



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, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

Board Member Debjyoti "DD" Dwivedy will be joining this meeting remotely from Fort McCoy, BLDG 1760, 1654 S 11th Ave, Fort McCoy, WI 54656

2. Pledge of Allegiance

3. Agenda Review and Approval (Action)

Approval of the agenda for the Monday, April 22, 2024, meeting of the School Board of Independent School District 272, Eden Prairie Schools.

Motion _____ Seconded _____

Kim Ross	Yes___ No___	Charles Strehl	Yes___ No___
Abby Libsack	Yes___ No___	Dennis Stubbs	Yes___ No___
Aaron Casper	Yes___ No___	Steve Bartz	Yes___ No___
Debjyoti Dwivedy	Yes___ No___		

4. Approval of Previous Minutes (Action)

Approval of the UNOFFICIAL Minutes of the School Board Regular Business Meetings for March 25, 2024, and the Workshop Notes for April 8, 2024.

Motion _____ Seconded _____

Kim Ross	Yes___ No___	Charles Strehl	Yes___ No___
Abby Libsack	Yes___ No___	Dennis Stubbs	Yes___ No___
Aaron Casper	Yes___ No___	Steve Bartz	Yes___ No___
Debjyoti Dwivedy	Yes___ No___		

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

Central Middle School (CMS) - *Inclusion and Belonging at CMS: Through the Celebration of Learning*

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

7. Announcements: 6:30 PM (Information)

8. Board Work: 6:35 PM (Action)

A. Decision Preparation

- | | |
|---|----|
| 1) Fiscal Year (FY) 2024-25 School Board Work Plan (<i>First Reading</i>) | 10 |
| 2) Fiscal Year (FY) 2024-25 School Board Budget (<i>First Reading</i>) | 22 |

B. Required Board Action (Action)

- 1) Approval of FY 2024-25 Capital Budget

Motion _____ Seconded _____

Kim Ross	Yes___ No___	Charles Strehl	Yes___ No___
Abby Libsack	Yes___ No___	Dennis Stubbs	Yes___ No___
Aaron Casper	Yes___ No___	Steve Bartz	Yes___ No___
Debjyoti Dwivedy	Yes___ No___		

- | | | |
|---------------------------------------|---|----|
| a. Capital Budget - Executive Summary | 1 | 23 |
|---------------------------------------|---|----|

b. Capital Budget Outlay - Detail

25

2) Approval of FY 2024-25 School Board Meeting Calendar

26

Motion _____ **Seconded** _____

Kim Ross Yes___ No___ Charles Strehl Yes___ No___

Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___

Aaron Casper Yes___ No___ Steve Bartz Yes___ No___

Debjyoti Dwivedy Yes___ No___

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

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

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

3) 2022-23 Record of Board Policy Monitoring - Ends 1.1 - 1.6 **(Action)**

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Motion _____ **Seconded** _____

Kim Ross Yes___ No___ Charles Strehl Yes___ No___

Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___

Aaron Casper Yes___ No___ Steve Bartz Yes___ No___

Debjyoti Dwivedy Yes___ No___

9. Superintendent Consent Agenda: **7:10 PM (Action)**

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

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

Kim Ross Yes___ No___ Charles Strehl Yes___ No___

Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___

Aaron Casper Yes___ No___ Steve Bartz Yes___ No___

Debjyoti Dwivedy Yes___ No___

A. Monthly Reports

1) Resolution of Acceptance of Donations

30

2) Human Resources Report

a. Monthly Report

31

3) Business Services Reports

a. Board Business

34

b. Financial Report - Monthly Revenue/Expenditure Report

35

B. Executive Summary on Insurance

36

C. Release of Probationary Teachers

37

D. Memo to the Board - Summary - Tri-Annual Review of District Policies

38

1) Approval of Updated District Policies - See Appendix "A" (Individual Detail Listing of Policies)

a. District Policy 101 - Legal Status of the School District

b. District Policy 103 - Complaints - Students, Employees, Parents, Other Persons

c. District Policy 214 - Out of State Travel by School Board Members

d. District Policy 401 - Equal Employment

e. District Policy 410 - Family and Medical Leave

f. District Policy 413 - Harassment & Violence

g. District Policy 413-F Harassment and Violence Report Form

h. District Policy 415 - Mandated Reporting of Maltreatment of Vulnerable Adults

i. District Policy 417 - Chemical Use and Abuse

j. District Policy 418-F Acknowledgment of Drug-Free Workplace/Drug-Free School Policy

- k. District Policy 501 - School Weapons Policy
- l. District Policy 516 - Student Medication
- m. District Policy 701 - Establishment and Adoption of School District Budget
- n. District Policy 702 - Accounting
- o. District Policy 703 - Annual Audit
- p. District Policy 704 - Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System
- q. District Policy 705 - Investments
- r. District Policy 707 - Transportation of Public School Students
- s. District Policy 711 - Video Recording on School Buses
- t. District Policy 712 - Video Surveillance Other than Buses
- u. District Policy 720 - Vending Machines

10. Superintendent's Incidental Information Report: 7:15 PM (Information)

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

- A. Inspired Journey and Pathways Update - [Presentation Uploaded](#)
- B. Website Launch

41

11. Board Education & Required Reporting

12. Board Action on Committee Reports & Minutes: 7:35 PM

- A. Board Development Committee
- B. Community Linkage Committee

1) Inspiring News for April 2024

80

Motion _____ **Seconded** _____

Kim Ross	Yes___ No___	Charles Strehl	Yes___ No___
Abby Libsack	Yes___ No___	Dennis Stubbs	Yes___ No___
Aaron Casper	Yes___ No___	Steve Bartz	Yes___ No___
Debjyoti Dwivedy	Yes___ No___		

2) Measuring What Matters (MWM)

81

Motion _____ **Seconded** _____

Kim Ross	Yes___ No___	Charles Strehl	Yes___ No___
Abby Libsack	Yes___ No___	Dennis Stubbs	Yes___ No___
Aaron Casper	Yes___ No___	Steve Bartz	Yes___ No___
Debjyoti Dwivedy	Yes___ No___		

- C. Negotiations Committee
- D. Policy Committee

13. Other Board Updates (AMSD, BRIGHTWORKS, ISD 287, MSHSL): 7:55 PM (Information)

- A. AMSD (Association of Metropolitan Schools) - *Abby Libsack/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: 8:05 PM (Action)

- A. Work Plan Changes Document **(Action)**

Motion _____ Seconded _____

Kim Ross Yes___ No___ Charles Strehl Yes___ No___
Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___
Aaron Casper Yes___ No___ Steve Bartz Yes___ No___
Debjyoti Dwivedy Yes___ No___

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

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15. Closed Session: Safety & Security (Minnesota Statute 13D.05, Subdivision 3(d)) 8:10 PM (Action)

Pursuant to this statute, a school board may close a meeting to discuss issues, other than financial, related to security and public safety.

Motion by _____, Seconded by _____ to move into Closed Session at _____ p.m.

Kim Ross Yes___ No___ Charles Strehl Yes___ No___
Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___
Aaron Casper Yes___ No___ Steve Bartz Yes___ No___
Debjyoti Dwivedy Yes___ No___

16. Closed Session: Negotiation Strategy (Minnesota Statute 13D.03, Subdivision.1): (Action)

Pursuant to MN Statute 13D.02, Subd.1: The governing body of a public employer may by a majority vote in a public meeting decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to sections 179A.01 to 179A.25.

Motion by _____, Seconded by _____ to move out of Closed Session and the resume regular Business Meeting at _____ p.m.

Kim Ross Yes___ No___ Charles Strehl Yes___ No___
Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___
Aaron Casper Yes___ No___ Steve Bartz Yes___ No___
Debjyoti Dwivedy Yes___ No___

17. Adjournment: (Action)

Motion _____ Seconded _____ to adjourn at _____ PM

Kim Ross Yes___ No___ Charles Strehl Yes___ No___
Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___
Aaron Casper Yes___ No___ Steve Bartz Yes___ No___
Debjyoti Dwivedy Yes___ No___

18. Appendix "A" (Reference Item 9,D)

A. District Policy 101	94
B. District Policy 103	97
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INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE MARCH 25, 2024
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on March 25, 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, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

Present: Superintendent Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval – Motion by K. Ross, **Seconded** by S. Bartz to move to approve the agenda as **Amended**, moving item #11 to item #6 – Passed Unanimously

4. Approval of Previous Minutes – Motion by D. Stubbs, **Seconded** by A. Casper to approve of the UNOFFICIAL Minutes of the School Board Regular Business Meetings for February 26, 2024 and Board Workshop Minutes for March 11, 2024 – Passed Unanimously

5. Spotlight on Success

Cedar Ridge Elementary - 5th Grade Leaders

6. Superintendent's Incidental Information Report

A. Strategic Core Planning - Implementation of Strategy

B. Community (Alumi) Magazine

7. Public Comment (2)

8. Announcements

- Our Health Office staff members support our students largely behind the scenes, and they don't always receive the kudos they deserve — so I want to send a special shoutout to EPHS Health Office Paraprofessional Keshia Deon, who jumped into action to save a student's life in February! When a student was brought into the office showing the universal sign for choking, Deon administered the Heimlich Maneuver, helping the student dislodge the obstructing food and regain normal breathing. Thanks to her efforts, the student is safe and well. Please join me in thanking Keshia and all of our fantastic health office staff for their dedication to our students!
- In this year's City of Eden Prairie Words in Action contest, students were challenged to choose a quote from a civil rights leader and express what it meant to them through a medium of their choice. Several Eagles took top spots in the competition! Cedar Ridge second grader Amaya Demery and CMS sixth grader Akshaya Ramanujam took home awards, and Oak Point second grader Vedh Priyapragash and CMS seventh grader RishabhNanavati earned honorable mentions. You can watch videos of Amaya and Akshaya's winning entries [on the City of Eden Prairie website](#). Way to go, Eagles!
- In another Eagle Excellence earlier this school year, I celebrated the exceptional academic achievements of our nine National Merit Semifinalists. I'm proud to announce that all nine of our semifinalists have been selected as National Merit Finalists! EPHS 12th graders Sasha Allen, Yash Dagade, Rohil Garg, Neha Karri, Nikhil Kori, Sophia Lin, Pranav Narayanan, Vineel Panyala and Brian Shi will now be considered for National Merit Scholarships totaling over \$35 million. We're wishing them the best of luck.
- From March 4-15, community members across Eden Prairie were invited to bring food to any of our schools in a large food drive for PROP Food Shelf. Eagle Nation collected 545 pounds of food to donate to families in need! Thank you to everyone who donated for their support of our community.
- We celebrated two important employee groups in March: **Our maintenance and grounds team and our school social workers**. They each play a crucial role in making our schools safe, clean and supportive places where our students learn and grow. Thank you to these great team members for their work!
- **Congratulations** to Kristin Cayo, a Gifted and Talented teacher at Forest Hills Elementary School, who has been named a Minnesota finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching! Kristin has been a member of our staff community for more than 20 years, and we're deeply grateful for her commitment to our students. Please join me in congratulating her!

- Central Middle School proudly hosted this year's Metro Jr. West National History Day in Minnesota regional competition on March 2. Students displayed their talent and dedication as they brought the theme, "Turning Points in History," to life by conducting in-depth research, analyzing and synthesizing information, and effectively presenting historical content. Led by CMS social studies teacher Eric Hanson, 31 of our seventh graders showcased their research skills and passion for history. Out of over 160 entries, six of our students' outstanding projects earned a spot in the State History Day competition, and an additional five projects received Honorable Mention recognitions. **Congratulations**, Eagles!
- Eleven exceptional EPHS students in German 2 and German 3 have received special recognition for outstanding performance on [the 2024 National German Exam](#)! **Congratulations** to Sindhura Ghanta and Sadie Nistler on earning Silver Medals; Robin Davis, Alexa Bernardy, Robbie Riga and Eshaan Salunke on earning Bronze Medals; and Raya Francesca Sanchez, Heba Nazar, Jake Pavelka, Ben Gilmore and Mau Rodriguez Quiros on earning Certificates of Achievement. These accomplishments are a testament to their hard work and careful study.
- Join us in **congratulating** EPHS 12th grader, Nordic skier and track and field athlete Alyssa Ehler on being named this year's **Athena Award** winner This prestigious award is given to one senior female athlete who has distinguished herself through special athletic achievement in one sport or superior achievements in one or more sports. In addition to her athletic prowess, Alyssa is also involved in supporting her community through Connect 9, Key Club and National Honors Society. Great work, Alyssa!
- **Congratulations** to Dr. Hines for being named the next Superintendent for the St. Louis Park Schools – wishing you all the best as you continue to take on the work there serving students, staff and the community.
- **A Big Thanks to** our Transportation Team and Logistics Team and everyone else for coordinating getting everyone safely moved around and on time to locations/sites due to inclement weather that rolled in last evening and this morning; for getting buildings ready, parking lots clear, things were set and we were prepared and ready to go. So, thanks again for making this happen!

9. Board Work

A. Decision Preparation

- 1) Executive Summary - Fiscal Year (FY) 2024-25 Capital Budget
 - a. Fiscal Year (FY) 2024-25 Capital Outlay - *First Reading*

B. Required Board Action

- 1) Final Fiscal Year (FY) 2024-25 Budget Assumptions – **Motion** by D. Stubbs, **Seconded** by K. Ross to accept as presented – Passed Unanimously

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*)

10. Superintendent Consent Agenda – **Motion** by A. Casper, **Seconded** by K. Ross to approve as presented – Passed Unanimously

A. Monthly Reports

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

B. Release Probationary Teachers

C. Approval of Updated District Policies - See Appendix "A" (*Individual Detail Listing of Policies*)

- 1) District Policies - Memo to the Board
 - a. District Policy 522 - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
 - b. District Policy 528 - Student Parental, Family and Marital Status Nondiscrimination

11. Board Education & Required Reporting

A. Ends 1.5

Motion by A. Casper, **Seconded** by S. Bartz to recess at 8:26 p.m. – Passed Unanimously; Resumed at 8:37 p.m.

12. Board Action on Committee Reports & Minutes

A. Board Development Committee

B. Community Linkage Committee

1) Approval: CLC Minutes from the March 12, 2024 Meeting

Motion by A. Casper, **Seconded** by A. Libsack to approve as presented – Passed Unanimously

2) Approval of the Joint Community (Alumni) Magazine Message

Motion by A. Casper, **Seconded** by A. Libsack to approve as presented – Passed Unanimously

C. Negotiations Committee

D. Policy Committee

Motion by C. Strehl, **Seconded** by D. Stubbs to send the Screen Time/Face-to-Face Risks/Policy documents to the Policy Committee to draft a policy – **Motion** Failed 3-4; Yes (3) – DS, CS, SB; No (4) – KR, AC, DD, AL13. **Other Board Updates (AMSD, BRIGHTWORKS, ISD 287, MSHSL)**

A. AMSD – Updated Board

B. ISD 287 – Updated Board

C. BRIGHTWORKS – No Updates

D. MSHSL (Minnesota State High School League) – Updated Board

14. **Board Work Plan**A. Work Plan Changes Document – **Motion** by A. Casper, **Seconded** by D. Dwivedy to accept the addition of the CLC, Student Engagement Discussion and approve as presented – Passed Unanimously

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

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

B. School Board Annual Work Plan Jan - Jun 2024

15. **Adjournment** – **Motion** by A. Casper, **Seconded** by S. Bartz to adjourn at 10:02 PM – Passed Unanimously16. **Appendix "A" (Reference Item 9,C)**

A. District Policy 522 - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process

B. District Policy 528 - Student Parental, Family and Marital Status Nondiscrimination

Abby Libsack – Board Clerk

School Board Workshop Notes- Monday, April 8, 2024

1. CONVENE – 6:00pm
School Board Members Present: Steve Bartz, Aaron Casper, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs, Debjyoti "DD" Dwivedy
2. Academic Vision Process & Planning
 - a. *Inspired Journey- Mapping the Academic Vision 2035-36* (Dr. Swanson)
3. FY 2024-2025 School Board Budget Discussion- (Director Strehl)
4. FY 2024-2025 School Board Meeting Calendar Review
5. FY 2024-2025 Annual Work Plan Calendar Draft Review
6. Review of all items in Placeholder area on "Work Plan Changes Document"
7. New Policy Introduction- Current Process Review
 - a. Current process wording may be referred to Policy Committee for review/update
8. New Candidate Information Session Dates Proposed: Thursday, July 25, 2024 and Monday, August 5, 2024
9. Community Linkage Committee- Review of *Inspiring News* for April 2024 and *Measuring What Matters (MWM)*
10. School Board Work Plan Jan-June 2024 (no changes)
11. Adjourn at 7:31PM



Abby Libsack, Board Clerk

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

DRAFT – April 22, 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			
****2024**** Board Meeting Mon, Jul 22, 2024 7:30 AM					<ul style="list-style-type: none"> •Monthly Reports •TASSEL Student Handbook •Student Handbooks: <ul style="list-style-type: none"> - High School - Middle School - Elementary Schools (Summary Detail Included) 		10
School Board “New Candidate” Informational Session – <i>Thursday, July 25, 2024, at 6:00 p.m. (1 of 2) – ASC/EDC</i>							
School Board “New Candidate” Informational Session – <i>Monday, August 5, 2024, at 6:00 p.m. (2 of 2) – ASC/EDC</i>							
Board Meeting Mon, Aug 26, 2024 6:00 PM	<ul style="list-style-type: none"> •EL 2.1 Emergency Supt. Succession •EL 2.2 Treatment of Students •EL 2.7 Asset Protection 		Record of Board Self-Evaluation	Approval of 2025 September Inspiring News	•Monthly Reports		
Post Meeting Board Workshop Mon, Aug 26, 2024							School Board Mtg. Self-Assessment
Board Workshop Mon, Sep 9, 2024 6:45 PM							<ul style="list-style-type: none"> •Morris Leatherman Survey Update •ADMIN Proposals for FY 2024-25 Workshops •NEW Policy Development

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

DRAFT – April 22, 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			
							Discussion (Ends & EL Policies) <ul style="list-style-type: none"> •Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3 •Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 •Confirm agenda for next Board Workshop
Board Meeting Mon, Sep 23, 2024 6:00 PM	<ul style="list-style-type: none"> •EL 2.3 Treatment of Parents •EL 2.6 Financial Management & Operations •All BMD Policies •BMD 3.0 Single Point of Connection •BMD 3.1 Unity of Control •BMD 3.2 Delegation to the Superintendent •BMD 3.3 Superintendent Accountability & Performance •GP 4.4 Officer Roles •GP 4.5 School Board Members Code of Conduct •GP 4.6 Process for Addressing School Board Member Violations •GP 4.7 School Board Committee Principles 		<ul style="list-style-type: none"> •Approval of Preliminary FY 2025-26 Levy Tax Levy Comparison - Tax Levy Presentation Pay 25 •Record of Board Self-Evaluation 		<ul style="list-style-type: none"> •Monthly Reports 	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • FY 2023-2024 Year-end Preliminary Financial Report •FY 2024-2025 Preliminary Enrollment Report 	

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

DRAFT – April 22, 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"> GP 4.8 School Board Committee Structure GP 4.10 Operation of the School Board Governing Rules 						
Post Meeting Board Workshop Mon, Sep 23, 2024							School Board Mtg. Self-Assessment
Joint Meeting: Eden Prairie City Council & Eden Prairie School Board Monday, October 14, 2024, 5:00 PM Eden Prairie School District (Hosting)							12
Board Workshop Mon, Oct 14, 2024 6:30 PM							<ul style="list-style-type: none"> Discuss January Topics for Inspiring News Administration: Setting Stage for FY 2025-26 Budget Guidelines Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 28, 2024 6:30 PM	<ul style="list-style-type: none"> Ends 1.1 – 1.6 Evidence (FY 2023-24) EL 2.4 Treatment of Staff EL 2.8 Compensation and Benefits 		Record of Board Self-Evaluation		<ul style="list-style-type: none"> Monthly Reports MSHSL Form A Triannual Health Review 	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> Enrollment Report as of 10/1/2024 World's Best Workforce Report FY 2023-2024 Achievement 	

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

DRAFT – April 22, 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"> •GP 4.0 Global Governance Commitment •GP 4.1 Governing Style •GP 4.2 School Board Job Products •GP 4.3 Annual Work Plan •GP 4.9 Governance Investment 					Integration Summary Report	
Post Meeting Board Workshop Mon, Oct 28, 2024							<ul style="list-style-type: none"> •School Board Mtg. Self-Assessment¹³
Special Board Meeting Tues, Nov 12, 2024* 6:00 PM			<ul style="list-style-type: none"> •Resolution Approving of Elections •Resolution Issuance of Certificates of Elections 				
Board Workshop Tues, Nov 12, 2024* 6:15 PM *Veterans Day, Mon, Nov 11, 2024							<ul style="list-style-type: none"> •New Policy Introductions •Review of School Board Treasurers Mid-Year Report •Discuss January January 2025 inspiring News Topic •Confirm agenda for next Board Workshop
School Board “New Director Orientation” Session TBD							

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

DRAFT – April 22, 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 Meeting Mon, Nov 25, 2024 6:00 PM	EL 2.9 Communication and Support to the School Board	School Board Mid-Year Treasurer's Report	<ul style="list-style-type: none"> Record of Board Self-Evaluation 	<i>Draft:</i> January 2025 Inspiring News	Monthly Reports	Incidental: - READ Act	
Post Meeting Board Workshop Mon, Nov 25, 2024							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 9, 2024 6:00 PM	<ul style="list-style-type: none"> EL 2.5 Financial Planning and Budgeting EL 2.0 Global Executive Constraint 		<ul style="list-style-type: none"> Approval of Final FY 2025-26 Levy Approval of School Board Mid-Year Treasurer's Report <u>Closed Session:</u> Review of FY 2023-24 Superintendent Annual Review -Minnesota Statute 13D.05, Subd. 3 Record of Board Self-Evaluation 	Final Approval for January 2025 Inspiring News Article	<ul style="list-style-type: none"> Monthly Reports MSHSL Grant Application 	<ul style="list-style-type: none"> Truth in Taxation Hearing Planning and Budgeting FY 2023-24 Audited Financial Presentation Pathways/New Programming <p><i>Note: Recognition of Outgoing Board Members</i></p>	14
Post Meeting Board Workshop Mon, Dec 9, 2024							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

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DRAFT – April 22, 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			
<p>****2025****</p> <p>Annual Organizational Meeting Mon, Jan 6, 2025 6:00 PM</p>			<ul style="list-style-type: none"> • 2025 Annual Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar • School Board Meeting Calendar: January 1, 2025, through June 30, 2025 • Resolution for Combining Polling Places for the General Elections for 2026 • Appointment of Intermediate District 287 Representative 		<ul style="list-style-type: none"> • 2025 Annual School District Organizational Items: <ul style="list-style-type: none"> - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IoWA) 		15
<p>Board Workshop Mon, Jan 6, 2025 6:30 PM Convene following the Annual Organizational Meeting</p>							<ul style="list-style-type: none"> • 2025 Committees & Outside Organization Discussion • Budget: 5-Year Financial Forecast • Discuss April 2025 Inspiring News Topic

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

DRAFT – April 22, 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			
							• Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 27, 2025 6:00 PM		<ul style="list-style-type: none"> •FY 2025-26 Final School Calendar <i>(Draft)</i> •FY 2026-27 Preliminary School Calendar <i>(Draft)</i> •FY 2025-26 Budget Timelines – <i>First Reading</i> • FY 2025-26 Budget Assumptions – <i>First Reading</i> 	<ul style="list-style-type: none"> •FY 2024-25 Mid-Year Budget Approval •<i>Resolution:</i> 2025 Facilities Maintenance Bonds (LTFM) Issuance – Intent to Issue •Record of Board Self-Evaluation 	2025 School Board Committee & Outside Organization Assignments	<ul style="list-style-type: none"> • Monthly Reports • FY 2025-26 Bus Purchase • Pay Equity Reporting 	Incidental: - Artificial Intelligence (AI)	16
Post Meeting Board Workshop Mon, Jan 27, 2025							School Board Meeting Self-Assessment
Board Workshop Governance Training February 2025 Date: TBD							<i>Governance Training (for new Board Members)</i>
Board Workshop Mon, Feb 10, 2025 6:00 PM							<ul style="list-style-type: none"> •Finance Overview •Agenda Items: Walk-through School Board Agenda •Sample Agenda & Discussion of Agenda Elements

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

DRAFT – April 22, 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"> Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 24, 2025 6:00 PM			<ul style="list-style-type: none"> Closed Session – Safety & Security Update (Minnesota Statute 13D.05, Subdivision 3(d)) Record of Board Self-Evaluation 	<ul style="list-style-type: none"> Draft for April 2025 Inspiring News Draft for June 2025 Community Magazine Joint Messaging 	<ul style="list-style-type: none"> Monthly Reports Approval of FY 2025-26 School Calendar Approval of Preliminary FY 2026-27 School Calendar American Indian Education Report 		
Post Meeting Board Workshop Mon, Feb 24, 2025							School Board Meeting Self-Assessment
Board Workshop Mon, Mar 10, 2025 6:00 PM							<ul style="list-style-type: none"> Mechanics of Monitoring Communication: Supporting the Board in the Role of Governance Define Policy under Policy Governance: Ends, EL's, GP's & BMD's

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

DRAFT – April 22, 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			
							(Goals, Purpose & Structure of Policies •Process for Monitoring and Changes in Policy (2022) •Confirm agenda for next Board Workshop ¹⁸
Board Meeting Mon, Mar 24, 2025 6:00 PM		• FY 2025-26 Capital Budget – <i>First Reading</i>	• Final FY 2025-26 Budget Assumptions • Resolution: 2025 Facilities Maintenance Bonds (LTFM) – “Sale Day Report” (Ratify Bonds) • Record of Board Self-Evaluation • Closed Session – Negotiation Strategy (Minnesota Statute 13D.03, Subdivision 1)	• Approval for April 2025 Inspiring News • Approval for June 2025 Community Magazine Joint Messaging	• Monthly Reports • Resolution to Release Probationary Teachers		
Post Meeting Board Workshop Mon, Mar 24, 2025							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 14, 2025 6:00 PM							• FY 2025-2025 Annual Work Plan Calendar Discussion • Discussion/Review all items in

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

DRAFT – April 22, 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			
							Placeholder area on “Work Plan Changes Document.” <ul style="list-style-type: none"> •FY 2025-2026 School Board Meeting Calendar Discussion •FY 2025-2026 School Board Budget Discussion •Discuss Policy Change Process (Timelines and Process for Monitoring and Changes in Policy) • New Policy Introductions •Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 28, 2025 6:00 PM		<ul style="list-style-type: none"> • FY 2025-26 School Board Work Plan – <i>First Reading</i> • FY 2025-26 School Board Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> •Approval of FY 2025-26 Capital Budget •Approval of FY 2025-26 School Board Meeting Calendar •<u>Closed Session:</u> Negotiation Strategy (Minnesota Statute 13D.03, Subdivision.1) 		•Monthly Reports		

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

DRAFT – April 22, 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			
			•Record of Board Self-Evaluation				
Post Meeting Board Workshop Mon, Apr 28, 2025							School Board Meeting Self-Assessment
Board Workshop Mon, May 12, 2025 6:00 PM							Confirm agenda for next Board Workshop
Board Meeting <i>Tues, May 27, 2025*</i> 6:00 PM <i>*Memorial Day on Mon, May 27, 2025</i>		•FY 2025-26 Budget – <i>First Reading</i> •FY 2025-26 School Meal Prices - <i>DRAFT</i>	•Approval of FY 2025-26 School Board Work Plan •Approval of FY 2025-26 School Board Budget •Record of Board Self-Evaluation		•Monthly Reports		
Post Meeting Board Workshop Tues, May 27, 2025							•School Board Meeting Self-Assessment
Board Workshop Mon, June 9, 2025 6:00 PM							•General Fund Budget Q&A •All Ends 1.1 – 1.6 OI's •Discuss September 2025 Inspiring News Topic

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

DRAFT – April 22, 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			
							•Confirm agenda for next Board Workshop
Board Meeting Mon, June 23, 2025 6:00 PM	Ol's for FY 2025-26 all Ends 1.1 through 1.6		<ul style="list-style-type: none"> •Approval of FY 2025-26 Adopted Budget •ISD 287 10-Year Facilities Maintenance Resolution •Approval of FY 2025-26 School Meal Prices •Record of Board Self-Evaluation 	Review Draft for Inspiring News for September 2025	<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 		21
Post Meeting Board Workshop Mon, Jun 23, 2025							•School Board Meeting Self-Assessment

Chargeback (Printing)		Fiscal Year				2023-2024 Proposal			
Description	Account Numbers	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	FY24 Proposed Budget	2024 Forecast (6+6)	2024-2025	Comments
Board Member Compensation	01005010000000109	35,006.66	35,900.00	35,987.50	\$ 36,300.00	36,300.00	\$ 36,300.00	37,207.50	\$6,600 (\$7000) Board Chair, \$5,700 (\$6000) Vice Chair, \$4,800 (\$5000)- 5 Directors (propose increase next year 2024-25) 5%
FICA (Fed Ins Contrib Act)	01005010000000210	1,918.53	1,497.08	1,686.67	\$ 1,837.68	2,000.00	\$ 2,126.00	2,179.15	Aligned with half of 5% increase (2.5%)
PERA (Pub Emp Ret Assoc)	01005010000000214	1,125.08	1,007.56	860.00	\$ 757.56	800.00	\$ 525.00	535.00	Aligned with half of 5% increase (2.5%)
Service Fees/Consulting	01005010000000305	15,717.73	2,680.05	26,891.85	\$ 9,686.75	14,000.00	\$ 6,300.00	6,200.00	\$3000 board minutes printing costs (trendig towards \$200/print), \$500 for other announcements in newspapers, \$2500 misc training needs, \$200 for election misc.
Postage	01005010000000329	14.35	16.50	-	\$ -	-	\$ -	-	No need to add a budget here, postage costs now run through the district wide budget in the General Fund
Travel/Conferences	01005010000000366	1,687.52	4,945.00	2,485.00	\$ 2,810.25	2,500.00	\$ 2,500.00	2,400.00	Assume new member training (1- \$35)), 3&4 training for (2- \$450), 2 officer trainings as needed (2-\$125), misc traning/conferences (\$700)
Chargeback (Printing)	01005010000000398	70.00	1,307.02	852.88	\$ -	1,550.00	\$ 2,417.00	2,800.00	Increase due to reinstatement of prining charges at higher levels than historical
General Supplies	01005010000000401	545.21	749.35	715.79	\$ 400.12	525.00	\$ 525.00	500.00	\$0 in 2023
Food	01005010000000490	11.24	316.17	1,071.15	\$ 111.38	750.00	\$ 750.00	700.00	Enusre funding for fall Food for Thought Event (\$600) and candidate forums (\$50*2)
Memberships/Dues	01005010000000820	16,547.00	16,545.00	17,127.00	17,103.00	18,250.00	\$ 17,500.00	18,375.00	2023 plus 5.0% inflation, (\$14,253 MSBA Membership, \$750 MSBA Policy Services, \$2,225 Board Book Subscription)
Totals		\$ 72,643.32	\$ 64,963.73	\$ 87,677.84	\$ 69,006.74	\$ 76,675.00	\$ 68,943.00	\$ 70,896.65	Summary
								\$ 1,953.65	
								2.83%	
								74,193.33	
								-4.44%	
								-2.40%	
Questions:									
- Director Compensation- Recommend budget for higher 2024-2025. Reevaluate in November 2024.									
- Budget includes \$800 for community events (Food 4 thoughts and Candidate Forums)									
- Do we want to send Chair to National SB Conference/share EP Success/BPs?									
- Other spending needs?									



April 22, 2024

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

This is the second reading of the capital outlay and building fund budgets for fiscal year 2025. The documents presented include no changes from the March board meeting.

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.

Tonight, we are requesting the board approve the capital outlay and building budgets as presented.

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%

2024-2025 School Board Meeting Calendar

Date	Time	Meeting Type	Location
July 2024			
Monday, Jul 22, 2024	7:30 AM	Brief Business Meeting	Administrative Services Center
August 2024			
Monday, Aug 26, 2024	6:00 PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
September 2024			
Monday, Sep 9, 2024	6:00 PM	Board Workshop	Administrative Services Center
Monday, Sep 23, 2024	6:00 PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
October 2024			
Monday, Oct 14, 2024	5:00 PM 6:30 PM	Joint Meeting: Eden Prairie City Council & Eden Prairie School Board Board Workshop	Location: TBD
Monday, Oct 28, 2024	6:00 PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
November 2024			
Tuesday, Nov 12, 2024** **Veterans Day on Monday, November 11, 2024	6:00 PM 6:15 PM	Special Business Meeting – <i>Canvass Elections</i> Board Workshop	Administrative Services Center
Monday, Nov 25, 2024	6:00 PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
December 2024			
Monday, Dec 9, 2024	6:00 PM	Truth in Taxation Hearing Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center

2024-2025 School Board Meeting Calendar

Date	Time	Meeting Type	Location
January 2025			
Monday, Jan 6, 2025	6:00 PM 6:30 PM	Annual Organizational Meeting Board Workshop	Administrative Services Center
Monday, Jan 27, 2025	6:00 PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
February 2025			
Monday, Feb 10, 2025	6:00 PM	Board Workshop	Administrative Services Center
Monday, Feb 24, 2025	6:00 PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
March 2025			
Monday, Mar 10, 2025	6:00 PM	Board Workshop	Administrative Services Center
Monday, Mar 24, 2025	6:00 PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
April 2025			
Monday, Apr 14, 2025	6:00 PM	Board Workshop	Administrative Services Center
Monday, Apr 28, 2025	6:00 PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
May 2025			
Monday, May 12, 2025	6:00 PM	Board Workshop	Administrative Services Center
Tuesday, May 27, 2025** **Memorial Day on May 26, 2025	6:00 PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
June 2025			
Monday, Jun 9, 2025	6:00 PM	Board Workshop	Administrative Services Center
Monday, Jun 23, 2025	6:00 PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center

Record of Board Policy Monitoring

ENDS

Monitoring 2022-2023 School Year Data: July 1, 2022 – June 30, 2023

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

Policy	School Year	<ul style="list-style-type: none">Operational Interpretation is/is not reasonable.The Evidence does/does not support the Operational Interpretation or supports the Operational Interpretation with exception.		<ul style="list-style-type: none">Accept/does not accept the Superintendent's assertion that the evidence demonstrates expected progress OR accept the Superintendent's assertion that the evidence does not demonstrate expected progress.		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							

1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.	2022-23	Yes 6/26/23	Yes 6/26/23	Yes 10/23/23	Yes 10/23/23		Yes 28
	2023-24	6/24/24	6/24/24				
1.2 Each student is reading at grade level by the end of third grade.	2022-23	Yes 6/26/23	Yes 6/26/23	No 10/23/23	No 10/23/23	Ends 1.2 Updated on January 22, 2024	Yes
	2023-24	6/24/24	6/24/24				
1.3 Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.	2022-23	Yes 6/26/23	Yes 6/26/23	No 10/23/23	No 10/23/23	Ends 1.3 Updated on February 26, 2024	Yes
	2023-24	6/24/24	6/24/24				

Record of Board Policy Monitoring

ENDS

Monitoring 2022-2023 School Year Data: July 1, 2022 – June 30, 2023

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

Policy	School Year	<ul style="list-style-type: none">Operational Interpretation is/is not reasonable.The Evidence does/does not support the Operational Interpretation or supports the Operational Interpretation with exception.		<ul style="list-style-type: none">Accept/does not accept the Superintendent's assertion that the evidence demonstrates expected progress OR accept the Superintendent's assertion that the evidence does not demonstrate expected progress.		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							

1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.	2022-23	Yes 6/26/23	Yes 6/26/23	Yes 10/23/23	Yes 10/23/23		Yes 29
	2023-24	6/24/24	6/24/24				
1.5 Each student has the 21 st century skills needed to succeed in the global economy.	2022-23	Yes 6/26/23	Yes 6/26/23	No 10/23/23	No 10/23/23	Ends 1.5 Updated on March 25, 2024	Yes
	2023-24	6/24/24	6/24/24				
1.6 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.	2022-23	Yes 6/26/23	Yes 6/26/23	Yes 10/23/23	Yes 10/23/23		Yes
	2023-2024	6/24/24	6/24/24				

Resolution of Acceptance of Donations

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

Eden Lake Elementary:

- Donation of \$200.00 from Cindy Nelson Kaigama, Jordan, MN – funds to be used for scholarships for field trips, snacks for school social workers and SPED Team

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

1. Human Resources – Cabinet

a. New Hires

b. Change in Assignment

Virgin, Robb - From Executive Director of Learning & Innovation to Assistant Superintendent of Secondary Education, Administrative Services Center, effective 4/8/2024

Thames, Felicia - From Principal of Central Middle School to Assistant Superintendent of Elementary Education, Administrative Services Center, effective 7/1/2024

c. Resignation/Retirements

Hines, Carlondrea - Associate Superintendent, Administrative Services Center, effective 6/30/2024

2. Human Resources – Principals

a. New Hires

Anderson, Jaysen - Principal, Eden Prairie High School, effective 7/1/2024

b. Change in Assignment

c. Resignation/Retirements

Hytjan, Connie - Principal on Special Assignment, effective 6/30/2024

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

a. New Hires

b. Change in Assignment

c. Resignation/Retirements

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

a. New Hires

b. Change in Assignment

c. Resignation/Retirements

5. Human Resources – Licensed Staff

a. New Hires/Rehires

Boegel, Neal - Health Teacher, 1.0 FTE, Central Middle School, effective 4/1/2024

Gravelle, Nina - Interventionist (Long-Term Substitute), 1.0 FTE, Oak Point Elementary, effective 4/8/2024-6/6/2024

Junkermeier, Tamara - Kindergarten Teacher - Contracted Substitute, 1.0 FTE, Cedar Ridge Elementary, effective 3/29/2024 - 6/7/2024

Kvaas, Korbin - Special Education Teacher, 1.0 FTE, Prairie View Elementary and Oak Point Elementary, effective 4/1/2024

Soberg, Angelica - Grade 2 Teacher-Spanish Speaking, 1.0 FTE, Eagle Heights Spanish Immersion, effective 3/28/2024

b. Change in Assignment

c. Resignation/Retirements

Campbell, Kayla - Grade 1 Teacher, Prairie View Elementary, effective 6/7/2024

Kyllo, Brooke - Licensed School Nurse, Forest Hills and Eden Lake Elementary, effective 4/30/2024

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

Papas, Maria - Speech Language Pathologist, Oak Point Elementary, effective 6/7/2024

SUPERINTENDENT CONSENT AGENDA

Roser, Briley - Grade 3 Teacher, Prairie View Elementary, effective 6/7/2024

Sandberg, Dominique - Occupational Therapist, Oak Point Elementary, effective 4/12/2024

Schwartz, Tammy - TOSA - Interventionist, Oak Point Elementary, effective 6/7/2024

Weller, Sarah - Speech Language Pathologist, Eagle Heights Spanish Immersion, effective 6/7/2024

d. Leaves

e. Rescind Probationary Release from March 25, 2024 Board Meeting

Anderson, Jonathan - Grade 5 Teacher, Oak Point Elementary

6. Human Resources – Licensed Substitute

a. Resignations

Olsen, Douglas - Permanent Building Reserve Teacher, Central Middle School, effective 4/15/2024

7. Human Resources - Classified Staff

a. New Hires/Rehires

BUILDING SERVICES

Steehler, Gregory - Custodian, Non-Licensed, Night, Eden Prairie High School, 8 hours/day, 5 days/week, 260 days/year, effective 4/8/2024

CLASS

Pond, Madelyn- Eagle Zone Program Lead, Community Education, 8 hours/day, 5 days/week, 260 days/year, effective 5/28/2024

FOOD SERVICE

Ryan-Bostwick, Jayde - Food Service Assistant I, Central Middle School, 24.5 hours/day, 5 days/week, 178 days/year, effective 4/22/2024

MSEA

Behrens, Chad- Eagle Zone Special Education Paraprofessional, Forest Hills Elementary, 2.9 hours/day, 5 days/week, 178 days/year, effective 4/8/2024

Cotter, Nancy- Lunchroom Paraprofessional, Cedar Ridge Elementary, 2 hours/day, 5 days/week, 178 days/year, effective 3/27/2024

Deitering, Jeff- Special Education Behavior Support Paraprofessional, District Wide, 6.5 hours/day, 5 days/week, 178 days/year, effective 4/17/2024

Knuth, Jason- Student Supervisor, Central Middle School, 7.5 hours/day, 5 days/week, 178 days/year, effective 4/1/2024

Wittman, Atina- Eagle Zone Program Assistant, Community Education Building, 4 hours/day, 5 days/week, 178 days/year, effective 4/17/2024

PRESCHOOL TEACHERS

TRANSPORTATION

b. Change in Assignment

BUILDING SERVICES

CLASS

Rubio Perez, David - From Eagle Zone Program Lead, Community Education to CMS Morning Program Lead, Community Education, 5.5 hours/day, 5 days/week, 191 days/year, effective 5/13/2024

Settlocker, Kymberly - From Driver Trainer, Transportation to Administrative Assistant, Transportation, 8 hours/day, 5 days/week, 260 days/year, effective 4/16/2024

FOOD SERVICE

MSEA

SUPERINTENDENT CONSENT AGENDA

Fidow, Keirto- Eagle Zone Special Education Paraprofessional, Oak Point Elementary, 1.75 hours/day, 5 days/week, 178 days/year, effective 3/4/2024

PRESCHOOL TEACHERS

TRANSPORTATION

c. Resignation/Retirements

BUILDING SERVICES

COACHES

FOOD SERVICE

MSEA

Gates, Jordan - Transition Job Coach Paraprofessional, TASSEL, effective 5/10/2024

Kannappan, Hemalatha - Lunchroom Paraprofessional, Oak Point Elementary, effective 4/23/2024

Larson, Skylar - Special Education Paraprofessional, TASSEL, effective 4/4/2024

Likely, Caleb - Special Education Paraprofessional, Eden Prairie High School, effective 4/5/2024

Mohamed, Mohamed - Avid Student Learning Mentor, Eden Prairie High School, effective 4/25/2024

Singh, Rupa - Special Education Paraprofessional, Oak Point Elementary, effective 4/26/2024

PRESCHOOL TEACHERS

TRANSPORTATION

Board Business

General Consent Agenda

Approval of Payments, all funds, March 2024

Check #419943-420212	\$2,068,783.43
Electronic Disbursements	\$ 4,914,222.35
TOTAL	\$ 6,983,005.78

EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: Mar-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	93,633	130,000	72.03%	208.30%
041-089	FEES & ADMISSIONS	738,708	701,000	105.38%	121.18%
090-199	MISC REVENUE	1,226,327	1,846,000	66.43%	139.99%
200-399	STATE AID	67,461,462	98,720,241	68.34%	69.07%
400-499	FEDERAL PROGRAMS	11,439	6,278,100	0.18%	2.53%
600-649	SALES	89,023	50,000	178.05%	117.89%
		\$ 94,113,575	\$ 140,074,417	67.19%	68.51%
	CAPITAL OUTLAY	960,227	16,842,675	5.70%	1.69%
	STUDENT ACTIVITIES	1,926,111	1,880,000	102.45%	125.04%
	MEDICAL ASSISTANCE	249,160	290,000	85.92%	84.79%
	SCHOLARSHIPS	871	8,500	10.24%	22.46%
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	\$ 56,421,731	\$ 88,810,841	63.53%	63.31%
200	BENEFITS	17,617,395	28,249,378	62.36%	63.03%
300	PURCHASED SVCS	9,457,100	12,635,892	74.84%	72.06%
400	SUPPLIES & EQUIPMENT	4,515,045	5,654,689	79.85%	74.85%
800	OTHER EXPENSES	182,786	652,289	28.02%	25.82%
900	TRANSFERS & CONTINGENCY	-	46,384	0.00%	0.00%
		\$ 88,194,055	\$ 136,049,473	64.82%	64.52%
	CAPITAL OUTLAY	11,632,166	19,059,590	61.03%	63.25%
	STUDENT ACTIVITIES	1,882,888	1,880,000	100.15%	129.31%
	MEDICAL ASSISTANCE	147,496	286,361	51.51%	68.21%
	SCHOLARSHIPS	-	11,000	0.00%	0.00%
Expenditure Notes:					



April 22, 2024

To: Dr. Josh Swanson, Superintendent
From: Human Resources
Re: 2024-25 Health Insurance Bid
Written Rationale for Choice of Insurance Carrier / Funding Rate

Eden Prairie Public Schools did a Request For Proposal (RFP) for its health insurance plans that began on July 1, 2024. Eden Prairie Public Schools currently has its health insurance with HealthPartners. The RFP process was performed in compliance with MN Statute Section 471.6161. The RFP was advertised, as well as directly sent to several different insurance companies and TPAs who were requested to match the benefits of the district's current health plans for administration of our self-funded plans.

Final Bids were received on Feb 26, 2024 and opened on Feb 27, 2024 and were deemed to be final bids (and thus public data). The district administration reviewed the final bids with its insurance committee on March 13, 2024 and the committee made a recommendation that the Eden Prairie Public Schools accept the bid from HealthPartners for coverage effective July 1, 2024 to be approved by the school board. The bid accepted was chosen based on the rating of the carrier, the experience of the vendor providing full range communication and benefit services, the cost to the District and its employees for the product, and the covered benefits.

The committee also made a recommendation to set the medical plan funding rates at an 8% increase. This is lower than the needed 15.77% increase to keep pace with expected costs. The rationale for the lower increase was due to the projected fund balance to be about \$2.193 million over the target. The committee is aware that future rate increases will be needed to get to a point where the funding is covering the expected costs as the excess fund balance decreases.

Release of Probationary Staff

Full Name	Location	Occupation
Allison Engebretson	Districtwide	Music - Vocal Teacher
Spencer Schumann	Districtwide	Physical Education Teacher

Memorandum

To: Eden Prairie School Board

From: Dr. Josh Swanson

Date: April 22, 2024

Subject: Summary - Tri-Annual Review of District Policies

On a tri-annual basis District Policies are fully reviewed in addition to the annual review of individual policies that occurs in alignment to recommendations by MSBA. This requirement is part of my operational interpretation of Executive Limitation 2.2. Throughout the 2023-2024 school year myself and cabinet team members reviewed all adopted policies within assigned areas of responsibility or expertise that had not already been updated in 2023-24. The following policies have been updated after review of the current District policy series including the 100, 200, 300, 400, 500, 600, 700, 800, and 900 series policies, comparison to MSBA model policies, and review by our legal counsel when necessary. Most of the updates are clerical in nature or are simple language changes to increase clarity aligned with MSBA recommendations. Under our policy governance model District Policy is the job of management but requires Board action by outside entities. I recommend the Board approve the following policy updates via consent. You will find notes on changes to each policy below. The full policies are available in the appendices of the board packet. This full tri-annual review process will also serve as evidence of compliance for EL 2.2.

Policy #	Mandatory	Policy Name	Notes for the Board
101	No	Legal Status of the School District	MSBA Recommendation for Non-Substantive Clerical Updates
103	No	Complaints- Students, Employees, Parents, Other Persons	MSBA Recommendation for Non-Substantive Clerical Updates

214	Yes	Out of State Travel by School Board Members	Language removed that aligns with a MSBA recommended update and the Board's policy governance model.
401	Yes	Equal Employment	MSBA Recommendation for Non-Substantive Clerical Updates
410	Yes	Family and Medical Leave	MSBA Recommendation for updates to align with MN State Law for medical leave
413	Yes	Harassment and Violence	MSBA Recommended updates to remain in compliance with Minnesota Statutes, section 121A.03 conform with the Minnesota Human Rights Act, Minnesota Statutes, chapter 363A (MHRA and comply with statutory requirements and address the other classifications protected by the MHRA and/or federal law.
413F	Yes	Harassment and Violence Form	MSBA Recommendation for Updates to align with recommended policy updates.
415	No	Mandated Reporting of Maltreatment of Vulnerable Adults	MSBA Recommendation for updating the definition of "abuse, caregiver, common entry point, financial exploitation, and immediately" and other mandatory legal updates as well as Non-Substantive Clerical Updates
417	Yes	Chemical Use and Abuse	MSBA recommended changes regarding mandatory provisions of state and federal law that are not discretionary. They include adding toxic substances, the definition of "controlled substances, drug prevention, and teachers". Further definitions of the student programs and activities and reporting as well as MSBA Recommendations for Non-Substantive Clerical Updates
418F	Yes	Acknowledgement-Drug-Free Workplace/Drug-Free School Policy	MSBA Recommendation for Non-Substantive Clerical Updates
501	Yes	School Weapons Policy	MSBA Recommendation for Non-Substantive Clerical Updates
516	Yes	Student Medication	MSBA Recommendation for Non-Substantive Clerical Updates
701	No	Establishment and Adoption of School District Budget	MSBA Recommendation for Non-Substantive Clerical Updates
702	No	Accounting	MSBA Recommendation for Non-Substantive Clerical Updates
703	No	Annual Audit	MSBA Recommendation for Non-Substantive Clerical Updates

704	No	Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System	Updated asset life from 3 years to “greater than 1 year” and removed “.00” as it is unnecessary per MSBA recommendations
705	No	Investments	MSBA Recommendation for Non-Substantive Clerical Updates
707	No	Transportation of Public School Students	MSBA Recommendation for Non-Substantive Clerical Updates
711	No	Video Recording on School Buses	MSBA Recommendation for Non-Substantive Clerical Updates
712	No	Video Surveillance Other than Buses	MSBA Recommendation for Non-Substantive Clerical Updates
720	No	Vending Machines	MSBA Recommendation for Non-Substantive Clerical Updates

Pathways at Eden Prairie Schools

An Inspired Journey of discovery, exploration
and pursuit.



EDEN PRAIRIE SCHOOLS

Why an Inspired Journey?



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EDEN PRAIRIE SCHOOLS
Inspiring each student every day™

2023-2028 Strategies & Strategic Results

AUTHENTIC & PERSONALIZED LEARNING

By 2028 we will inspire students to engage and achieve at high levels through authentic and personalized learning experiences.

WELLBEING

By 2028, we will nurture wellbeing among all students and staff by fostering belonging, ensuring physical and emotional health, and promoting safety, kindness and personal responsibility.

INCLUSION & BELONGING

By 2028, we will cultivate an inclusive learning environment that fosters a sense of belonging for each student within our diverse community.



Historical Timeline

- **February - September 2016: Academic Design Process for next ten years**
- September 2016 - May 2017: Facilities Design Process
- May 2017: Recommendations to School Board on facilities
- May 2017: Core Planning Team recommends Strategic Plan focused on personalized learning, eliminating achievement disparities, and engagement
- November 2019: Referendum passes
- 2019-2020: CMS engages in design processes
- 2020-2021: EPHS engages in design processes
- September 2021: Remodeled CMS opens, investment in schedule & several new electives added
- 2021-2022: Two Capstone Courses run at EPHS
- 2022-2023: Inspire Choice pilot at Cedar Ridge & Eden Lake (2 cycles)
- 2022-2023: Six Capstone Courses run at EPHS
- **2023-2024: All Elementary Sites experience Inspire Choice**
- **2023-2024: Five Pathways at CMS**
- **2023-2024: Nine Capstones at EPHS**

What is Inspired Journey?



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EDEN PRAIRIE SCHOOLS
Inspiring each student every day™

Each person in our community experiences an Inspired Journey of **DISCOVERY, EXPLORATION, and PURSUIT.**

During the **PURSUE** portion of the journey, students take their interests to the next level to pursue their individual goals. Coursework and co-curricular experiences are provided and aligned so that students are prepared for the next step in their journey.



During the **DISCOVER** portion of the journey, students begin to discover their strengths, talents and interests as they sample a variety of topics, have new experiences and explore available resources.

During the **EXPLORE** portion of the journey, students dive even deeper into their interests with opportunities to explore, become curious about, and build skills across many disciplines.

Essential Components



EDEN PRAIRIE SCHOOLS

Students will engage with resources, tasks, purposes, and audience that are authentic to the related profession

Students will apply new and prior knowledge and skills

Students will think and act like professionals in the field

Students will have choice in demonstrating their learning

Inspired Journey at the Elementary Schools



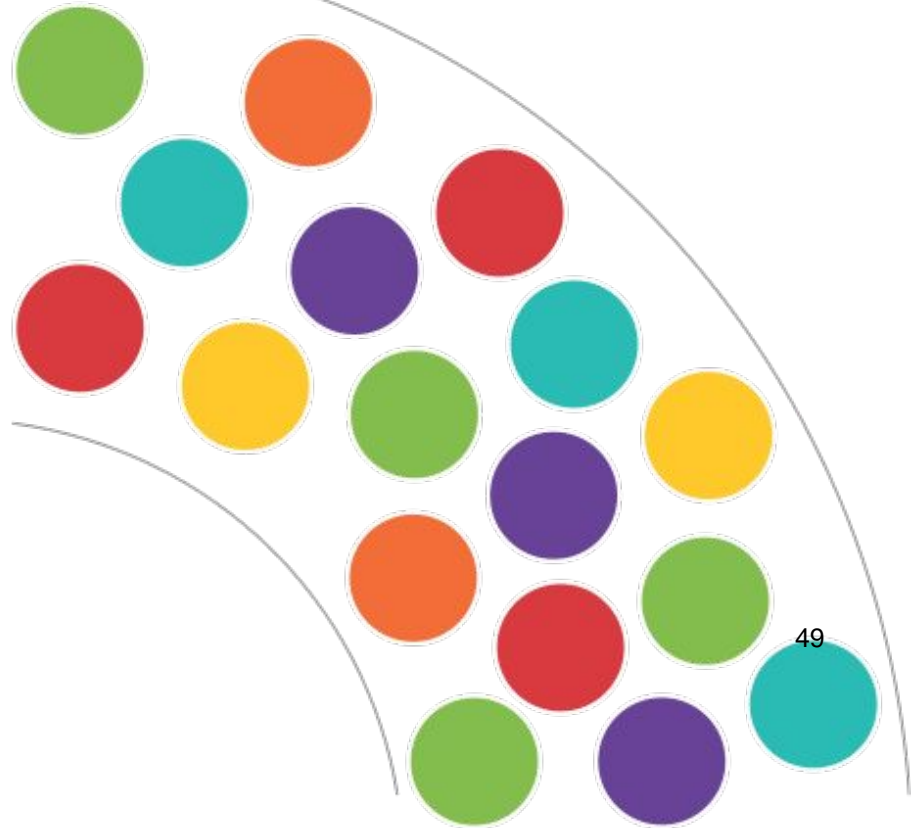
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EDEN PRAIRIE SCHOOLS
Inspiring each student every day™

Discover

During the **DISCOVER** portion of the journey, students begin to discover their strengths, talents and interests as they sample a variety of topics, have new experiences and explore available resources.





Elementary- Inspire Choice

Discovery Groups:

- 6-8 weeks
- Authentic learning
- Pathways centered

5th Grade Steppingstone Experience:

- Celebrate learning and continued practice of the 4 Cs
- Reflect on talents and interests “discovered” during elementary

WHAT ARE DISCOVERY GROUPS?

Discovery was created from the Rensuli, et. al. research:

“Enrichment clusters allow groups of students who share a common interest to come together each week during a specially designated time block to produce a product, performance, or targeted service based on that common interest.” (Rensuli, Ries, Gentry 2014).

Usually last for
6-8 weeks

Are unique and
driven by student
interests,
questions and
passion areas

Open and
available to ALL
students

All teachers,
specialists and
school staff can
participate.

Authentic and
relevant
knowledge
connected to the
area of interest

Apply thinking
skills to common
problems
identified by the
group

Work is directed
towards the
production of a
product or service
to an authentic
audience

Community
members are
sought out and
welcomed as
cluster facilitators

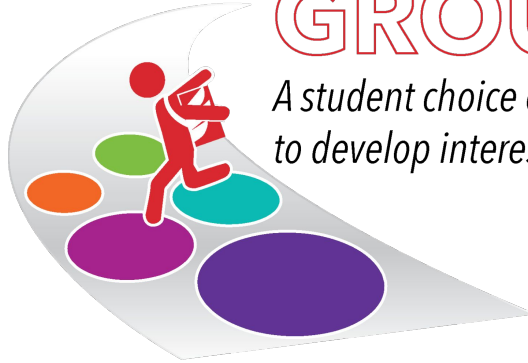
Discovery Highlights from SY 23-24

Pathway	CR	EHSI	EL	EPO	FH	OP	PV	Total
Business & Management	0	2	9	1	4	4	3	23
Communications & Arts	25	37	31	12	36	26	34	201
Engineering, Technology, and Manufacturing	13	8	7	1	10	13	17	69
Human & Public Services	12	17	11	4	14	12	17	87
Natural & Applied Sciences	12	17	11	7	7	14	11	79

- 459 Discovery Groups
- 100% of staff and students participated at Elementary Schools
- Data supports increased engagement, attendance and reduced behavior
- Summer working group created for continuous improvement
- 41 Guest Instructors

DISCOVERY GROUP

*A student choice opportunity
to develop interests and talents*



**Be Your
Own Boss
(4)**

**Cooking and
Baking (4)**

Kid Makers (5)

Animals (1)

**Happy
Seedlings (3)**

**Wilderness
Wednesday (K)**

**Arts and
Crafts (1)**

Theater (4)

Legos Video (3)

Building (1)

**Terrific
Technology
(2)**

Coding (3)

**Lights, Camera,
Action (4)**

Games (3)

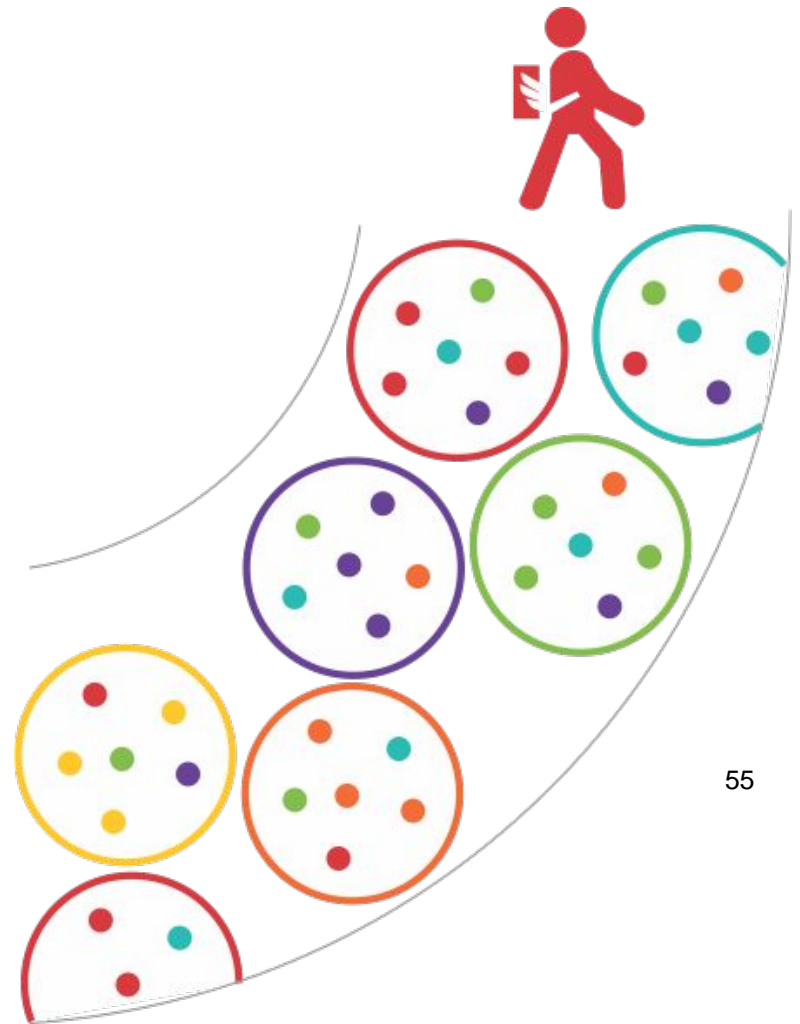
**Where in the
World (5)**

Inspired Journey at the Middle School



Explore

During the **EXPLORE** portion of the journey, students dive even deeper into their interests with opportunities to explore, become curious about, and build skills across many disciplines.





Middle- Explore






Exploration Courses:

- Students participate in all 5 pathways
- Authentic learning
- Pathways centered

Milestone Experiences:

- Demonstrate 4Cs ability through authentic presentation
- Showcase refined skills within pathway

CMS Exploration Courses

	 BUSINESS & MANAGEMENT	 HUMAN & PUBLIC SERVICES	 NATURAL & APPLIED SCIENCES	 ENGINEERING, TECHNOLOGY & MANUFACTURING	 COMMUNICATION & ARTS
6th Grade	<ul style="list-style-type: none"> • Pathways to Business 	<ul style="list-style-type: none"> • Social Studies • Key Scholars Social Studies • Key Spanish Social Studies 	<ul style="list-style-type: none"> • Science • Advanced Science 	<ul style="list-style-type: none"> • Pathways to Engineering and Technology 	<ul style="list-style-type: none"> • Visual Arts • Digital Media Arts • Theater Arts
7th Grade	<ul style="list-style-type: none"> • Personal & Business Career Literacy • Entrepreneurship 	<ul style="list-style-type: none"> • Social Studies • Advanced Social Studies 	<ul style="list-style-type: none"> • Science • Advanced Science 	<ul style="list-style-type: none"> • Designers & Makers • GreEngineering 	<ul style="list-style-type: none"> • Arts, Media, & Culture • Drawing & Painting • Theater Arts
8th Grade	<ul style="list-style-type: none"> • Personal Financial Literacy • Business Leadership & Management 	<ul style="list-style-type: none"> • Social Studies • Advanced Social Studies 	<ul style="list-style-type: none"> • Science • Advanced Science 	<ul style="list-style-type: none"> • Design, Model & Make • Coding & Robotics 	<ul style="list-style-type: none"> • Visual Arts & Identity • 3D Visual Arts • Theater Arts

Explore Highlights from SY 23-24

- 19 Exploratory Courses
- 99% of students participating in all pathways
- Increased authenticity in projects
- Summer curriculum development
- 8 Guest Instructors
- 3 Site Visits
- Milestone projects at Inspired Journey Summit



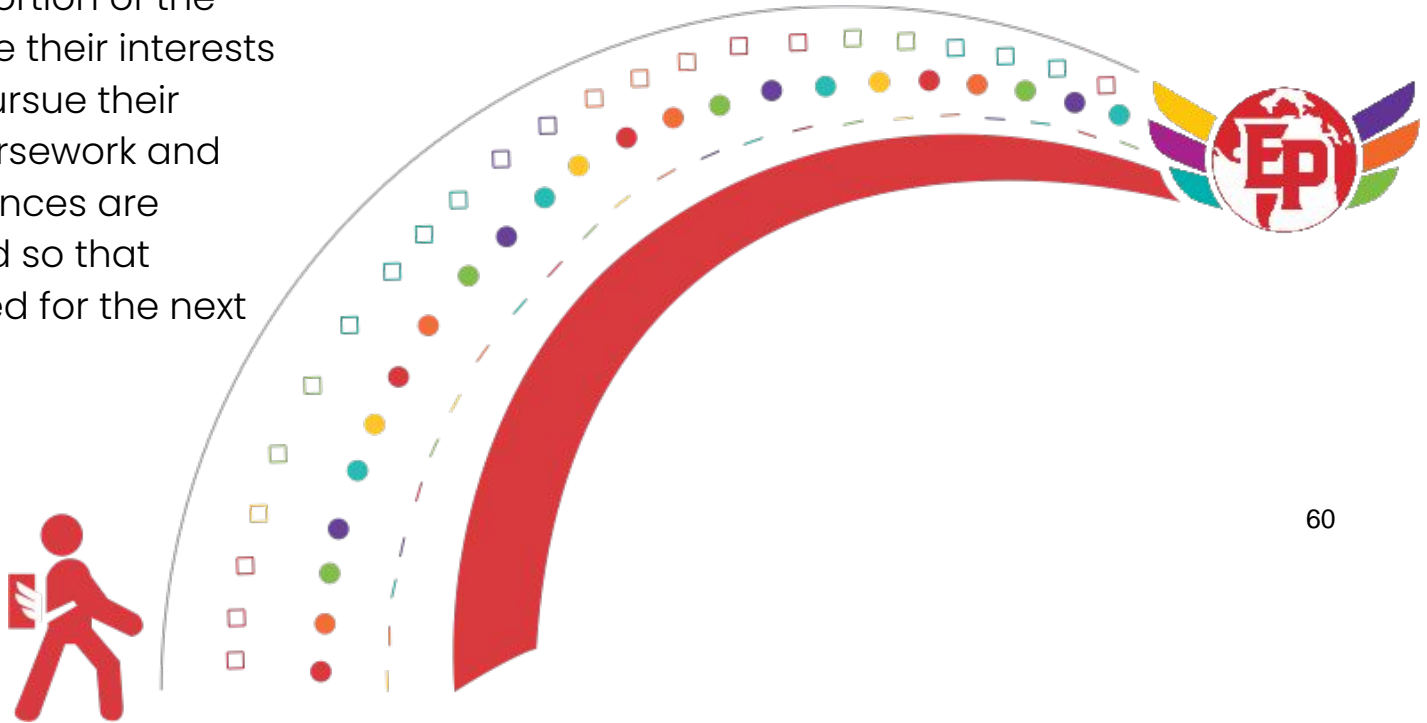
Inspired Journey at the High School



EDEN PRAIRIE SCHOOLS
Inspiring each student every day™

Pursue

During the **PURSUE** portion of the journey, students take their interests to the next level to pursue their individual goals. Coursework and co-curricular experiences are provided and aligned so that students are prepared for the next step in their journey.





High School- Pursue

Pathways:

- 10 credits to be a “Pathway Completer”
- Supporting Courses
- Tailored Core Courses
- Extra Curricular

Capstone Courses:

- Four essential elements of Capstones
- Authentic learning and audiences
- Refining 4 C’s

Pathway Completers



Pathway Completed: Business & Management
Pathway Completed: Communications & Arts
Pathway Completed: Eng., Tech. & Manufacturing
Pathway Completed: Human & Public Services
Pathway Completed: Natural & Applied Sciences

Page 3 of 3

Eden Prairie High School
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EPHS Academic Planner

	Earned
Fine or Applied Arts	5,000
Health	1,000
Math	8,000
Physical Education	2,000
Science	6,000
Social Studies	8,000
Technology	1,000
Total	61,000

State Seals

Gold bilingual or multilingual Seal 03/01/2022 Spanish

Pathway Completed: Business & Management
Pathway Completed: Communications & Arts
Pathway Completed: Eng., Tech. & Manufacturing
Pathway Completed: Human & Public Services
Pathway Completed: Natural & Applied Sciences

EP Pathways & Capstones



Business & Management	Entrepreneurship, Integrated Marketing & Analytics, Leadership and Management Internship (EPO)
Human & Public Services	Education, Civics in ACTION, Public Policy and Artificial Intelligence (EPO)
Natural & Applied Sciences	Science Research & Design, Biomedical Internship: CNA Capstone
Engineering, Technology & Manufacturing	Principles of Engineering, Advanced Woodcrafting, iOS App Development, Aeronautics Capstone
Communication & Arts	Art Capstone, Media and Communication Capstone, Professional Music Performance (EPO), Writing/Illustrating for Publication (EPO)


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**Red text indicates it is a new Capstone for 24-25 school year

2024

Planning Your Pathway

Natural & Applied Sciences



Plan your pathway below! *Successfully complete a complete pathway earned through Pathway Courses, introductory science, and a completed capstone course*

PURSUING A CAPSTONE | *Students complete a complete pathway*

Take More Science Courses Take one of the following: Advanced Physics, Math & Physics Courses, Chemistry & Chemistry Courses, Honors and Honors and Honors Courses, Honors and Honors Courses, Honors and Honors Courses	Define Your Science Career Pathway Choose one of the following: Advanced Physics, Math & Physics Courses, Chemistry & Chemistry Courses, Honors and Honors and Honors Courses, Honors and Honors Courses, Honors and Honors Courses	Complete Your Capstone Complete one of the following: Advanced Physics, Math & Physics Courses, Chemistry & Chemistry Courses, Honors and Honors and Honors Courses, Honors and Honors Courses, Honors and Honors Courses
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PATHWAY COURSES | *or at least 2 courses from Pathway Course*

Year	Credits	Course
<p>Available Supporting Courses: <i>Students can take any of the following courses to support their pathway:</i></p> <ul style="list-style-type: none"> PH 100/101: Physics: Mechanics, PH 102/103: Physics: Electricity and Magnetism, PH 104/105: Physics: Optics, PH 106/107: Physics: Modern Physics, PH 108/109: Physics: Quantum Mechanics, PH 110/111: Physics: Statistical Mechanics, PH 112/113: Physics: Thermodynamics, PH 114/115: Physics: Fluid Mechanics, PH 116/117: Physics: Solid State Physics, PH 118/119: Physics: Atomic Physics, PH 120/121: Physics: Nuclear Physics, PH 122/123: Physics: Particle Physics, PH 124/125: Physics: Astrophysics, PH 126/127: Physics: Cosmology, PH 128/129: Physics: Biophysics, PH 130/131: Physics: Environmental Physics, PH 132/133: Physics: Geophysics, PH 134/135: Physics: Oceanography, PH 136/137: Physics: Atmospheric Science, PH 138/139: Physics: Earth and Planetary Science, PH 140/141: Physics: Space Science, PH 142/143: Physics: Planetary Science, PH 144/145: Physics: Solar System Science, PH 146/147: Physics: Interplanetary Science, PH 148/149: Physics: Space Exploration, PH 150/151: Physics: Space Technology, PH 152/153: Physics: Space Policy, PH 154/155: Physics: Space Law, PH 156/157: Physics: Space Ethics, PH 158/159: Physics: Space History, PH 160/161: Physics: Space Future, PH 162/163: Physics: Space Impact, PH 164/165: Physics: Space Innovation, PH 166/167: Physics: Space Entrepreneurship, PH 168/169: Physics: Space Investment, PH 170/171: Physics: Space Marketing, PH 172/173: Physics: Space Sales, PH 174/175: Physics: Space Distribution, PH 176/177: Physics: Space Logistics, PH 178/179: Physics: Space Operations, PH 180/181: Physics: Space Maintenance, PH 182/183: Physics: Space Repair, PH 184/185: Physics: Space Replacement, PH 186/187: Physics: Space Upgrade, PH 188/189: Physics: Space Optimization, PH 190/191: Physics: Space Automation, PH 192/193: Physics: Space Remote Control, PH 194/195: Physics: Space Telemetry, PH 196/197: Physics: Space Data Collection, PH 198/199: Physics: Space Data Analysis, PH 200/201: Physics: Space Data Interpretation, PH 202/203: Physics: Space Data Visualization, PH 204/205: Physics: Space Data Storage, PH 206/207: Physics: Space Data Retrieval, PH 208/209: Physics: Space Data Archiving, PH 210/211: Physics: Space Data Backup, PH 212/213: Physics: Space Data Recovery, PH 214/215: Physics: Space Data Restoration, PH 216/217: Physics: Space Data Migration, PH 218/219: Physics: Space Data Conversion, PH 220/221: Physics: Space Data Compression, PH 222/223: Physics: Space Data Decompression, PH 224/225: Physics: Space Data Encryption, PH 226/227: Physics: Space Data Decryption, PH 228/229: Physics: Space Data Authentication, PH 230/231: Physics: Space Data Authorization, PH 232/233: Physics: Space Data Accounting, PH 234/235: Physics: Space Data Auditing, PH 236/237: Physics: Space Data Monitoring, PH 238/239: Physics: Space Data Logging, PH 240/241: Physics: Space Data Reporting, PH 242/243: Physics: Space Data Documentation, PH 244/245: Physics: Space Data Labeling, PH 246/247: Physics: Space Data Tagging, PH 248/249: Physics: Space Data Marking, PH 250/251: Physics: Space Data Annotating, PH 252/253: Physics: Space Data Indexing, PH 254/255: Physics: Space Data Searching, PH 256/257: Physics: Space Data Filtering, PH 258/259: Physics: Space Data Sorting, PH 260/261: Physics: Space Data Grouping, PH 262/263: Physics: Space Data Joining, PH 264/265: Physics: Space Data Linking, PH 266/267: Physics: Space Data Relating, PH 268/269: Physics: Space Data Labeling, PH 270/271: Physics: Space Data Tagging, PH 272/273: Physics: Space Data Marking, PH 274/275: Physics: Space Data Annotating, PH 276/277: Physics: Space Data Indexing, PH 278/279: Physics: Space Data Searching, PH 280/281: Physics: Space Data Filtering, PH 282/283: Physics: Space Data Sorting, PH 284/285: Physics: Space Data Grouping, PH 286/287: Physics: Space Data Joining, PH 288/289: Physics: Space Data Linking, PH 290/291: Physics: Space Data Relating, PH 292/293: Physics: Space Data Labeling, PH 294/295: Physics: Space Data Tagging, PH 296/297: Physics: Space Data Marking, PH 298/299: Physics: Space Data Annotating, PH 300/301: Physics: Space Data Indexing, PH 302/303: Physics: Space Data Searching, PH 304/305: Physics: Space Data Filtering, PH 306/307: Physics: Space Data Sorting, PH 308/309: Physics: Space Data Grouping, PH 310/311: Physics: Space Data Joining, PH 312/313: Physics: Space Data Linking, PH 314/315: Physics: Space Data Relating, PH 316/317: Physics: Space Data Labeling, PH 318/319: Physics: Space Data Tagging, PH 320/321: Physics: Space Data Marking, PH 322/323: Physics: Space Data Annotating, PH 324/325: Physics: Space Data Indexing, PH 326/327: Physics: Space Data Searching, PH 328/329: Physics: Space Data Filtering, PH 330/331: Physics: Space Data Sorting, PH 332/333: Physics: Space Data Grouping, PH 334/335: Physics: Space Data Joining, PH 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Joining, PH 384/385: Physics: Space Data Linking, PH 386/387: Physics: Space Data Relating, PH 388/389: Physics: Space Data Labeling, PH 390/391: Physics: Space Data Tagging, PH 392/393: Physics: Space Data Marking, PH 394/395: Physics: Space Data Annotating, PH 396/397: Physics: Space Data Indexing, PH 398/399: Physics: Space Data Searching, PH 400/401: Physics: Space Data Filtering, PH 402/403: Physics: Space Data Sorting, PH 404/405: Physics: Space Data Grouping, PH 406/407: Physics: Space Data Joining, PH 408/409: Physics: Space Data Linking, PH 410/411: Physics: Space Data Relating, PH 412/413: Physics: Space Data Labeling, PH 414/415: Physics: Space Data Tagging, PH 416/417: Physics: Space Data Marking, PH 418/419: Physics: Space Data Annotating, PH 420/421: Physics: Space Data Indexing, PH 422/423: Physics: Space Data Searching, PH 424/425: Physics: Space Data Filtering, PH 426/427: Physics: Space Data Sorting, PH 428/429: Physics: Space Data Grouping, PH 430/431: Physics: Space 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Space Data Joining, PH 480/481: Physics: Space Data Linking, PH 482/483: Physics: Space Data Relating, PH 484/485: Physics: Space Data Labeling, PH 486/487: Physics: Space Data Tagging, PH 488/489: Physics: Space Data Marking, PH 490/491: Physics: Space Data Annotating, PH 492/493: Physics: Space Data Indexing, PH 494/495: Physics: Space Data Searching, PH 496/497: Physics: Space Data Filtering, PH 498/499: Physics: Space Data Sorting, PH 500/501: Physics: Space Data Grouping, PH 502/503: Physics: Space Data Joining, PH 504/505: Physics: Space Data Linking, PH 506/507: Physics: Space Data Relating, PH 508/509: Physics: Space Data Labeling, PH 510/511: Physics: Space Data Tagging, PH 512/513: Physics: Space Data Marking, PH 514/515: Physics: Space Data Annotating, PH 516/517: Physics: Space Data Indexing, PH 518/519: Physics: Space Data Searching, PH		

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Business and Management



BUSINESS & MANAGEMENT

2024-25

Planning Your Pathway Business & Management



Plan your Pathway below! 10 credits necessary to complete a Pathway, earned through Pathway Courses, extracurricular activities, and a required Capstone Course.

PURSUING A CAPSTONE (* indicates a required prerequisite course)

Marketing Strategies*

Business Innovations*

Entrepreneurship Capstone

Marketing Strategies*

Social Media Marketing*

Integrated Marketing & Analytics Capstone

EP ONLINE

Small Business Management

Choose one: AP Psychology, International Business Management, Personal Finance, or Sports & Entertainment Marketing

Leadership & Management Internship Capstone

PATHWAY COURSES - up to 8 credits available from Pathway Courses

Year	Credits	Course

Available Supporting Courses: Accounting, AP Microeconomics**, AP Macroeconomics**, Business Innovations, Business Introduction, Business Introduction: Spanish, Spreadsheets & Databases**, Marketing Strategies, Leadership Through Project Management, Digital and Social Media Marketing, Personal Finance, Adjudication Nation, Business Law & Ethics, Fashion Design & Merchandising, Psychology, AP Psychology**, Gourmet & International Foods, Level 4 World Language Courses** or ASL 3, Community Employment Seminar, Senior Intern Program, Hospitality & Tourism, Web Design, Sports & Entertainment Marketing, Small Business Management, International Business Management

Courses in black are exclusive to EPMS
Courses in **BLUE** can also be taken through EP Online
Courses in **RED** can be taken exclusively through EP Online
**College credit available

QUALIFYING ACTIVITIES

1 Pathway credit per year, maximum 2 available

Year	Credits	Course

Qualifying Extracurricular Activities: DECA, Computer Science Honors Society, Quiz Bowl (do not count toward graduation requirements)

CAPSTONE COURSES

Required - 2 credits each

Year	Course

Capstone: Entrepreneurship Capstone, Integrated Marketing & Analytics Capstone, Leadership and Management Internship

Communication and Arts



COMMUNICATION & ARTS

2024-25

Planning Your Pathway Communication & Arts

Plan your Pathway below! 10 credits necessary to complete a Pathway, earned through Pathway Courses, extracurricular activities, and a required Capstone Course.

PURSUING A CAPSTONE (* indicates a required prerequisite course)

Any two Art Courses**
Art Capstone

Choose one of the following*: Intro to 21st Century Journalism, Yearbook, Photography, Graphic Technologies, Darkroom & Digital Technology, Creative Writing

Media and Communications Capstone

EP ONLINE

Two full years of music (band/orchestra/vocal)

Professional Music Performance (EPO)

Any two EPO Art and/or Creative Writing

Writing/Illustrating for Publication (EPO)

PATHWAY COURSES - up to 8 credits available from Pathway Courses

Year	Credits	Course

Courses in black are exclusive to EPHS
 Courses in **BLUE** can also be taken through EP Online
 Courses in **RED** can be taken exclusively through EP Online
 **College credit available

QUALIFYING ACTIVITIES
1 Pathway credit per year, maximum 2 available

Year	Credits	Course

CAPSTONE COURSES
Required - 2 credits each

Year	Course

Qualifying Extracurricular Activities: Speech, Debate, Drama, Y's Act
 (do not count toward graduation requirements)

Available Supporting Courses: Acting & Theatre Arts, Advanced Acting, Theatre Production, Ukulele, Eagle Marching Band, 9th Grade Band, 9th Grade Orchestra, Concert Band, Concert Orchestra, Concertin Orchestra, Concert Wind Ensemble, Symphonic Orchestra, Wind Ensemble, Treble Choir, Concert Choir, Bass Clef Choir, Chamber Choir, Public Speaking, Voice Acting, Introduction to 21st Century Journalism, Graphic Technologies, Film Studies, Darkroom & Digital Photography, Jewelry Metalworking, Drawing I-II, Painting I and II, Ceramics I and II, Advanced Ceramics, Sculpture I and II, Creative Writing, Digital Art I and II, AP Studio Art**, Intro to Acting: Improv and Comedy, *Creative Writing*, Interior Design, Fashion Design & Merchandising, Advanced Journalism: Yearbook, *AP Art History***, 2D Animation, Fiber Arts, Advanced Animation, America Through Multimedia, Level 4 World Language Courses** or ASL 3, Community Employment Seminar, Senior Internship, Web Design, Game Design, Theatre/Cinema/Film Production, Music of the World, Art of the World, Instrumental Music Techniques, Vocal Music Techniques, Visual Art Techniques, Theatre Performance Techniques, AP Music Theory

Engineering, Technology, and Manufacturing



2024-25

Planning Your Pathway Engineering, Technology & Manufacturing



Plan your Pathway below! 10 credits necessary to complete a Pathway, earned through Pathway Courses, extracurricular activities, and a required Capstone Course.

PURSUING A CAPSTONE (* indicates a required prerequisite course)

Woodcrafting* → Woodcrafting Custom Design - Intermediate → Advanced Woodcrafting

AP Computer Science Principles* or AP Computer Science A/Java* → iOS App Development

Introduction to Engineering → Robotics and Automation → Principles of Engineering

Introduction to Aeronautics* → Aeronautics: Unmanned Aerial Vehicle (Drone)* → Aeronautics Capstone

PATHWAY COURSES - up to 8 credits available from Pathway Courses

Year	Credits	Course

QUALIFYING ACTIVITIES

1 Pathway credit per year, maximum 2 available

Year	Credits	Course

Qualifying Extracurricular Activities: Computer Science Honor Society, Math Team, Robotics, Science Olympiad, Quiz Bowl, 4-H (do not count toward graduation requirements)

Available Supporting Courses: Introduction to Aeronautics, Aeronautics: Unmanned Aerial Vehicles (Drones), Intro to Engineering Design**, Interior Design, Woodcrafting, Woodcrafting Custom Design - Intermediate, Cybersecurity, Research and Design, Residential Architecture, Engineering Manufacturing – Metal Work, Robotics & Automation, Computer Science Principles, AP Computer Science Principles**, AP Computer Science A: Java**, Level 4 World Language Courses** or ASL 3, Community Employment Seminar, Senior Intern Program, Web Design, Game Design, Foundations of Programming, Advanced Networking

Courses in black are exclusive to EPHS

Courses in **BLURK** can also be taken through EP Online

Courses in **RED** can be taken exclusively through EP Online

**College credit available

QUALIFYING ACTIVITIES

1 Pathway credit per year, maximum 2 available

Year	Credits	Course

CAPSTONE COURSES

Required - 2 credits each

Year	Course

Capstone: iOS App Development Capstone, Advanced Woodcrafting Capstone, Principles of Engineering Capstone, Aeronautics Capstone

Human and Public Services



HUMAN & PUBLIC SERVICES

2024-25

Planning Your Pathway Human & Public Services



Plan your Pathway below! 10 credits necessary to complete a Pathway, earned through Pathway Courses, extracurricular activities, and a required Capstone Course.

PURSUING A CAPSTONE (* indicates a required prerequisite course)

Child Psychology A&B
Elementary Education Experience
Education Capstone

Any two Social Studies Courses*
Civics in Action

One Social Studies/Policy Course
One Technology/Computer Science Course
EPD Public Policy and Artificial Intelligence Capstone

EP ONLINE

PATHWAY COURSES - up to 8 credits available from Pathway Courses

Year	Credits	Course

Available Supporting Courses: AP Human Geography**, AP US History**, AP Comparative Politics**, AP World History: Modern**, AP US Government**, AP Macroeconomics**, AP Microeconomics**, Intro to Social Justice, Adjudication Nation, Elementary Education Experience, Music Insights, Peer Insights, Psychology, Art Insights, AP Psychology**, Child Psychology, Science of Happiness, Sociology, AP Environmental Science**, Level 4 World Language Courses** or ASL 3, Senior Intern Program, Community Employment Seminar, AP African American History, American Red Cross Lifeguard Training, African American History, Addressing Global Issues, World Religions, Anthropology, Principles of Public Service, Careers in Criminal Justice, Careers in National Security

Courses in black are exclusive to EPHS
 Courses in BLUE can also be taken through EP Online
 Courses in RED can be taken exclusively through EP Online
 **College credit available

QUALIFYING ACTIVITIES
1 Pathway credit per year, maximum 2 available

Year	Credits	Course

Qualifying Extracurricular Activities: Y's Act, Speech, Debate, 4-H (do not count toward graduation requirements)

CAPSTONE COURSES
Required - 2 credits each

Year	Course

Capstone: Education Capstone, Civics in ACTION Capstone, Public Policy and Artificial Intelligence Capstone


Natural and Applied Sciences



NATURAL & APPLIED SCIENCES

2024-25

Planning Your Pathway Natural & Applied Sciences



Plan your Pathway below! 10 credits necessary to complete a Pathway, earned through Pathway Courses, extracurricular activities, and a required Capstone Course.

PURSUING A CAPSTONE (* Indicates a required prerequisite course)

Two Advanced Science Courses

One Elective Science Course (Health, Ag, Computer)

Science Research and Design

Choose two of the following*: Anatomy/Physiology, First Aid & CPR/AED Certification, Intro to Organic Chemistry & Biochemistry, Medical Terminology and Health Careers, Nutrition & Exercise Science, Introduction to Health and Medical Science, or Veterinary Science

Biomedical Internship: CNA Capstone

PATHWAY COURSES - up to 8 credits available from Pathway Courses

Year	Credits	Course

Available Supporting Courses: Honors Earth & Space Science, Honors Biology, AP Biology**, Honors Chemistry, AP Chemistry**, Honors Physics, AP Physics**, AP Environmental Science**, Statistics & Data Science, AP Statistics**, Spreadsheets & Databases**, Computer Science Principles, AP Computer Science Principles**, AP Computer Science A, Java**, Advanced Biology: Anatomy/Physiology, First Aid and CPR, Advanced Biology: Botany/Horticulture, Intro to Organic Chemistry and Biochemistry - Structures Reactions and Energy, Problem Solving Seminar, Medical Terminology and Health Careers, Nutrition and Exercise Science, Food Chemistry, Level 4 World Language Courses** or ASL 3, Introduction to Aeronautics, Aeronautics: Unmanned Aerial Vehicles (Drones), Work Experience Seminar, Senior Internship, AgriScience, Sports Medicine, Forensic Science, Astronomy, Biotechnology, Veterinary & Marine Science, Pharmacology

Courses in black are exclusive to EPHS
 Courses in **BLUE** can also be taken through EP Online
 Courses in **RED** can be taken exclusively through EP Online
 **College credit available

QUALIFYING ACTIVITIES

1 Pathway credit per year, maximum 2 available

Year	Credits	Course

Qualifying Extracurricular Activities: Math Team, Science Olympiad, HOSA, Quiz Bowl (do not count toward graduation requirements)

CAPSTONE COURSES

Required - 2 credits each

Year	Course

Capstone: Science Research & Design Capstone, Biomedical Internship: CNA Capstone

EP Pathways & Capstones



EP Capstone Experiences



EP Capstone Experiences



Capstone Highlights from SY 23-24

Pathway	Capstone	22-23	23-24	24-25 (registered)
Business & Management	Entrepreneurship	38	88	98
	Integrated Marketing & Analytics	N/A	18	30
	Leadership and Management Internship (EPO)	N/A	N/A	1
Communication & Arts	Art Capstone	N/A	0	12
	Media and Communication Capstone	N/A	5	22
	Professional Music Performance (EPO)	N/A	N/A	2
	Writing/Illustrating for Publication (EPO)	N/A	N/A	10
Engineering, Technology, and Manufacturing	iOS App Development	23	38	61
	Advanced Woodcrafting	11	24	16
	Principles of Engineering	15	15	14
	Aeronautics Capstone	N/A	N/A	20
Human and Public Services	Education	23	12	16
	Civics in Action	N/A	10	21
	Public Policy and AI (EPO)	N/A	5	2
Natural and Applied Sciences	Science Research and Design	21	14	43
	Biomedical Internship: CNA Capstone	N/A	N/A	45
Total		131	224	413

- 224 students participating in Capstones
- 77 Guest Instructors
- 31 Site Visits
- 89 Project Partners
- 28 Mentors Contributed⁷³



PORTRAIT: Edin Prairie Schools Inspired Journey

Edin Prairie Schools has developed a vision for learning that connects Preschool-12+ in which each student experiences an Inspired Journey of discovery, exploration, and pursuit.

- During the **DISCOVER** portion, students begin to uncover their strengths, talents and interests as they sample a variety of topics.
- As students **EXPLORE**, they dive deeper into their interests and have opportunities to become curious about and build skills across many disciplines.
- At the **PURSUE** stage, students take their interests to the next level to achieve their goals. Coursework and co-curricular experiences are aligned so students are prepared for life after high school.

All the experiences are organized into the five Pathways of Business & Management, Human & Public Services, Natural & Applied Sciences, Engineering, Technology & Manufacturing, and Communication & Arts.

PRACTICE: Edin Prairie Schools Pathways

DISTRICT PATHWAYS



COMMUNICATION & ARTS



HUMAN & PUBLIC SERVICES



NATURAL & APPLIED SCIENCES



ENGINEERING, TECHNOLOGY
& MANUFACTURING



BUSINESS & MANAGEMENT

ELEMENTARY SCHOOL (K-5)

Discovery Groups:
Opportunities through schoolwide enrichment to identify interests and talents

Theater Camp
Making Movie Magic
Eagle Pride Though Art

Rejuvenate Recess
Sportsmanship
Kindness Campaign

Exploring the Outdoors
Artsy Animals
The Lab Rats

Coding for Kids
Cardboard Arcade
BUILD a Better Place

Be Your Own Boss

MIDDLE SCHOOL (6-8)

Exploration Courses & Extracurriculars:
Opportunities within curriculum and outside of school for deeper learning and focus on identified interests and talents

Yearbook
Visual Art & Identity
Theater Arts

Student Council
Debate Team
8th Grade Ambassadors

Robotics
Math Team
Science Olympiad

Designers & Makers
Coding & Robotics
GreEngineering

Personal & Business Career Literacy
Personal & Business Financial Literacy
Business Leadership & Management

HIGH SCHOOL (9-12)

Capstone Courses:
Opportunities to acquire, apply, and demonstrate learning in personalized ways that authentically reflect how professionals think and act within the career field

These courses are the culmination of student discovery, exploration, and pursuit within a career Pathway and prepare students for specific college, career, and civic opportunities post-graduation.

Multimedia Story Production
(New for 2023-24)



The Famous Group

PROJECT PARTNERS

SITE VISITS

Capstone under construction

CAREER FIELDS

Visual Arts & Composition,
Performing Arts & Music, Journalism & Mass
Media, Digital Design & Programming

The Intelligent Classroom (AI)
(New for 2023-24)

grammarly

catapulted

Capstone under construction

Civics in ACTION
(New for 2023-24)



MINNESOTA

Shakopee Mdewakanton
Community Cultural Ctr.
MSU Mankato
City of Eden Prairie
PROP
Minnesota
State Capitol
Economic Development
Bus Tour

PRairie VIEW ELEMENTARY
Hennepin Technical College
NORMANDALE
UNIVERSITY OF MINNESOTA

Hmong Culture Center
Minnesota History
Museum
Sharing & Caring
Hands
Minnesota
State Capitol

Government & Public Administration,
Law & Public Safety, Education & Training,
Counseling & Human Services

Aeronautics
(New in 2024-25)



C.H. ROBINSON



Thunderbird Aviation
Premier Jets
Elliott Aviation
AV8



miromatrix

CLIMATE
INTERACTIVE
SOLUTIONS

Urban Greens
SunOpta
lifecore Biomedical

Health & Medical Science,
Agriculture & Animal Science, Earth & Space
Science, Physical Science & Mathematics

Engineering



Dynafill

MTS

DENWOODY

Hennepin Technical College

MTS
Danfoss
CEM
E.A. Sween
NuAire
Emerson

Woodcrafting



LENNAR

MTS

DENWOODY

Hennepin Technical College

ABC Cabinetry
Lennar Homes
DDK Construction
Denwooddy
College of Technology
Hennepin Technical
College

iOS Mobile App Development



EDEN PRairie

Optum

King Shave

Smith

PROP
Smith Coffee
Eden Prairie City Hall

Entrepreneurship



NAWBO

UNIVERSITY OF ST. THOMAS

EDEN PRAIRIE SCHOOLS

Aola Mall
University of St. Thomas
Scheels
Economic Development
Bus Tour

Integrated Marketing & Analytics
(New for 2023-24)



magnetic north

EDEN PRAIRIE SCHOOLS

EDEN PRAIRIE SCHOOLS

Eden Prairie Schools
Administrative Services
Center (ASC)

Entrepreneurship, Finance, Marketing,
Hospitality & Tourism

Architecture & Construction, Manufacturing,
Transportation & Distribution, Computer
Science & Information Technology

Inspired Journey at Eden Prairie Schools



EDEN PRAIRIE SCHOOLS
Inspiring each student every day™

Capstone

Stepping-
stone

Discovery
Explore
Pursue

Milestone

You're Invited!

May 22, 4:30–6:30
PM

Eden Prairie High
School

~A Celebration of Learning
in Eden Prairie Schools~





Snapshot of the future

- **2024-2025: Summary data & key additions**
 - a. 413 Students Registered for Capstones
 - b. Expected ~200 Pathway Completers
 - c. Continued and Improved Inspired Journey Summit (becomes annual event)
 - d. Adding Certified Nursing Assistant and Private Pilot License Knowledge Exam Certifications
- **Goals for 2025-2026**
 - a. All 5 Pathways at CMS have Exploratory Courses
 - b. All Capstone Courses have either college credit or certification
 - c. 1-2 more Capstones based on student interest/community demand
- **2026-2027**
 - a. Focus on a continuous improvement model for all pathways programming
- **2027-2030**
 - a. Continue monitoring data so pathways best support evolving students and industry demands
 - b. Implementation of 10-year Academic Vision



EDEN PRAIRIE SCHOOLS
Inspiring each student every day



EDEN PRAIRIE SCHOOLS
Inspiring each student every day



EDEN PRAIRIE SCHOOLS
Inspiring each student every day



EDEN PRAIRIE SCHOOLS



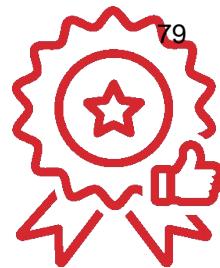
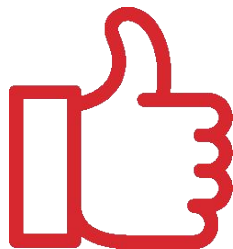
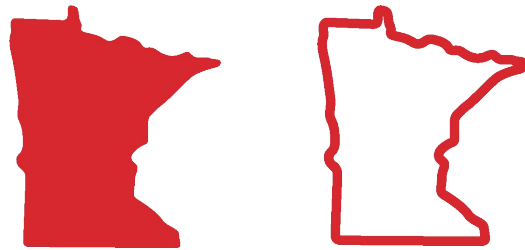
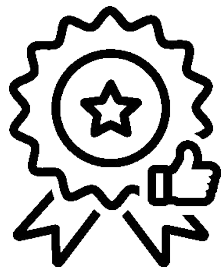
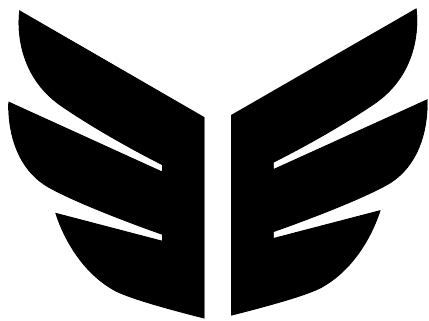
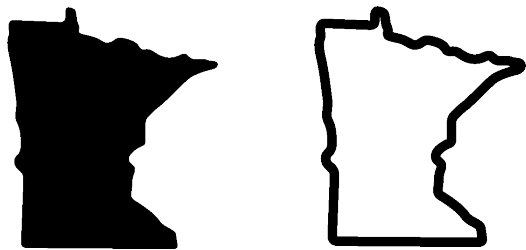
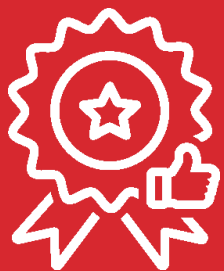
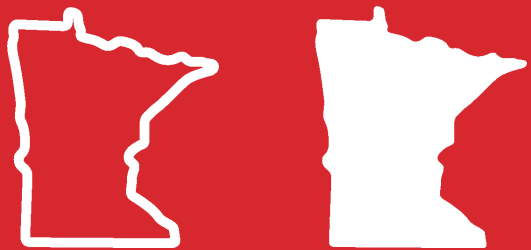
EDEN PRAIRIE SCHOOLS



EDEN PRAIRIE SCHOOLS



[CLICK TO VIEW SCHOOL LOGOS](#)



Preparing for Artificial Intelligence (AI) in Eden Prairie Schools—The Board’s Perspective

Advances in technology have reshaped society, revolutionized how we work, live, and interact. Artificial Intelligence (AI) is becoming mainstream, and the School Board recognizes the opportunities and challenges of using AI in education. We would like to highlight how Eden Prairie Schools are preparing to harness AI to drive student success.

Over the past decade, our schools have helped students develop 21st century skills through integration of the “4Cs” (communication, collaboration, creativity, and critical thinking) into our curriculum. This had laid the groundwork for leveraging technologic advancements like AI.

To better understand how AI might be used in our district, the Board has engaged district leadership and outside experts to review its potential rewards relative to student achievement and social emotional development. Furthermore, the administration engaged students and staff, upgraded policies, and piloted ideas aimed at identifying the way forward. Looking ahead, here are some ways AI could potentially reshape the traditional classroom:

- Incorporating high-tech testing approaches, simulated AI models, digital assistants, and vocational equipment to enhance learning experiences, while making personalized 1-1 education more feasible.

- Helping teachers deliver education more efficiently by automating tasks and allowing more time for personal engagement with students. Emphasis will continue to shift toward building critical thinking skills and applying AI tools to solve problems.

The board considers the 4Cs foundational to students’ future success in the age of AI. The district has created well-defined metrics to evaluate these skills for each student and monitor those metrics at a district-wide level by the School Board. The development of the 4Cs skills in each student will be critical as AI impacts the value of critical thinking and problem-solving skills.

While there are uncertainties regarding how AI will impact education, the district has been proactive in preparing for AI by establishing effective governance, strategies, technology tools, pilot programs, and staff partnerships.

This journey is just beginning, and the Board encourages all stakeholders to engage, share optimism, and voice concerns. Only through collaboration can we deliver the exceptional achievements our community expects in these transformational times.



Measuring What Matters

Language Arts, Math, and Science: 2022-23 School Year

Introduction

Each year during the policy monitoring cycle, the Eden Prairie School Board formally reviews Ends Policy 1.3 which states, “Each student achieves individual growth and proficiency expectations annually in, but not limited to Language Arts, Math, and Science. During the monitoring process the Superintendent provides evidence to support whether reasonable progress has or has not been achieved.

Data

Sound research and measurement practices include metrics across long, medium, and short-term assessments. The district leverages state and national assessments, universal screening and benchmark assessments, and locally developed classroom assessments to indicate proficiency levels. The results provide a body of evidence to support data informed instruction and learning, continuous improvement, and data driven programing and practices.

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

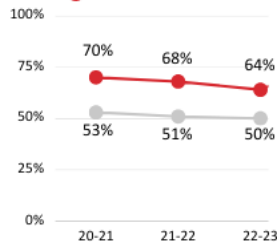
Target for 2022-2023

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

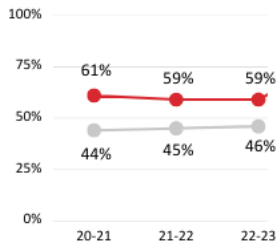
MCA & MTAS Proficiency

Overall

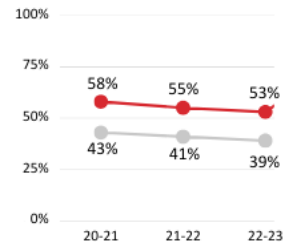
Reading



Math



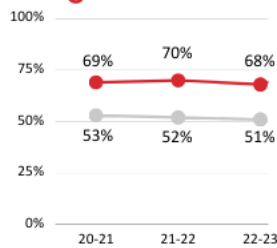
Science



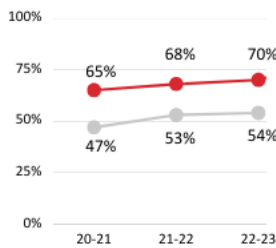
MCA & MTAS Proficiency

Elementary

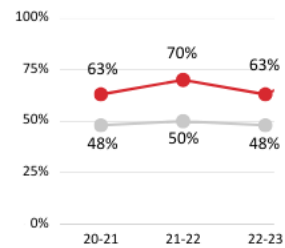
Reading



Math

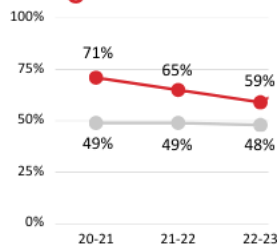


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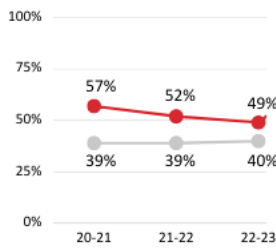


Middle

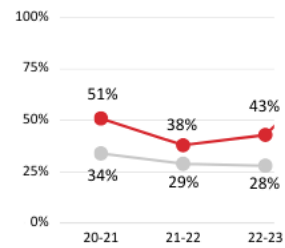
Reading



Math

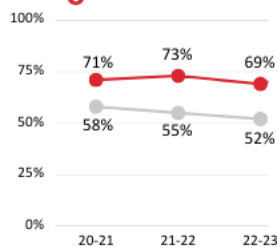


Science

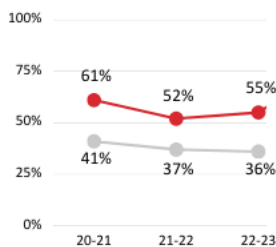


High

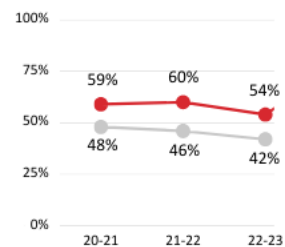
Reading



Math



Science

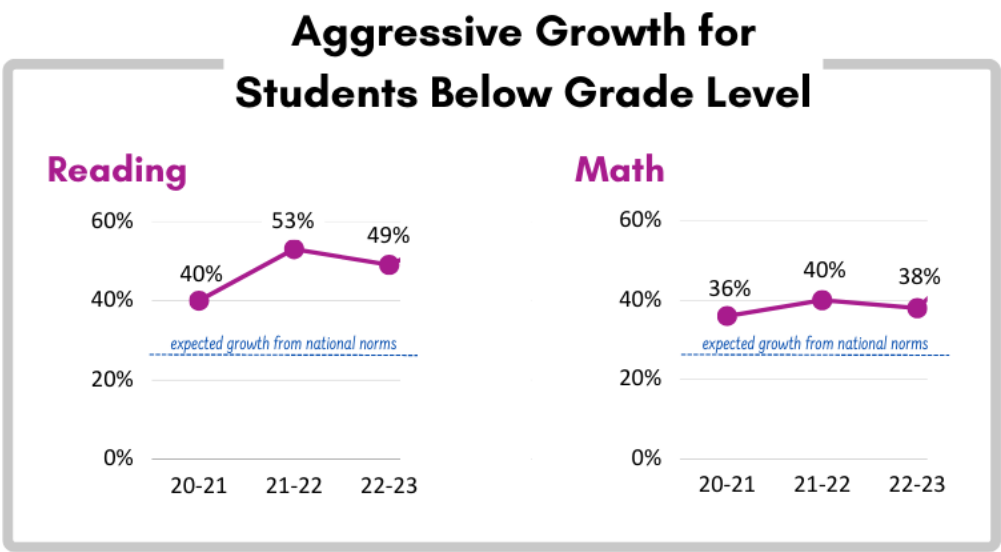


Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments:

Targets for 2022-2023

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

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



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

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

Note: Other curriculum areas include social studies, world language, career technology education, business, fine or applied arts, health, and physical education.

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

Students Achieving a C Grade or Higher						
Subject Area	Middle School			High School		
	20-21	21-22	22-23	20-21	21-22	22-23
Overall	90%	91%	90%	96%	97%	97%
Geography/Social Studies	90%	93%	89%	96%	96%	95%
World Language	91%	91%	90%	97%	96%	97%
Technology	87%	84%	92%	97%	96%	97%
Business Education	n/a	95%	86%	97%	98%	97%
Fine or Applied Arts	92%	91%	91%	94%	98%	98%
Health	87%	84%	87%	97%	97%	95%
Physical Education	91%	95%	94%	97%	98%	97%
Notes: 21-22 includes EPO Secondary grades. 6th grade moved to CMS in 21-22.						

School Board's Perspective on the 2022-23 Data:

The School Board monitored Ends policy 1.3 at the October 23, 2023, School Board Business Meeting, where the Superintendent asserted, and the board concurred, expected progress had not been demonstrated. Despite aggressive target setting by district administration, significant investments from stakeholders, and focused efforts by teachers and staff to mitigate post-pandemic learning loss, the board was disappointed to learn results remained off target. After reviewing the data, the Board believed disruptions to learning patterns and emotional development relative to the pandemic continued to have an impact on the 2022-2023 learning cycle.

A team of district leaders provided a progress report on Ends Policy 1.3 at the February 26th, 2024, School Board Business Meeting. The report highlighted areas of focus and strategies to meet the achievement targets, including a focus on math instruction utilizing the “thinking classroom” approach, enhanced professional development for supporting multilingual learners, triangulation of data points, and family engagement efforts to encourage reading at home. The board is confident that investment in these key areas and

the addition of interventions currently underway to implement quickened monitoring cycles, more timely correction loops, and streamlined best practices across the district will drive improvement in Ends Policy 1.3 metrics.

Eden Prairie School Board
2023–24 WORK PLAN CHANGES
“Proposed” Changes
April 22, 2024

Date of Meeting/Workshop	Changes Requested
Monday, May 13, 2024	
Tuesday , May 28, 2024	- ADD: 2024 Certificates of Participation for Property Purchase: Presale Report – (Informational) – Decision Prep
Monday, June 10, 2024 – Workshop	
Monday, June 24, 2024	- ADD: 2024 Certificates of Participation for Property Purchase: “Sale Day Report” – Resolution to Ratify Sale
Placeholder – General Board Work	
Placeholder – Policy Review	

Eden Prairie School Board
2024–25 WORK PLAN CHANGES
“Proposed” Changes
April 22, 2024

Date of Meeting/Workshop	Changes Requested
Monday, July 22, 2024 (7:30 a.m.)	
Thursday, July 25, 2024	- Add: School Board “New Candidate” Informational Session (1 of 2)
Monday, August 5, 2024	- Add: School Board “New Candidate” Informational Session (2 of 2)
Monday, August 26, 2024	
Monday, September 9, 2024 – Workshop	
Monday, September 23, 2024	
Monday, October 14, 2024 (5:00 p.m.) – Joint Meeting with Eden Prairie City Council	
Monday, October 14, 2024 – Workshop	
Monday, October 28, 2024	
Tuesday , November 12, 2024 – Special Business Meeting (Canvass Elections)	
Tuesday , November 12, 2024 – Workshop	
Monday, November 25, 2024	
Placeholder – General Board Work	
Placeholder – Policy Review	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

April 22, 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			
****2024**** Annual Organizational Meeting Mon, Jan 8, 2024 6:00 PM			<ul style="list-style-type: none"> • 2024 Annual Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar • School Board Meeting Calendar: January 1, 2024, through June 30, 2024 • Resolution for Combining Polling Places for the General Elections for 2025 • Appointment of Intermediate District 287 Representative 		<ul style="list-style-type: none"> • 2024 Annual School District Organizational Items: <ul style="list-style-type: none"> - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IoWA) 		87
Board Workshop Mon, Jan 8, 2024 6:30 PM Convene following the Annual Organizational Meeting							<ul style="list-style-type: none"> • BDC Speaker • 2024 Committees & Outside Organization Discussion • Budget: 5-Year Financial Forecast

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

April 22, 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"> 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	88
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

April 22, 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"> • 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

April 22, 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							<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 • Schedule two (2) dates for New Candidate Information Sessions • FY 2024-2025 Annual Work Plan Calendar Discussion

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

April 22, 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"> • 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

April 22, 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 			<u>Incidental</u> <ul style="list-style-type: none"> • Website Once Launched • <u>Closed Session:</u> Safety & Security (MN Statue 13D.05, Subd. 3(d)) 	92
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							<ul style="list-style-type: none"> • CLC: Student Engagement Discussion • 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 • 2024 Certificates of Participation for Property Purchase: Presale Report – (Informational) 	<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 	<u>Incidental</u> <ul style="list-style-type: none"> • Academic Visioning Plan 	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

April 22, 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			
Post Meeting Board Workshop Tues, May 28, 2024							<ul style="list-style-type: none"> • School Board Meeting Self-Assessment
Board Workshop Mon, June 10, 2024 6:00 PM							<ul style="list-style-type: none"> • General Fund Budget Q&A • All Ends 1.1 – 1.6 OI's • CLC: Inspiring News Top Discussion – 1st Draft (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 • 2024 Certificates of Participation for Property Purchase: "Sale Day Report" – Resolution to Ratify Sale • Record of Board Self-Evaluation 	Review DRAFT 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

I. PURPOSE

A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.
- B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.
- C. The school district has only the powers conferred on it by the legislature; however, the school board's authority to govern, manage, and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

- A. The school district is a separate legal entity.
- B. The school district is coordinate with and not subordinate to the county(ies) in which it is situated.
- C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

- A. Funds
 - 1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.
 - 2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.

3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.
2. The school district may issue bonds in accordance with the provisions of ~~Minnesota Statutes Chapter 475 Minn. Stat. Ch. 475~~, or other applicable law.
3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.
2. The school district shall manage its property in a manner consistent with the educational functions of the district.
3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.
4. School district officials hold school property as trustees for the use and benefit of students, taxpayers, and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to ~~Minn. Stat. §~~ **Minnesota Statutes Section 465.71** or other applicable law.
3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.

4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.
2. The school district shall establish and apply the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued.

Adopted: 06/11/13

Revised: ~~9/23/2019~~; 4/22/2024

COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS**I. PURPOSE**

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees, or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or followup procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or followup relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or followup, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of ~~Minn. Stat. Ch.~~ **Minnesota Statutes Chapter** 13 (Minnesota Government Data Practices Act) or other law.

Adopted: 06/11/2013

Revised: ~~9/23/2019~~; 4/22/2024

OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS**I. PURPOSE**

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. ~~Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose.~~ Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Adopted: 8/14/2012

Revised: ~~8/23/2019~~; 4/22/2024

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and for all school district employees.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- D. Every school district employee shall be responsible for following this policy.
- E. Any person having a question regarding this policy should discuss it with the Executive Director of Human Resources (specify, e.g., the Personnel Manager).

Adopted: 8/14/2012

Revised: ~~8/26/2019~~; 4/22/2024

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. “Covered servicemember” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her

Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.
- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.
- F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
 - 1. a military medical treatment facility as an outpatient; or
 - 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

- G. “Qualifying exigency” means a situation where the eligible employee seeks leave for one or more of the following reasons:
1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 2. to attend military events and related activities of a covered military member;
 3. to address issues related to childcare and school activities of a covered military member’s child;
 4. to address financial and legal arrangements for a covered military member;
 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
 6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
 7. to attend post-deployment activities related to a covered military member;
 8. to address parental care needs; and
 9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. “Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
 2. continuing treatment by a health care provider.
- I. “Spouse” means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an

individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.

- J. “Veteran” has the meaning given in 38 U.S.C. § 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee’s child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee’s spouse, son, daughter, or parent with a serious health condition;
 - d. the employee’s serious health condition makes the employee unable to perform the functions of the employee’s job; and/or
 - e. any qualifying exigency arising from the employee’s spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, “year” is defined as a rolling 12-month period measured backward from the date an employee’s leave is to commence.
3. An employee’s entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A “serious health condition” typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and

recovery are very brief.

5. A “serious injury or illness,” in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating; and
 - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
 - (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember’s office, grade, rank, or rating; or
 - (ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
 - (iii) a physical or mental condition that substantially impairs the covered veteran’s ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or

- (iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
- 6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
- 7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata

portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
- 8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
- 9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.
13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer school district. ~~The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave.~~ This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer so that the total leave does not exceed 12 weeks, unless agreed by the employer, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave

taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:

1. take leave for the entire period or periods of the planned medical treatment; or
 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Adopted: 8/14/2012

Revised: ~~10/28/2019~~; 4/22/2024

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. “Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, (including gender identity or expression), or disability, when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
 3. otherwise adversely affects an individual’s employment or academic opportunities.
- C. “Immediately” means as soon as possible but in no event no longer than 24 hours.
- D. Protected Classifications; Definitions
1. “Disability” means, with respect to an individual who:
 - a. a physical, sensory, or mental impairment which materially limits one or more major life activities of such an individual;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 2. “Familial status” means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor’s legal guardian; or

- b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
- 3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
- 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
- 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
- 6. “Sexual orientation” means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities. ~~“Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.~~
- 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of an individual(s) covered by this policy who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

- f. unwelcome behavior or words directed at an individual because of gender or sexual orientation, (including gender identity or expression).

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, §section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts;
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of protected class individuals because of, or in a manner reasonably related to an Individual's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel

should report the alleged acts as soon as possible to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously.

However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker as soon as possible. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to intervene in the harassment or violence and shall inform the building report taker as soon as possible. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to intervene in harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer as soon as possible, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report

was given verbally, the building report taker shall personally reduce it to written form and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

- G. In the District, the school board hereby designates Executive Director of Human Resources as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses, positive behavioral interventions, and/or disciplinary action up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in remedial responses and/or disciplinary action up to and including termination of employment.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights shall undertake or authorize an investigation of reports or complaints alleging harassment or violence prohibited by this policy. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district 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 incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present information and a response to allegations during the investigation or prior to the imposition of discipline or other remedial responses.

- F. The investigation will be completed as soon as practicable. The school district human rights officer or designee shall report the outcome of the investigation to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be made directly with the school board. The outcome of the investigation shall document a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be aimed at deterring violations and to appropriately correct prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists,

or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary and/or remedial consequences will be aimed at stopping harassment or violence, deterring violations, and appropriately disciplining the individual(s) who engaged in the harassment or violence. Remedial and/or disciplinary action shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota Law. If so, the duties of mandatory reporting under Minnesota Statutes Chapter 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of disseminating and discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness and/or sexual abuse prevention.

- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Adopted: 4/14/12

Revised: ~~8/26/19~~; ~~12/13/21~~, 4/22/2024



INDEPENDENT SCHOOL DISTRICT NO. 272
DISTRICT POLICY 413-F
HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Harassment and Violence

Independent School District No. 272 maintains a firm policy prohibiting all forms of discrimination. This policy strictly prohibits harassment or violence against students or employees or groups of students or employees on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, ~~(including gender identity or expression)~~, or disability ~~(Protected Class) is strictly prohibited~~. All persons are to be treated with respect and dignity. Harassment or violence on the basis of Protected Class ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, (including gender identity or expression), or disability~~ by any pupil, teacher, administrator, or other school personnel, which creates an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant _____

Home Address _____

Work Address _____

Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation ~~including gender identity and expression~~ \ disability

Name of person you believe harassed or was violent toward you or another person or group.

If the alleged harassment or violence was toward another person or group, identify that person or group.



Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

Where and when did the incident(s) occur?

List any witnesses that were present:

This complaint is filed based on my honest belief that _____
has harassed or has been violent to me or to another person or group. ~~I hereby certify that the~~
information I have provided in this complaint is true, correct, and complete to the best of my
knowledge and belief.

(Complainant Signature)

(Date)

Received by _____

(Date)

MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS**I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to ~~fully~~ comply fully with Minnes~~ota~~- Stat~~utes~~ section-§ 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONSA. "Abuse" means:

- 1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.
- 2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary

MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.

3. Any sexual contact or penetration as defined in Minn. Stat. § 609.341 between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.
4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.

B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

C. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).

D. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

E. “Immediately” means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

F. “Mandated Rreporters” means a professional or professional’s delegate while engaged in education. any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

G. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.

H. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.

I. Neglect also ~~includes~~ means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by ~~Minn. Stat. §~~ Minnesota Statutes section 626.5572, Subd. 17.

J. “School personnel” means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.

K. “Vulnerable ~~A~~adult” means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under ~~Minn. Stat. Ch.~~ Minnesota Statutes chapter 245A, except as excluded under ~~Minn. Stat. §~~ Minnesota Statutes section 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of service is received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual’s ability to ~~adequately~~ adequately for the ~~person’s individual’s~~ own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual’s self from maltreatment.

MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS**IV. REPORTING PROCEDURES**

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall, to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data as defined under ~~Minn. Stat. § Minnesota Statutes section~~ 13.02, to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy ~~shall~~should appear in school personnel handbooks ~~where~~as appropriate.
- B. The school district will develop a method of discussing this policy with employees ~~where~~as appropriate.
- C. This policy ~~shall~~should be reviewed at least annually for compliance with state law.

Adopted: 8/12/2014

Revised: ~~10/28/2019~~; 4/22/2024

I. PURPOSE

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substance, medical cannabis, ~~toxic substances~~, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in the school setting in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. ~~It is the policy of this school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement. to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.~~
- C. Every ~~The school district that participates in a school district chemical abuse program~~ shall establish ~~and maintain in every school~~ a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- ~~D. It will be the responsibility of the superintendent, with the advice of the school board, to establish a school and community advisory team to address chemical abuse problems in the district.~~
- DE. The school district shall establish ~~and maintain a~~ drug-free awareness program ~~to for educate and assist it's employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.~~

III. DEFINITIONS

- A. "Chemical abuse," as applied to students, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the

~~_____ student's~~ minor's normal function in academic, school, or social activities is chronically impaired.

B. ~~_____ "Controlled substances," as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and "marijuana" as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, "controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and l~~
~~_____ ook-alike drugs.~~

C. ~~_____ "Drug prevention" means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.~~

B. ~~_____ "Chemicals" includes, but is not limited to, alcohol, toxic substances, medical cannabis, and controlled substances as defined in the school district's Drug-Free Workplace/Drug-Free School policy.~~

C. ~~_____ "Use" includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration.~~

D. ~~_____ "School location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.~~

D. ~~_____ "Teacher" means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and~~

speech therapists.

IV. STUDENTS

A. Districtwide School Discipline Policy

Procedures for detecting and addressing chemical abuse problems of a student while on school premises are included in the districtwide school student discipline policy.

BA. Programs and Activities Instruction

1. The Every-school district shall develop, implement, and evaluate comprehensive provide an instructional programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes. in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.
2. As part of its drug-free programs, the school district may implement the drug abuse resistance education program (DARE) that enables peace officers to undergo the training to teach a curriculum on drug abuse resistance in schools.

Each school shall have age-appropriate and developmentally based activities that:

- a. address the consequences of violence and the illegal use of drugs, as appropriate;
- b. promote a sense of individual responsibility;
- c. teach students that most people do not illegally use drugs;
- d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
- e. teach students about the dangers of emerging drugs;

- ~~f. engage students in the learning process; and~~
- ~~g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.~~
- ~~3. Each school shall have activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.~~
- ~~4. Each school shall disseminate drug and violence prevention information within the school and to the community.~~
- ~~5. Each school shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.~~
- ~~6. Each school shall have drug and violence prevention activities that may include the following:~~
 - ~~a. Community wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.~~
 - ~~b. The hiring and mandatory training, based on scientific research, of school security personnel who interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.~~
 - ~~c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.~~
 - ~~d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use~~

~~_____ of drugs.~~

~~e. _____ Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.~~

CB. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance Chemical Use and Abuse

~~1. _____ In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing or selling chemicals in a school location:~~

~~a. _____ The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.~~

~~b. _____ The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.~~

~~c. _____ The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.~~

~~d. _____ The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with school board policies regarding search and seizure.~~

~~e. _____ The school district will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.~~

~~2. _____ If a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing or selling chemicals:~~

~~a. _____ The employee shall notify the building administrator or a member of the preassessment team and shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents, or providing a meeting between a single~~

~~_____ member of the team and the student to discuss the behaviors that
_____ have been reported and attempting to ascertain facts regarding
chemical abuse.~~

~~b. _____ The team may determine there is no chemical abuse. If the team
determines there is chemical abuse, the team will select an
appropriate course of action, which may include referral to a
school counselor; referral to a treatment program; referral for
screening, assessment, and treatment planning; participation in
support groups; or other appropriate measures.~~

1. A teacher in a nonpublic school participating in a school district chemical
use program, or a public school teacher, who knows or has reason to
believe that a student is using, possessing, or transferring alcohol or a
controlled substance while on the school premises or involved in
school-related activities, shall immediately notify the school's chemical
abuse preassessment team, or staff member assigned duties similar to
those of such a team, of this information.

23. Students involved in the abuse, possession, transfer, distribution or sale
of chemicals ~~shall~~ may be suspended and proposed for expulsion in
compliance with the student discipline policy and the Pupil Fair Dismissal
Act, Minnesota: Statutes section §121A.40-121A.56, and proposed for
expulsion.

34. Searches by school district officials in connection with the ~~ab~~use,
possession, or transfer, ~~distribution or sale~~ of alcohol or a controlled
substance chemicals will be conducted in accordance with school board
policies related to search and seizure.

4. Nothing in paragraph IV.B.1. prevents a teacher or any other school
employee from reporting to a law enforcement agency any violation of
law occurring on school premises or at school sponsored events.

DE. Preassessment Team

1. Every school ~~that participates in a school district chemical abuse program~~
shall establish ~~have~~ a chemical abuse preassessment team designated by
the superintendent or designee. The team ~~will~~ must be composed of
classroom teachers, administrators, and to the extent they exist in the
school, school nurse, school counselor or psychologist, social worker,
chemical abuse specialist, and other appropriate professional staff ~~to the
extent they exist in each school, such as the school nurse, school~~

~~—counselor or psychologist, social worker, chemical abuse specialist, or others. For schools that do not have a chemical abuse program and team, the superintendent or designee will assign these duties to a designated school district employee.~~

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

ED. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn-~~esota~~ Stat-~~utes~~ section§ 13.32 and applicable federal law and regulations.

2. Destruction of Records

- a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
- b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with ~~such~~ information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
- c. ~~This section shall govern d~~Destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding provisions of the Records Management Act, Minn-~~esota~~ Stat-~~utes~~ section§ 138.163 (Preservation and Disposal of Public Records).

FE. Consent

Any minor may give effective consent for medical, mental and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

F. ~~School and Community Advisory Team~~

- ~~1. The superintendent, with the advice of the school board, shall establish a school and community advisory team to address chemical abuse problems. The advisory team may be composed of representatives from the school preassessment teams to the extent possible, law enforcement agencies, county attorney's office, social service agencies, chemical abuse treatment programs, parents, and the business community.~~
- ~~2. The advisory team shall:~~
 - ~~a. build awareness of the problem within the community, identify available treatment and counseling programs for students and develop good working relationships and enhance communication between the schools and other community agencies; and~~
 - ~~b. develop a written procedure clarifying the notification process to be used by the chemical abuse preassessment team when a student is believed to be in possession of or under the influence of~~
~~alcohol or a controlled substance. The procedure must include~~
~~contact with the student and the student's parents or guardian in the case of a minor student.~~

V. EMPLOYEES

- A. The ~~school district shall establish~~ superintendent or designee shall undertake and maintain a drug-free awareness and prevention program to inform employees; ~~students and others~~ about:
 1. The dangers ~~and health risks of chemical~~ drug abuse in the workplace/~~school~~.
 2. The school district's ~~drug-free workplace/drug-free school~~ policy of maintaining a drug-free workplace.

3. ~~Any~~ available drug ~~or alcohol~~ counseling, ~~treatment,~~ rehabilitation, ~~re-entry and/or~~ employee assistance programs ~~available to employees and/or students.~~
 4. The penalties that may be imposed on employees for drug abuse violations.
- B. The ~~school district superintendent or designee~~ shall notify ~~any~~ federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice ~~from the employee or otherwise receiving actual notice~~ of ~~any criminal drug statute~~ conviction ~~of an employee for a criminal drug statute violation~~ occurring in the workplace. ~~To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the superintendent.~~

Adopted: 8/14/2012

Revised: ~~10/28/2019~~; 4/22/2024



~~—ACKNOWLEDGMENT—~~

~~DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL POLICY~~

~~I have received a copy of the Drug-Free Workplace/Drug-Free School Policy of Independent School District No. 272, Eden Prairie, Minnesota.~~

~~Dated:~~


~~Signature of Employee/Applicant~~

~~Typed or Printed Name~~

ACKNOWLEDGEMENT — DRUG-FREE WORKPLACE & DRUG-FREE SCHOOL POLICY

Warning: You are not the assigned user for this stage.

[Remove Applicants or Employees](#)

 Please answer the questions below.

Please click this link to review and download a copy of the Drug-Free Workplace/Drug-Free School Policy.

[Drug-Free Workplace & Drug-Free School Policy.pdf](#)



I have received a copy of the Drug-Free Workplace/Drug-Free School Policy of Independent School District No. 272, Eden Prairie, Minnesota.

Click to Digitally Sign

Save as Draft

Submit Form

Revised: 4/22/2024

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS**A. "Weapon"**

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

- B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the

jurisdiction of the school district.

- C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.
- D. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
 - 1. active licensed peace officers;
 - 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
 - 3. persons authorized to carry a pistol under Minnesota Statutes, Section 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

4. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes: Section 624.714 or 624.715 or other firearms in accordance with § 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ Sections 624.714 and 624.715.
5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use or distribution of weapons by students, nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statutes, ~~§~~ Section 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/ USE/ DISTRIBUTION

A. The school district does not allow the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully.

D. Administrative Discretion

While the school district does not allow the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum

consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

VII. REPORTS OF DANGEROUS WEAPON INCIDENTS IN SCHOOL ZONES

- A. The school district must electronically report to the Commissioner of Education incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.

Adopted: 8/14/2012

Revised: ~~11/25/2019; 12/13/2021~~; 4/22/2024

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in [Minnesota Statutes Section 152.22, Subdivision 6](#). ~~Minn. Stat. § 152.22, Subd. 6.~~
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).

- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under [Minnesota Statutes Section 121A.21](#). ~~Minn. Stat. § 121A.21~~). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- J. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.
- K. Specific Exceptions:
 - 1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;

2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
 - b. the inhaler is properly labeled for that student; and
 - c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the School District employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:
 - a. that are used off school grounds;
 - b. that are used in connection with athletics or extracurricular

activities; or

- c. that are used in connection with activities that occur before or after the regular school day are not governed by this policy.

7. **Nonprescription Medication.** A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine that enables the student to:

- a. possess epinephrine auto-injectors; or
- b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to of epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering injectors of epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.

9. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.
- L. "Parent" for students 18 years old or older is the student.
- M. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.
- N. Procedure regarding unclaimed drugs or medications.
 1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.
 2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes § 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.

3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes § 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

Adopted: 8/14/2012

Revised: ~~11/25/2019~~; 11/23/2020; 04/22/2024

ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET**I. PURPOSE**

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent shall each year prepare preliminary revenue and expenditure budgets for review by the school board.
- B. The school district must maintain separate accounts to identify revenues and expenditures and be reported in compliance with Minnesota Statute: §Section 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Minnesota Commissioner of Education within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district.

ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review the proposed property taxes payable in the following calendar year.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but **the superintendent** maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the **Minnesota** Commissioner of **Education** as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Adopted: 5/28/2013

Revised: ~~12/9/2019~~; 4/22/2024

I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in guidelines adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to ~~Minn. Stat. §~~ Minnesota Statutes section 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with ~~Minn. Stat. §~~ Minnesota Statutes section 123B.79, as amended, or other applicable statute.

V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also provide for the publication of the financial information specified in ~~Minn. Stat. §~~ Minnesota Statutes section 123B.10 in the manner specified therein.

Adopted: 5/28/2013

Revised: ~~12/9/2019~~; 4/22/2024

I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

- A. The superintendent or designee shall approve the engagement of independent certified public accountants to audit, examine, and report upon the books and records of the school district.
- B. After the close of each fiscal year, the books, records and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the ~~Minnesota~~ Commissioner of ~~the Department of~~ Education (~~the~~ Commissioner) ~~in a manner on forms~~ prescribed by the Commissioner. The report shall also include those items required by ~~Minn. Stat. §~~Minnesota Statutes section 123B.14, ~~Subd.~~subdivision 7.
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow for comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.

- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance Audit Guide **for School Districts** issued by the Office of the State Auditor.
- F. The school board must accept the audit report.
- G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in **~~Minn. Stat. Ch.~~ Minnesota Statutes chapter 6.**

Adopted: 5/28/2013

Revised: ~~12/9/2019~~; 4/22/2024

**DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND
A FIXED ASSET ACCOUNTING SYSTEM****I. PURPOSE**

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

A fixed asset is defined as tangible property costing \$5,000-~~00~~ or more and a useful life of more than ~~three~~-one years. It retains its original shape and appearance with use and does not lose its identity through incorporation into a different or more complex unit or substance. It is also nonexpendable, which means, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with an entirely new unit. As exceptions, the School District will include items that would be considered a major loss for insurance purposes, such as computer equipment, printers, etc.

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

IV. REQUIREMENT

- A. The district will maintain an accurate inventory of all fixed assets owned and maintained in the district for the purpose of insurability, reporting, and in respect to appropriate accounting standards.

**DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND
A FIXED ASSET ACCOUNTING SYSTEM**

- B. All fixed items purchased or donated to the district will be appropriately receipted, tagged, and included in the fixed asset tracking system.

V. IMPLEMENTATION

- A. All fixed assets duly purchased by the district will be appropriately coded and have object codes relative to fixed assets in the UFARS Series 500. Material will be shipped to and received at the appropriate School District location.
- B. Fixed assets received by donation (gifts) from organizations or private individuals must be received in accordance with policy 706. These assets will be reported in writing by the Site Administrator to the Purchasing Department as appropriate for identification, tagging, and inclusion on the appropriate inventory.
- C. All information regarding the fixed asset, such as bar code number, description, location, room number, serial number, make, and model will be sent to the Business Office for recording.
- D. The School Board authorizes the Superintendent or designee the right of refusal of fixed assets that are detrimental to the School District. A donated fixed asset should be in good condition for use within the School District. Examples of donations that would be refused would be obsolete computer equipment that would cost district funds for deletion of the property or a car that would cost money to haul away.
- E. Fixed asset inventories will be verified annually and reconciled to the cumulative fixed asset list. An outside audit firm has the right to audit any School District site for compliance with generally accepted accounting principles.
- F. Adjustments of all fixed assets will be supported with receipts and signatures providing an audit trail. There will be no deletions, additions or adjustments without written proof/explanation provided. The transfer of all property will be coordinated with the Purchasing Department. A transfer form will be provided authorizing the transfer of property between locations.

VI. REPORT

The administration shall annually update the property records of the school district.

Adopted: 5/28/2013

Revised: ~~12/9/2019~~; 4/22/2024

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. AUTHORITY; OBJECTIVES

- A. The funds of the school district shall be deposited or invested in accordance with this policy, ~~Minn. Stat. Ch.~~ **Minnesota Statutes chapter** 118A and any other applicable law or written administrative procedures.
- B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows
 - 1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
 - 2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.
 - 3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

- A. The Superintendent or designee of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.
- B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment, and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets, and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes, or imprudent actions by officers, employees, or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

The school district may invest its available funds in those instruments specified in ~~Minn. Stat. §§ Minnesota Statute sections~~ 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of an other postemployment benefits (OPEB) trust or trust account established pursuant to ~~Minn. Stat. §§ Minnesota Statute section~~ 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under ~~Minn. Stat. Ch. Minnesota Statutes chapter~~ 118A or ~~§ Minnesota Statutes section~~ 356A.06, subdivision ~~Subd.~~ 7. Investment of funds in an OPEB trust account under ~~Minn. Stat. §§ Minnesota Statute sections~~ 356A.06, subdivision ~~Subd.~~ 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

- A. Limitations on instruments, diversification, and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.

1. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

- A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XIII. SAFEKEEPING AND COLLATERALIZATION

- A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in ~~Minn. Stat. §~~ **Minnesota Statute section** 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.
- B. Deposit-type securities shall be collateralized as required by ~~Minn. Stat. §~~ **Minnesota Statute section** 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

XIV. REPORTING REQUIREMENTS

- A. The investment officer shall generate daily and monthly transaction reports for management purposes.
- B. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds (additional depositories may be added during the year if approved by the school board). The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of ~~Minn. Stat. §~~ Minnesota Statute section 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with ~~Minn. Stat. §~~ Minnesota Statute section 471.38.

Adopted: 5/28/2013

Revised: ~~12/9/2019~~; 4/22/2024

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of ~~the Minnesota Department of~~ Education. A licensed physician, an advanced practice nurse, ~~a physician assistant~~, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. ~~(Minn. Stat. § 125A.02)~~
- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for part or all of the day, if requested by the student’s parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise

specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. ~~(Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)~~

- C. “Homeless student” means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. ~~(42 U.S.C. § 11434a)~~
- D. “Nonpublic school” means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of ~~Minn. Stat. §~~ **Minnesota Statutes section** 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964. ~~(42 U.S.C. § 2000d, et seq.); (Minn. Stat. § 123B.41, Subd. 9)~~
- E. “Nonresident student” is a student who attends school in the school district and resides in another district, defined as the “nonresident district.” In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student’s parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. ~~(Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)~~
- F. “Pupil support services” are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. ~~(Minn. Stat. § 123B.41, Subd. 4)~~
- G. “School of origin,” for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. ~~(42 U.S.C. § 11432(g)(3)(G))~~

- H. “Shared time basis” is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of ~~Minn. Stat. § Minnesota Statutes section 120A.22~~ by attendance at a nonpublic school. ~~(Minn. Stat. § 126C.01, Subd. 8)~~
- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. ~~(Minn. Stat. § 123B.41, Subd. 11)~~

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. ~~(Minn. Stat. § 123B.88, Subd. 1)~~
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
 - 1. The school district will provide transportation to students who reside within two miles at a fee designated within the annual budget.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any enrolled student where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation. ~~(Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)~~
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. ~~(Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)~~
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. ~~(Minn. Stat. § 123B.88, Subd. 6)~~
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. ~~(Minn. Stat. § 127A.47, Subd. 3(b))~~
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. ~~(Minn. Stat. § 123B.92, Subd. 3(b))~~

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. ~~(Minn. Stat. § 124D.03, Subd. 8)~~
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district

TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

unreasonably difficult or impracticable. The school district, in its discretion, may also

provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. ~~(Minn. Stat. § 123B.88, Subds. 1 and 4)~~

- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. ~~(Minn. Stat. § 124D.041)~~

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with ~~Minn. Stat. § Minnesota Statutes section~~ 123B.92, ~~Subd. Subdivision~~ 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. ~~(Minn. Stat. § 123B.88, Subd. 1)~~
- B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the ~~handicapping~~ disabling-condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. ~~(Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)~~
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. ~~(Minn. Stat. § 125A.65)~~

- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. ~~(Minn. Stat. § 125A.12)~~
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. ~~(Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))~~
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. ~~(Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))~~
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. ~~(Minn. Rules Part 7470.1700)~~
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in ~~Minn. Stat. Ch. Minnesota Statutes chapter 125A. (Minn. Rules Part 7470.1600, Subd. 2)~~

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. ~~(42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))~~
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district. ~~(42 U.S.C. § 11432(g)(1)(J)(iii)(I))~~
 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. ~~(Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(III))~~
 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. ~~(Minn. Stat. § 125A.51(f))~~
 4. A homeless nonresident student enrolled under ~~Minn. Stat. § Minnesota Statutes section~~ 124D.08, ~~Subd. subdivision~~ 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. ~~(Minn. Stat. § 123B.92, Subd. 3(c)).~~

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. ~~(Minn. Stat. § 123B.88, Subd. 21)~~

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. ~~(Minn. Stat. § 123B.88, Subd. 1)~~

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 ~~U.S.C. §~~ **United States Code section** 1415 (Individuals with Disabilities Act), 29 ~~U.S.C. §~~ **United States Code section** 794 (the Rehabilitation Act), and 42 ~~U.S.C. §~~ **United States Code section** 12132, (Americans with Disabilities Act) are governed by these provisions. ~~(Minn. Stat. § 121A.59)~~

XII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. ~~(Minn. Stat. § 123B.36, Subd. 1(10)).~~
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving

in, or within the past year has served in, active military service as defined in ~~Minn. Stat. § Minnesota Statutes section 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6).~~

- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. ~~(Minn. Stat. § 123B.36, Subd. 1(13))~~
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. ~~(Minn. Stat. § 123B.36, Subd. 3)~~

Adopted: 5/28/2013

Revised: ~~8/26/2019~~; 4/22/2024

I. PURPOSE

The transportation of students to and from school is an important function of the school district, and transportation by the school district is a privilege and not a right for an eligible student. The behavior of students and employees on the bus is a significant factor in the safety and efficiency of school bus transportation. Student and employee misbehavior increases the potential risks of injury. Therefore, the school district believes that video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety. The purpose of this policy is to protect the health, welfare and safety of students, staff, the community and school district property.

II. GENERAL STATEMENT OF POLICY**A. Placement**

1. Each and every school bus owned, leased, contracted, and/or operated by the school district shall be equipped with a fully enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded.
2. A video camera will not necessarily be installed in each and every school bus owned, leased, contracted, and/or operated by the school district, but cameras may be rotated from bus to bus without prior notice to students.
3. Video cameras will be placed on a particular school bus, to the extent possible, where the school district has received complaints of inappropriate behavior.

B. Use of Video Recordings

1. A video recording of student passengers and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct on the bus.
2. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, ~~Minn. Stat. Ch. Minnesota Statutes chapter~~ 13 and the Family Educational Rights and Privacy Act, 20 ~~U.S.C. § United States Code section~~ 1232g and the rules and/or regulations promulgated thereunder.

3. Video recordings will be viewed by school district personnel on a random basis and/or when discipline problems on the bus have been brought to the attention of the school district.
4. A video recording will be retained by the school district until relooped or until the conclusion of disciplinary proceedings in which the video recording is used for evidence.

Adopted: 5/28/2013

Revised: ~~12/9/2019~~; 4/22/2024

I. PURPOSE

Maintaining the health, welfare, and safety of students, staff, and visitors while on school district property and the protection of school district property are important functions of the school district. The behavior of individuals who come on to school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school district property. The school board recognizes the value of video/electronic surveillance systems in monitoring activity on school property in furtherance of protecting the health, welfare, and safety of students, staff, visitors, and school district property.

II. GENERAL STATEMENT OF POLICY**A. Placement**

1. School district buildings and grounds may be equipped with video cameras.
2. Video surveillance may occur in any school district building or on any school district property.
3. Video surveillance will normally not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms. Video surveillance in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

B. Use of Video Recordings

1. Video recordings will be viewed by school district personnel on a random basis and/or when problems have been brought to the attention of the school district.
2. A video recording of the actions of students and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct in school district buildings or on school grounds.
3. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, ~~Minn. Stat. Ch. Minnesota Statutes chapter~~ 13, and the Family Educational Rights and Privacy Act, 20 ~~U.S.C. §~~ **United States Code section** 1232g, and the rules and/or regulations promulgated thereunder.

C. Security and Maintenance

1. The school district shall establish appropriate security safeguards to ensure that video recordings are maintained and stored in conformance with the Minnesota Government Data Practices Act, ~~Minn. Stat. Ch. Minnesota Statutes chapter~~ 13, and the Family Educational Rights and Privacy Act, 20 ~~U.S.C. §~~ **United States Code section** 1232g, and the rules and/or regulations promulgated thereunder.
2. The school district shall ensure that video recordings are retained in accordance with the school district's records retention schedule.

Adopted: 5/28/2013

Revised: ~~12/9/2019~~; 4/22/2024

I. PURPOSE

The purpose of this policy is to establish procedures to govern vending machines installed in school facilities in the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to contract for, supervise, maintain, and account for the proceeds from vending machines located in school facilities in a manner that is fair, maximizes the revenues from those machines, allows those revenues to be included in the budget and establishes controls to avoid fraud, theft, or the appearance of impropriety.

III. AUTHORIZATION

Automatic vending machines for the dispensing of food, beverages, or other approved items are authorized in any school facility in the school district provided that all contracts for such vending machines must be approved by the superintendent or designee as provided in this policy.

IV. SUPERVISION; APPROVAL; LOCATION

- A. All vending machines shall be under the supervision of the school principal (for machines located in staff lounges) or Director of Child Nutrition (for machines located outside of staff lounges). That administrator shall be responsible to supervise the machine in compliance with this policy and any applicable laws.
 - a. Machines located in the Administrative Services Center are under the supervision of the Executive Director of Business Services.
 - b. Machines located at the Transportation Center are under the supervision of the Director of Transportation.
- B. The items to be dispensed from a vending machine located in a school facility shall be approved by the principal or other person in charge. All food, beverages, or other items approved shall be appropriate to the school setting. Machines dispensing cigarettes or tobacco products are not authorized under any circumstances. In the event a written complaint is filed with the superintendent regarding the approval or disapproval of any item, after proper review, shall make the final determination.

- C. Vending machines may be approved that will dispense items only during certain hours, through the use of timers or otherwise. Vending machines should not be operated in competition with the school cafeteria or food service. The machine supervisor (as designated above) may regulate the hours of operation of any machine.
- D. Vending machines shall be located to meet any applicable building, fire, or life/safety codes and to provide convenience of operation, accessibility, and ease of maintenance. The principal or other person in charge of the facility shall review the location of each machine with appropriate maintenance and food service staff.

V. CONTRACT APPROVAL

- A. All contracts for the purchase or rental of vending machines shall be considered by the Superintendent or designee on a facility-by-facility basis.
- B. The contracting process shall be conducted in compliance with ~~Minn. Stat. §~~ **Minnesota Statute section** 123B.52. A copy of this policy shall be included in any specifications or request for proposals or quotations. A record shall be kept of all bids or quotations received with the names, amounts, and successful bidder indicated. All bids and quotations shall be kept on file as a public record for a period of at least one year after their receipt.
- C. Any bid or quotation must specify all commissions to be paid from the machine and any other noncommission amounts to be paid as a result of the award of the contract. The noncommission amounts include, but are not limited to, cash payments, in-kind payments, equipment donations, scholarship contributions, bonus payments, or other payments or contributions of any kind or nature. The noncommission amounts shall be reduced to a cash equivalency and shall be specified on the bid or quotation as an additional amount to be paid for the award of the contract.
- D. If a contract contains a provision allowing exclusivity, such as all machines in the building carrying only a certain manufacturer's brand of pop, that provision must be reviewed by the Superintendent or designee prior to requesting bids or quotations to ensure that it does not conflict with other contracts of the school district.
- E. All contracts for vending machines must be approved by the superintendent or designee. Any contract not made in compliance with this policy shall be void. Any district employee signing an unauthorized contract may be subject to personal liability thereon and may be disciplined for said action.

- F. All vending machines are to be installed at the expense of the facility in which located. All financial responsibility for the maintenance and repair of machines shall remain with the individual facility in which located to the extent not addressed in the contract.
- G. No teacher, administrator, school district employee, or school board member shall be interested, directly or indirectly, in a vending machine contract with the school district or personally benefit financially therefrom.

VI. ACCOUNTING

- A. Proceeds from vending machine sales and contracts shall be under the control of the school board, shall be accounted for in one of the regular school district funds, and must be accounted for and reported in compliance with UFARS.
- B. An amount equal to the amount of the proceeds from the machines in each facility shall be included in the budget. That amount may be expended in accordance with established expenditure procedures.
- C. Pursuant to the vending machine contract or otherwise, proper auditing and inventory control procedures shall be established to ensure that commissions are being correctly calculated and paid.

Adopted: 5/28/2013

Revised: ~~12/09/2019~~; 4/22/2024