268	290,000	77.33%	53.75%
	SCHOLARSHIPS	871	8,500	10.24%	21.88%
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	\$ 48,816,005	\$ 88,810,841	54.97%	54.82%
200	BENEFITS	15,300,353	28,249,378	54.16%	54.82%
300	PURCHASED SVCS	8,218,350	12,635,892	65.04%	63.08%
400	SUPPLIES & EQUIPMENT	4,284,044	5,654,689	75.76%	75.06%
800	OTHER EXPENSES	171,894	652,289	26.35%	25.49%
900	TRANSFERS & CONTINGENCY	-	46,384	0.00%	0.00%
		\$ 76,790,646	\$ 136,049,473	56.44%	56.63%
	CAPITAL OUTLAY	11,048,188	19,059,590	57.97%	59.08%
	STUDENT ACTIVITIES	1,631,086	1,880,000	86.76%	114.74%
	MEDICAL ASSISTANCE	126,257	286,361	44.09%	58.29%
	SCHOLARSHIPS	-	11,000	0.00%	0.00%
Expenditure Notes:					

Release of Probationary Staff

Full Name	Location	Occupation
Abigail Denis	Cedar Ridge Elementary	Special Education Teacher
Neal Boegel	Central Middle School	Health Teacher
Hope Grover	Central Middle School	Special Education Teacher
Rebecca Hoehn	Central Middle School	Social Studies Teacher
Kelly Jessen	Central Middle School	Social Studies Teacher
David Johnson	Central Middle School	Grade 6 Writing Teacher
Sarah Kehoe	Central Middle School	Visual Arts Teacher
Kevin Olson	Central Middle School	Science Teacher
Chris Rice	Central Middle School	Special Education Teacher
Laura Wilson	Central Middle School	EL Teacher
Dominique Sandberg	District Wide	Occupational Therapist
Jason Badger	Eagle Heights Spanish Immersion	Grade 3 Teacher
Edgar Gomez Rodriguez	Eagle Heights Spanish Immersion/Oak Point Elementary	Spanish Teacher
Monica Guzman	Eagle Heights Spanish Immersion/Oak Point Elementary	Art Teacher
Karen Rowan	Eagle Heights Spanish Immersion	Special Education Teacher
Patrick Wells	Eagle Heights Spanish Immersion	Social Worker
Nathan Goltz	Eden Lake Elementary	Grade 4 Teacher
Brooke Kylo	Eden Lake Elementary/Forest Hills Elementary	School Nurse
Michelle Johnson	Eden Prairie High School	Math Teacher
Matthew Kenutis	Eden Prairie High School	Business Teacher
Marina Lundell	Eden Prairie High School	English Teacher
Heather Meng	Eden Prairie High School	ESL Teacher
Yi-Ting Wang	Eden Prairie High School	Chinese Teacher
Wendy Campbell	EP Online	Grade 6 Teacher
Wesley Larson	EP Online	School Psychologist
Erin Lochner	EP Online	Multiage Teacher 3-5
Melissa Zywotko	EP Online	Multiage Teacher K-2
Meghan McBride	Forest Hills Elementary	Kindergarten Teacher
Marley Sanderson	Forest Hills Elementary	Grade 1 Teacher
Jonathan Anderson	Oak Point Elementary	Grade 5 Teacher
Maria Barnard	Oak Point Elementary	Kindergarten Teacher

Kaymee Butler	Oak Point Elementary	Grade 1 Teacher
Lily Raehsler	Oak Point Elementary	Grade 5 Teacher
Elizabeth Jaen	Prairie View Elementary	Spanish Teacher
Renee Nelson	Prairie View Elementary	Special Education Teacher

Memorandum

To: Eden Prairie School Board

From: Dr. Josh Swanson

Date: March 25, 2024

Subject: District Policy Update

On an annual basis District Policies are reviewed. Under policy governance this is the responsibility of the superintendent but requires board approval. Periodically, policy updates are required based on: changes in statute/legal requirements, a review of the Minnesota School Board Association model policies, clerical errors, or recommendations by our legal counsel. My recommendation is that the board approve the policies below, as presented. I have included a brief summary of the changes to each policy on the table below and the full policies are available for your review within Appendix A of the board packet.

Policy #	Mandatory	Policy Name	Notes for the Board
522	Yes	Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process	Update to the Name of the Title IX Coordinator, minor updates, and minor language updated to clarify federal and state statute reference.
528	Yes	Student Parental, Family, and Marital Status Nondiscrimination	Update to the Position of the Title IX Coordinator for Alignment with Policy 522

ENDS POLICY 1.5

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

25

School Board Update | March 25, 2024



EDEN PRAIRIE SCHOOLS
Inspiring each student every day™

Agenda

- Review of 2022-2023 outcomes
- Review of approach to ongoing improvement efforts
- Targeted actions to improve outcomes for End 1.5
- Questions & discussion



Ends Policy 1.5

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

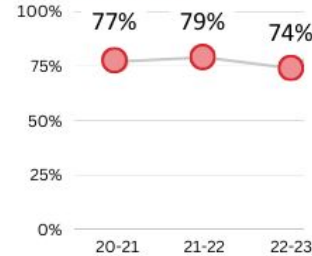
Targets:

- Collaboration: 81%
- Communication: 81%
- Creativity: 82%
- Critical Thinking: 79%

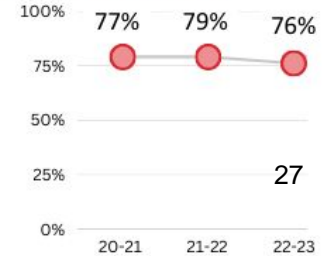
4Cs

21st Century Skills (the 4Cs)

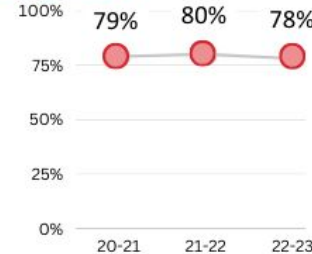
Collaboration



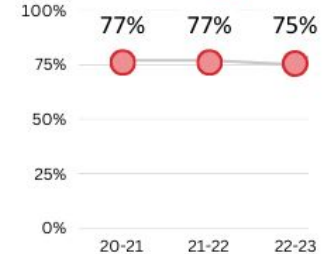
Communication



Creativity



Critical Thinking





Ends Policy 1.5

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

4Cs

22-23 4Cs Proficiency					
		Collaboration	Communication	Creativity	Critical Thinking
Early Elementary	K	27%	30%	33%	22%
	1	61%	62%	73%	63%
	2	64%	67%	72%	71%
	Total K-2	50%	53%	59%	51%
Upper Elementary	3	57%	58%	61%	51%
	4	66%	69%	70%	67%
	5	77%	77%	80%	72%
	Total 3-5	66%	68%	70%	63%
Middle	6	84%	87%	90%	88%
	7	89%	91%	94%	91%
	8	89%	93%	94%	93%
	Total 6-8	87%	90%	93%	91%
High	9	80%	79%	79%	80%
	10	78%	79%	78%	79%
	11	85%	85%	85%	87%
	12	90%	89%	89%	89%
	Total 9-12	83%	83%	83%	83%

DESIGN THINKING *for* LEADING *and* LEARNING



29



Resulting Actions

- Streamlined proficiency scales for teachers
- Professional development for instruction - secondary
- Professional development for instruction - elementary
- Progress monitoring



Streamlined Proficiency Scales for Teachers



Grades 3-5 Proficiency Scales

An **essential learning target** is a specific and measurable goal that students are expected to achieve within a given timeframe.

Supporting targets are specific learning objectives that contribute to the overall attainment of an essential learning target.

Supporting targets are NOT a checklist of what a student needs to achieve the essential learning target. Supporting targets are used to evaluate whether a student has achieved the essential learning target.

Proficiency scales are banded by grade level. Students in all grades of the grade band can achieve the essential learning target; it is not a grade progression.

Collaboration

Level IV	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility when working with others to achieve the team's goals.
Level III	Essential Learning Target: Student can work cooperatively and productively with team members to achieve a common academic goal.
Level II	<p>Supporting Targets: Student can demonstrate the following as necessary for the collaborative task:</p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of the purpose and scope of the team's work and follows a plan to meet task requirements • Takes personal responsibility in carrying out the task and willingly accepts individual roles • Assists others in accomplishing the team goal as needed • Shows clear understanding and appreciation of the various ideas and skills of team members. • Provides and responds to feedback constructively and respectfully • Uses technology tools for collaboration in ways that demonstrate cooperation and boost productivity • Reflects on one's own collaboration skills and identifies improvements that could be made in future collaboration
Level I	Student's demonstration of learning shows minimal success of Supporting Targets.

Communication

Level IV	Student can communicate effectively about academic topics, making choices in both oral conversation and written composition to ensure messages are understood clearly by intended audiences.
Level III	Essential Learning Target: Student can communicate about academic topics through speaking and writing, ensuring messages are understood clearly by specific audiences.
Level II	<p>Supporting Targets: Student can demonstrate the following as necessary for the communicative task:</p> <ul style="list-style-type: none"> • Conveys ideas with an appropriate number of facts and details to demonstrate conceptual understanding and knowledge. • Organizes ideas in a manner that is logical and easy to follow from introduction to conclusion. • Asks questions of audiences to check for understanding. • Listens actively and attentively to other participants. • Uses verbal & nonverbal techniques and digital media to enhance oral presentations. • Shows understanding of how to communicate through a variety of media platforms as a responsible and respectful 21st century digital citizen, with an awareness of how one's communication contributes to an online footprint. • Shows cultural understanding when engaging with others from other cultures, respecting differences in communication. • Identifies potential improvements in one's communication for future work.
Level I	Student's demonstration of learning shows minimal success of Supporting Targets.

Streamlined Proficiency Scales for Teachers

Creativity

Level IV	Student can generate innovative products or solutions that reflect consideration of an academic problem, refinement throughout the design process, and an openness to explore unconventional ideas.
Level III	Essential Learning Target: Student can invent and refine unique products or solutions to an academic challenge.
Level II	<p>Supporting Targets: Student can demonstrate the following as necessary for the creative task:</p> <ul style="list-style-type: none"> Explains the challenge clearly Generates multiple ideas that are closely related to the challenge, reviews options, and identifies the best idea to meet the challenge Displays curiosity and flexibility in exploring ideas Asks for and listens to feedback from others while exploring ideas Makes revisions that advance and/or improve the quality of ideas. Creates a product or solution to the challenge that is useful and unique Uses technology to improve the design of a product or solution Respects existing creations that have been shared (or withheld) from open-sourced material in digital spaces Reflects on the creativeness of one's own ideas and identifies improvements that could be made in future creative processes
Level I	Student's demonstration of learning shows minimal success of Supporting Targets.

Critical Thinking

Level IV	Student can develop evidence-based conclusions to academic inquiries by analyzing and synthesizing information related to the topic of study.
Level III	Essential Learning Target: Student can develop conclusions to open-ended, academic questions that are based on evidence from multiple sources of information.
Level II	<p>Supporting Targets: Student can demonstrate the following as necessary for the critical thinking task:</p> <ul style="list-style-type: none"> Describes various aspects of the academic question to be answered and explains a process for how to best answer the question States a clear conclusion to the academic question informed by research Gathers accurate evidence from multiple sources to support one's conclusion Uses the Internet to find accurate and recent sources of information Compares and contrasts one's own conclusion from differing conclusions, considering how point of view impacts the critical thinking process Reflects on one's own critical thinking skills and identifies improvements that could be made when answering open-ended academic questions in the future
Level I	Student's demonstration of learning shows minimal success of Supporting Targets.

Digital Citizenship

Level IV	Student has internalized being safe, kind, and responsible in a digital environment and applies this knowledge in-person and digitally.
Level III	<p>Essential Learning Target: Student acts in a safe, kind, and responsible manner in-person and digitally.</p> <p>Supporting Targets: Student can demonstrate the following:</p> <ul style="list-style-type: none"> (safe) Understand the importance of a positive digital identity for themselves whenever digital media is encountered and the inherent lack of privacy online. (safe) Understand the implications of sharing personal information online. <ul style="list-style-type: none"> Including the use of effective passwords and considering sources before engaging. (safe) Maintain a balance of online and offline engagement and a balance of passive and active digital media consumption. <ul style="list-style-type: none"> Examples of active engagement are creating content and collaborating with others digitally. Examples of passive engagement are extended periods of scrolling or viewing without clear purpose. (kind) Promote a positive digital identity for others, which includes preventing or not engaging in cyberbullying, trolling, or scamming. <ul style="list-style-type: none"> Examples include sharing any personal information that is not yours, such as sharing pictures or video without consent. (responsible) Understanding how to give proper credit to the original creators when using or sharing their work. (responsible) Understanding appropriate vs. ill-intended use of digital resources and information. <ul style="list-style-type: none"> Examples of appropriate use of digital information to create original content. Examples of ill-intended use include attempting to obtain or view other persons' accounts or sharing anything that would cause harm to another.
Level II	
Level I	Student's demonstration of learning shows minimal success of Supporting Targets.



EPHS - 4Cs Cohort Learning

Professional Development for Teachers

Example Student Self Assessment

	4	3	2	1
Communication	Student can communicate about academic topics in an <i>in-depth</i> manner that is both convincing and <i>highly engaging</i> , regularly making strategic choices to <i>diversify</i> and <i>enhance</i> modes and <i>styles</i> of communication based on a <i>genuine interest</i> for diverse audiences.	Student can communicate <i>convincingly</i> about academic topics, making <i>strategic</i> choices in both oral conversation and written composition to ensure messages are understood clearly by <i>diverse</i> audiences.	Student can communicate clearly about academic topics in both oral and written composition for diverse audiences.	Student's demonstration of learning shows minimal success of the 4C skill being assessed.
Circle what score 1-4 you would give yourself on the Communication rubric based on today's task. Explain why.			How can you improve your Communication skills based on the rubric above?	
Collaboration	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility, initiative, and the ability to <i>motivate</i> and <i>empower</i> others to <i>better</i> achieve the team's goals.	Student can work cooperatively & productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility and <i>initiative</i> when working with others to achieve the team's goals.	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task.	Student's demonstration of learning shows minimal success of the 4C skill being assessed.
Circle what score 1-4 you would give yourself on the Collaboration rubric based on today's task. Explain why.			How can you improve your Collaboration skills based on the rubric above?	

rubric

	1	2	3	4
Collaboration	Student's demonstration of learning shows minimal success of the 4C skill being assessed.	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task.	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility and <i>initiative</i> when working with others to achieve the team's goals.	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility, initiative, and the ability to <i>motivate</i> and <i>empower</i> others to <i>better</i> achieve the team's goals.

What score 1-4 would you give yourself on Collaboration based on today's task?

Why?

How can you improve your Collaboration skills?



EPHS - 4Cs Cohort Learning

Professional Development for Teachers

Example Rubric Integrated with an Assignment

	4	3	2	1
Communication	Student can communicate about academic topics in an <i>in-depth</i> manner that is both convincing and <i>highly engaging</i> , <i>regularly</i> making strategic choices to <i>diversify</i> and <i>enhance</i> modes and styles of communication based on a <i>genuine interest</i> for diverse audiences.	Student can communicate <i>convincingly</i> about academic topics, making <i>strategic</i> choices in both oral conversation and written composition to ensure messages are understood clearly by <i>diverse</i> audiences.	Student can communicate clearly about academic topics in both oral and written composition for diverse audiences.	Student's demonstration of learning shows minimal success of the 4C skill being assessed.
What's this look like in the role play?		<ul style="list-style-type: none">Clearly & accurately makes a strong case for figure using SFIsThoughtful, well researched, historically accurate, & preparedMakes sure figure's point of view is included in the role playExplained facts & quotes & applied to statement/situation		
Collaboration	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility, initiative, and the ability to <i>motivate</i> and <i>empower</i> others to <i>better</i> achieve the team's goals.	Student can work cooperatively & productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility and <i>initiative</i> when working with others to achieve the team's goals.	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task.	Student's demonstration of learning shows minimal success of the 4C skill being assessed.
What's this look like in the role play?		<ul style="list-style-type: none">Works with group members to create a cohesive and convincing argumentWilling to hear and implement ideas of group membersOffer ideas and suggestions to the group		



EPHS - 4Cs Cohort Learning

Professional Development for Teachers





Oak Point Elementary

Professional Development for Teachers



EPO - 4Cs Progress Monitoring

KEY														
On-Track	OT	Student has completed most work at a "proficient" mastery level in the given instructional area in the past 20 school days												
Developing	D	Student has completed most work at a "developing" mastery level in the given instructional area in the past 20 school days												
Beginning	B	Student has completed most asynchronous work at a "beginning" mastery level in the given instructional area in the past 20 school days												
Incomplete	I	Student has inconsistently completed (summative) work in the given instructional area in the past 20 school days such that an accurate evaluation of learning mastery is not possible												
Not Assessed	NA	Student has not completed any meaningful work in the given instructional area in the past 20 school days such that any evaluation of learning mastery is not possible												
STUDENT NAME (Last Name, First Name)														
		LITERACY		MATH	SCIENCE	SS	SPECIALS ROTATIONS				4C's			
		Reading	Writing	Math	Science	Social Studies	Art	Music	Spanish	PhyEd	Communication	Collaboration	Creativity	Critical Thinking
Rasputin, Piolyr		D	D	B	B	D	OT	I	NA	NA	OT	OT	NA	B
McCoy, Hank		OT	OT	OT	OT	OT	OT	OT	NA	NA	OT	OT	NA	OT
Summers, Scott		OT	OT	OT	OT	OT	OT	OT	NA	NA	OT	OT	NA	D
Grey, Jean		OT	OT	OT	OT	OT	OT	OT	NA	NA	OT	OT	NA	OT
Munroe, Ororo		B	B	OT	OT	OT	OT	OT	NA	NA	D	B	NA	OT
Drake, Bobby		I	I	I	I	I	I	I	NA	NA	I	I	NA	D



Questions & Discussion



100 Years of Inspiring Each

Campaign goal

Elevate the reputation of Eden Prairie Schools among students, families, staff and community by fostering an ongoing sense of pride and celebrating our progress, which will increase stakeholder engagement and improve their connections with the district and its schools.

40



100 Years of Inspiring Each

Campaign measures

- Maintain or improve current satisfaction levels as measured by our annual Morris Leatherman survey.
- Increase attendance at school and district events.
- Increase student retention.
- Increase staff retention.
- Raise at least \$100,000 for 100 years.
- Establish a database of at least 1000 alumni.

41



100 Years of Inspiring Each

Branding/activities

- Specific branding
- Banners at each school
- 100 day / 100 years lesson plans
- Give to the Max Day: \$19.24
- Email signature
- Time capsule
- Parent/Staff post column

42

Launch of an annual alumni magazine

- Special acknowledgements
 - City of Eden Prairie Proclamation (Sept. 5)
 - Message from the President (Aug. 29)





Eden Prairie Community Magazine

Magazine goal

To foster lifelong connection and engagement with Eden Prairie Schools among students, families, staff, community members and alumni by deepening their feelings of pride, belonging and partnership, thereby developing a shared story and stake in the district's success.



Eden Prairie Community Magazine

Magazine objectives

- Within one year, a sense of pride and belonging will be increased among all district stakeholders
 - Morris Leatherman survey feedback
 - Reunions
 - Increased alumni engagement and belonging
 - Digital platform engagement



Eden Prairie Community Magazine

Magazine objectives

- Within six months, district will see an increase in active partnerships
 - District partner signups
 - Funding



Eden Prairie Community Magazine

Magazine strategies

- Share experiences
 - Students, staff, alumni and more
- Showcase implementation of strategic plan/priorities
- Foster trust in district (including leaders and direction)
- Highlight opportunities to engage
- Honor those making an impact
- Highlight the Inspired Journey



Eden Prairie Community Magazine

Magazine sections

- Joint School Board/Superintendent message - 1 page
- 100 Years of Inspiring Each (section on yearly theme) - 4 pages
- Alumni highlights - 2 pages
- Heartwarming stories - 2 pages
- Staff highlights - 4 pages
- Inspiring Each (students) - 10 pages
- Get involved - 4 pages
- Showcasing district excellence - 2 pages



Eden Prairie Community Magazine

Magazine specs

- 36 pages
- Weighted paper, high-quality print
 - Something people will keep on their coffee tables
- Separate but complementary online experience
 - Not just a PDF of the magazine
- Sent to all current students and families, alumni, partners, and all Eden Prairie residents





**Eden Prairie School Board
Community Linkage Committee Meeting Minutes
Jerry's Food Court Café Coffee Shop, Eden Prairie, MN
Tuesday, March 12, 2024**

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.

Members Present: Steve Bartz, CJ Strehl, Dennis Stubbs

Convened: 6:05 p.m.

- A. Agenda Approved
- B. Measuring What Matters Idea
 - 1. EL 2.8 regarding Financial Management (after budget in June)
- C. Inspiring News Discussion
 - 1. June article will be joint message from District and Board
 - 2. Next topic for article due at June business meeting—this article is slated for the September issue. CLC idea is community engagement — “It Takes All of Us.” December article idea—AI and the changing classroom
- D. Spring Community Outreach Event
 - 1. Combined event around 2025-2035 (Next ten years)
 - 2. Lunch with the Board — “Food for your thoughts;” seek approval for April and November at EPHS and CMS

Meeting Adjourned: 7:05 p.m.

Headline: Welcome from the Superintendent and School Board

Welcome to the inaugural edition of the [NAME], the Eden Prairie Schools community magazine! We're glad you're here, and we're excited to share with you some of the amazing stories of our students, staff, schools, and alumni.

There's so much to be proud of: Within these pages, you'll discover the innovative learning happening in our classrooms, explore the people whose efforts to inspire have made lasting impacts on our schools and community, and learn about ways to join us in our pursuit of inspiring each student every day.

The spirit of that mission — inspiring each student every day — has driven us for more than a century. From Eden Prairie's earliest days, our city has believed deeply in the power of community and the importance of education. That's what we're celebrating this year in our 100th Year of Inspiring Each. And we've come a long way since our earliest days.

Our district is now home to almost 9,000 learners who speak more than 60 languages at home. They learn to fly airplanes, plan for the future of artificial intelligence, design sculptures using 3-D printers, and create their own businesses — all in state-of-the-art classrooms and co-curricular spaces made possible by our community. It would've been pretty hard for the students in our four original one-room schoolhouses to imagine. And as we look toward the next 100 years, we know our future is filled with the same innovation, excellence and pride that have formed our foundation for the past 100.

You'll read more about our rich history and how we're looking to the future in the [NAME]. We hope you enjoy it! And when you're finished, share it with a friend, family member or colleague who should know about the great things happening in Eden Prairie Schools, where we inspire each student every day.

Go Eagles!

Dr. Josh Swanson, Superintendent
Aaron Casper, Board Chair
Steve Bartz, Vice Chair
Charles "CJ" Strehl, Treasurer
Abby Libsack, Clerk
Debjyoti "DD" Dwivedy, Director
Kim Ross, Director
Dennis Stubbs, Director

Eden Prairie School Board
2023–24 WORK PLAN CHANGES
“Proposed” Changes
March 25, 2024

Date of Meeting/Workshop	Changes Requested
Monday, March 25, 2024	
Monday, April 8, 2024 – Workshop	- ADD: - <i>Schedule Two (2) Dates for New Candidate Information Sessions</i>
Monday, April 22, 2024	
Monday, May 13, 2024	
Tuesday , May 28, 2024	
Monday, June 10, 2024 – Workshop	
Monday, June 24, 2024	
Placeholder – General Board Work	
Placeholder – Policy Review	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

March 25, 2024

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			

53

<div>****2024****</div> <div>Annual Organizational Meeting Mon, Jan 8, 2024 6:00 PM</div>			<div><div>• 2024 Annual Organizational Mtg. - Election of Officers - School Board Compensation - School Board Calendar</div><div>•School Board Meeting Calendar: January 1, 2024, through June 30, 2024</div><div>•Resolution for Combining Polling Places for the General Elections for 2025</div><div>•Appointment of Intermediate District 287 Representative</div></div>		<div><div>•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)</div></div>		
<div>Board Workshop Mon, Jan 8, 2024 6:30 PM Convene following the Annual Organizational Meeting</div>						<div><div>• BDC Speaker</div><div>• 2024 Committees & Outside Organization Discussion</div><div>• Budget: 5-Year Financial Forecast</div></div>	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

March 25, 2024

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			
							<div>54</div> <ul style="list-style-type: none"> Legislative Impacts to Financial and Program Stability Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 22, 2024 6:00 PM		<ul style="list-style-type: none"> FY 2024-25 Final School Calendar <i>(Draft)</i> FY 2025-26 Preliminary School Calendar <i>(Draft)</i> FY 2024-25 Budget Timelines – <i>First Reading</i> FY 2024-25 Budget Assumptions – <i>First Reading</i> 	<ul style="list-style-type: none"> FY 2023-24 Mid-Year Budget Approval Approval FY 2023-24 Mid-Year School Board Budget <i>(duplicate, see 12/11/23)</i> Record of Board Self-Evaluation Closed Session – Purchase or Sale of Property (Minnesota Statue 13D.05, Subdivision 3(c)) 	2024 School Board Committee & Outside Organization Assignments	<ul style="list-style-type: none"> Monthly Reports FY 2024-25 Bus Purchase 	Ends 1.2 Update	
Post Meeting Board Workshop Mon, Jan 22, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Feb 12, 2024 6:00 PM							<ul style="list-style-type: none"> Finance Overview Artificial Intelligence Working Group Report Agenda Items: Walk-through School Board Agenda

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

March 25, 2024

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			
							<div>55</div> <ul style="list-style-type: none"> • Sample Agenda & Discussion of Agenda Elements • Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline • Community Linkage: Discuss Goals & Format for Community Engagement • Discuss Measuring What Matters (MWM) • Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 26, 2024 6:00 PM			Record of Board Self-Evaluation		<ul style="list-style-type: none"> • Monthly Reports • Approval of FY 2024-25 School Calendar • Approval of Preliminary FY 2025-26 School Calendar • American Indian Education Report 	<ul style="list-style-type: none"> • Achievement & Integration Budget • Ends 1.3 Update 	
Post Meeting Board Workshop Mon, Feb 26, 2024							School Board Meeting Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

March 25, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Mar 11, 2024 6:00 PM							<div>56</div> <ul style="list-style-type: none"> • Discuss Screen Time/Face-to-Face Risks • Discuss Board Workshop Training/Retreat (on the Work Plan) • Mechanics of Monitoring • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 25, 2024 6:00 PM		<ul style="list-style-type: none"> • FY 2024-25 Capital Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> • Final FY 2024-25 Budget Assumptions • Record of Board Self-Evaluation 	<ul style="list-style-type: none"> • Approve: Joint Community (Alumni) Magazine Message 	<ul style="list-style-type: none"> • Monthly Reports • Resolution to Release Probationary Teachers 	Ends 1.5 Update	
Post Meeting Board Workshop Mon, Mar 25, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 8, 2024 6:00 PM							<ul style="list-style-type: none"> • Academic Vision Process & Planning • <i>Schedule two (2) dates for New Candidate Information Sessions</i> • FY 2024-2025 Annual Work Plan Calendar Discussion

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

March 25, 2024

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			
							<div>57</div> <ul style="list-style-type: none"> • Discussion/Review all items in Placeholder area on "Work Plan Changes Document." • 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 • Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 22, 2024 6:00 PM		<ul style="list-style-type: none"> • FY 2024-25 School Board Work Plan – <i>First Reading</i> • FY 2024-25 School Board Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> • Approval of FY 2024-25 Capital Budget • Approval of FY 2024-25 School Board Meeting Calendar 	Approval of Inspiring News Article for June	• Monthly Reports	• Crisis Management: Legislation Impacts	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

March 25, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			<ul style="list-style-type: none"> • <u>Closed Session:</u> Negotiation Strategy (MN Statue 13D.03, Subd.1) • Record of Board Self-Evaluation 			<ul style="list-style-type: none"> • <u>Closed Session:</u> Safety & Security (MN Statue 13D.05, Subd. 3(d)) 	58
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
Board Meeting Tues, May 28, 2024* 6:00 PM *Due to Memorial Day on Monday May 27, 2024		<ul style="list-style-type: none"> • FY 2024-25 Budget – First Reading • FY 2024-25 School Meal Prices - DRAFT 	<ul style="list-style-type: none"> • Approval of FY 2024-25 School Board Work Plan • Approval of FY 2024-25 School Board Budget • Record of Board Self-Evaluation 		<ul style="list-style-type: none"> • Monthly Reports 		
Post Meeting Board Workshop Tues, May 28, 2024							<ul style="list-style-type: none"> • School Board Meeting Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

March 25, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, June 10, 2024 6:00 PM							<div>59</div> <ul style="list-style-type: none"> •General Fund Budget Q&A •All Ends 1.1 – 1.6 OI's •CLC: Inspiring News Top Discussion – 1st Draft (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		<ul style="list-style-type: none"> •Approval of FY 2024-25 Adopted Budget •ISD 287 10-Year Facilities Maintenance Resolution •Approval of FY 2024-25 School Meal Prices •Record of Board Self-Evaluation 	Review <i>DRAFT</i> Topic for Inspiring News for September 2024	<ul style="list-style-type: none"> • Monthly Reports • EPS 10-Year Facilities Maintenance Plan • Q-Comp Annual Report • Summary Update of General District Policies • Annual Review of District Mandated Policies • MSHSL Resolution for Membership 		
Post Meeting Board Workshop Mon, Jun 24, 2024							<ul style="list-style-type: none"> •School Board Meeting Self-Assessment

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS****I. GENERAL STATEMENT OF POLICY**

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment as defined in Section II.H that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

~~Russell Reetz~~ Joe Perkl, Associate Principal Director of Student Activities
Eden Prairie High School
952-975-8101
Joseph_Perkl@edenpr.org

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- A. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
 - B. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
 - C. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
 - D. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
 - E. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 ~~U.S.C. United States Code section~~ 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 ~~U.S.C. § United States Code section~~ 12291).
- F. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under ~~Minn. Stat. § Minnesota Statutes section~~ 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- G. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS**A. Equitable Treatment**

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 ~~U.S.C. §~~ **United States Code section 1232g**, ~~or FERPA's~~ **regulations, 34 Code of Federal Regulations part 99, and State Minnesota law under Minn. Stat. § Minnesota Statutes section 13.32, 34 C.F.R. Part 99**, or as required by law, or to carry out the purposes of 34 **Code of Federal Regulations C.F.R. Part 106**, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**E. Right to an Advisor; Right to a Support Person**

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**H. Evidence**

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**IV. REPORTING PROHIBITED CONDUCT**

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint .
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is necessary in order to effectively address the concerns that have been raised and is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 - 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 - 6. A copy of this policy.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT****A. Emergency Removal of a Student**

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

**TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS
VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT**

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 2. The respondent is no longer enrolled or employed by the school district; or
 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- ~~C. — School District Policy 413, as well as other legal provisions such as the Minnesota Human Rights Act, contain different definitions for “sexual harassment” than the Title IX “sexual harassment” definition listed in this policy. In some cases, an allegation of sexual harassment may not rise to the level of Title IX sexual harassment, but could still be conduct that, if true, would violate other school policies, including but not limited to Policy 413. If it is determined at any point during the investigation and grievance process that a formal complaint, even if proved, would not meet the Title IX definition of sexual harassment in this Policy, the School District must dismiss the Title IX complaint pursuant to Section VIII.A above. The District shall, however, continue to investigate and address the allegations pursuant to other applicable school policies and regulations.~~
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

**EDEN PRAIRIE SCHOOL ISD 272
DISTRICT POLICY 522****TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**

- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**XIII. TRAINING**

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work email address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and

TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Adopted: 12/14/20

Revised: 3/25/24

STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION**I. PURPOSE**

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every school district employee to comply with this policy. The Superintendent has designated the **Assistant Superintendent** Director of Student Activities ~~8100 School Road, Eden Prairie Schools, Eden Prairie High School, 17185 Valley View Road, Eden Prairie, MN, 55436, 952-975-7156~~**8101**, as its Title IX Coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION

- G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.
- H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in Policy 522 – Student Sex Nondiscrimination.

Adopted: 3/26/2013

Revised: ~~11/25/2019~~; 3/25/24