



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 join meeting remotely from Fort Cavazos (North) BLDG: 56489, Gatesville, TX 76544

2. Pledge of Allegiance:

3. Agenda Review and Approval: (Action)

Approval of the agenda for the Monday, June 24, 2024, meeting of the School Board of Independent School District 272, Eden Prairie Schools.

Motion _____ Seconded _____

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

4. Approval of Previous Minutes: (Action)

Approval of the UNOFFICIAL Minutes of the School Board Regular Business Meetings on May 28, 2024, and the Workshop Notes for June 10, 2024.

Motion _____ Seconded _____

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

A. May 28, 2024 Unofficial Minutes 5

B. June 10, 2024 Workshop Notes 8

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

6. Announcements: 6:15 PM (Information)

7. Board Work: 6:20 PM (Action)

A. Decision Preparation

B. Required Board Action **(Action)**

1) *Resolution* Awarding the 2024 Certificates of Participation for Property Purchase

a. Ehlers presents "Sale Day Report" 9

b. Board Resolution to Ratify Sale of Bonds 31

Motion _____ Seconded _____

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

c. Taxable Certificates of Participation, Series 2024A 39

2) Approval of FY 2024-25 Adopted Budget (Action)

Motion _____ Seconded _____

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

a. Executive Summary

56

b. Budget Presentation

57

c. Budget Report

62

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

a. Executive Summary

115

b. ISD 287 LTFM Expenditure Application

116

c. Resolution - Roll Call

117

Motion _____ Seconded _____

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

4) Approval of FY 2024-25 School Meal Prices

120

Motion _____ Seconded _____

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

C. Policy Monitoring (Action)

1) 2023-2024 Ends 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Operational Interpretation (OI) & Measurement Plan

a. Ends 1.1 OI and Measurement Plan

121

Motion _____ Seconded _____

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

b. Ends 1.2 OI and Measurement Plan

127

Motion _____ Seconded _____

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

c. Ends 1.3 OI and Measurement Plan

132

Motion _____ Seconded _____

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

d. Ends 1.4 OI and Measurement Plan

140

Motion _____ Seconded _____

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

e. Ends 1.5 OI and Measurement Plan

147

Motion _____ Seconded _____

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

f. Ends 1.6 OI and Measurement Plan

151

Motion _____ Seconded _____

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

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

- 1) 2023-24 Record of Board Policy Monitoring - Governance Process (GP's) & Board-Management Delegation (BMD's)
- 2) 2023-24 Record of Board Policy Monitoring - Executive Limitations (EL's)
- 3) 2023-24 Record of Board Policy Monitoring - Ends

8. Superintendent Consent Agenda: 7:30 PM (Action)

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

Motion _____ Seconded _____

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

A. Monthly Reports

- | | |
|--|-----|
| 1) Resolution of Acceptance of Donations | 156 |
| 2) Human Resources Report | 157 |
| 3) Business Services Reports | |
| a. Board Business | 160 |
| b. Financial Report - Monthly Revenue/Expenditure Report | 161 |

B. Q-Comp Annual Report 162

C. EPS 10-Year Facilities Maintenance Plan

- | | |
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| 1) Executive Summary | 179 |
| 2) Long Term Facility Maintenance (LTFM) 10-Year Expenditure Application | 180 |
| 3) Long Term Facility Maintenance (LTFM) 10-Year Revenue Projection | 182 |

D. MSHSL Resolution for Membership 184

E. Annual Review of District Mandated Policies 186

F. 2024 Joint Powers Agreement - Metro South

- | | |
|----------------------|-----|
| 1) Executive Summary | 187 |
|----------------------|-----|

G. 2023-2025 MOU Read Act: Letter of Agreement 188

9. Superintendent's Incidental Information Report: 7:35 PM (Information)

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

A. Superintendent

10. Board Action on Committee Reports & Minutes: 7:45 PM (Action)

A. Board Development Committee

B. Community Linkage Committee (Action)

- 1) CLC Minutes from June 20, 2024 192
Motion _____ Seconded _____
 1. Aaron Casper Yes ___ No ___ 5. Kim Ross Yes ___ No ___
 2. Debjyoti Dwivedy Yes ___ No ___ 6. Abby Libsack Yes ___ No ___
 3. Steve Bartz Yes ___ No ___ 7. Dennis Stubbs Yes ___ No ___
 4. Charles Strehl Yes ___ No ___

- 2) Review Updated "DRAFT" Topic for Inspiring News Article - September 2024 193
Motion _____ Seconded _____
 1. Aaron Casper Yes ___ No ___ 5. Kim Ross Yes ___ No ___
 2. Debjyoti Dwivedy Yes ___ No ___ 6. Abby Libsack Yes ___ No ___
 3. Steve Bartz Yes ___ No ___ 7. Dennis Stubbs Yes ___ No ___
 4. Charles Strehl Yes ___ No ___

- 3) Measuring What Matters (MWM): Prudent Fiscal Management Release 194
Motion _____ Seconded _____
 1. Aaron Casper Yes ___ No ___ 5. Kim Ross Yes ___ No ___
 2. Debjyoti Dwivedy Yes ___ No ___ 6. Abby Libsack Yes ___ No ___
 3. Steve Bartz Yes ___ No ___ 7. Dennis Stubbs Yes ___ No ___
 4. Charles Strehl Yes ___ No ___

C. Negotiations Committee

D. Policy Committee (Action)

- 1) ENDS Policy Monitoring Process with Flow Chart Updated 198
Motion _____ Seconded _____
 1. Aaron Casper Yes ___ No ___ 5. Kim Ross Yes ___ No ___
 2. Debjyoti Dwivedy Yes ___ No ___ 6. Abby Libsack Yes ___ No ___
 3. Steve Bartz Yes ___ No ___ 7. Dennis Stubbs Yes ___ No ___
 4. Charles Strehl Yes ___ No ___

11. Other Board Updates (AMSD, BRIGHTWORKS, ISD 287, MSHSL): 8:05 PM (Information)

- A. AMSD (Association of Metropolitan Schools) - Abby Libsack/Kim Ross
- B. ISD 287 (Intermediate School District 287) - Kim Ross
- C. BRIGHTWORKS - Dennis Stubbs
- D. MSHSL (Minnesota State High School League) - Dennis Stubbs

12. Board Work Plan: 8:15 PM (Action)

- A. Work Plan Changes Document (Action) 205
Motion _____ Seconded _____
 1. Aaron Casper Yes ___ No ___ 5. Kim Ross Yes ___ No ___
 2. Debjyoti Dwivedy Yes ___ No ___ 6. Abby Libsack Yes ___ No ___
 3. Steve Bartz Yes ___ No ___ 7. Dennis Stubbs Yes ___ No ___
 4. Charles Strehl Yes ___ No ___

B. School Board Annual Work Plan (Information)

- 1) 2023-24 - June 206
- 2) 2024-25 - July-June 207

13. Adjournment: (Action)

Motion by _____ Seconded by _____ to adjourn at _____ PM.

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

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE MAY 28, 2024
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on May 28, 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 S. Bartz, **Seconded** by K. Ross to approve the agenda for the Tuesday, May 28, 2024, meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed Unanimously

4. Approval of Previous Minutes – Motion by C. Strehl, **Seconded** by S. Bartz to approve the UNOFFICIAL Minutes of the April 22, 2024, School Board Regular Business Meetings and the Board Workshop Notes for May 13, 2024 – Passed Unanimously

5. Spotlight on Success – EHSI - *Discovery time and the benefits of being Inspired and living our Mission*

6. Public Comment – (1) – Cell Phones

7. Announcements

- We're proud to announce that Eden Prairie Schools has been named a 2024 U.S. Department of Education Green Ribbon School District! This prestigious award highlights our leadership in reducing environmental impact and advancing health and sustainability education. We are the only school district in Minnesota and one of only 10 districts nationwide to achieve this honor this year.
In the governor's announcement, Commissioner Willie Jett remarked, "Eden Prairie Schools exemplifies what it means to be a good steward of the environment while building students' knowledge about sustainable practices. Students also learn about the impact they can make on the environment and in their community." Governor Tim Walz echoed that thought: "Minnesota schools and students, with their efforts in harnessing clean energy and harvesting locally grown foods, continue to lead the way in addressing climate change." We are proud to receive this recognition and excited to continue taking steps that contribute to healthy schools and communities.
- Last week, EPHS hosted the first-ever Inspired Journey Summit! The Summit was an opportunity for students in grades 5-12 to showcase projects and products created in their Pathways courses and extracurricular activities. During the celebration, students shared their learning in a science fair-like model and practiced their communication, collaboration, creativity, and critical thinking skills. A lucky few even won awards from our Pathways community partners!
This was an incredible event, and I am so happy attendees got to see the Inspired Journey each student takes in our schools and how authentic learning and student choice play a key role in our classrooms. I'm so proud of the students who participated, and I want to thank everyone who helped make this event a success. I also want to give a special shoutout to Pathways Coordinator Ethan Dado for all his hard work to bring this vision to life. I'm already looking forward to next year's Summit!
- Last month, fourth and fifth grade students from Prairie View Elementary participated in the Math Masters competition, demonstrating their problem-solving and critical thinking skills across various mathematical challenges. The event consisted of individual and team rounds, with participants vying for awards in categories like Fact Drill, Individual Round, and Team Competition.
The fourth-grade teams, The Math Calculators and CRAAM Pi, performed exceptionally, with CRAAM Pi scoring a perfect 30 out of 30 to take first place. The fifth graders also delivered impressive performances at the competition, with three teams securing second, third, and fourth places overall.

- We're excited to announce that Dr. Quennel Cooper, principal of Prairie View Elementary School, has been appointed by Governor Tim Walz and Lieutenant Governor Peggy Flanagan to the Minnesota Professional Educator Licensing and Standards Board (PELSB)! The PELSB plays a crucial role in maintaining high educational standards and overseeing educator licensure in Minnesota. This appointment recognizes Dr. Cooper's significant contributions to education, and we are so proud of this achievement knowing Dr. Cooper's expertise will positively impact education across the state. **Congratulations**, Dr. Cooper!
- Six Eden Prairie High School students were recognized with the 2024 Aspirations in Computing Awards by The National Center for Women & Information Technology along with the Minnesota Technology Association. These awards honor their technical ability, leadership qualities, and efforts to apply technology for societal benefits! Selected from a pool of 40 Minnesota awardees, these students demonstrated their passion for information technology, strong academic records, community service, and forward-looking career goals in technology fields.

The 2024 EPHS honorees are:

- National winner: Jasmine Garry
 - National honorable mention: Lalitha Gunturi
 - State winners: Sasha Allen and Sabreen Khanikar
 - State honorable mentions: Sophia Lin and Anjali Marella
 - Five additional EPHS students were selected as Rising Star Honorees and honored at a separate event.
- **Congratulations** to the EPHS DECA team for its outstanding performance at the International Career Development Conference (ICDC) in Anaheim, California, earlier this month! A team of 42 students attended the conference, and 22 advanced to the finals. Following last year's record-breaking success, the team was excited to exceed their previous accomplishments by winning DECA glass trophies in five events this year. We're sending a special shout out to 12th grader Nikhill Andrew, who received the Army ROTC Scholarship, and 12th grader Jasmine Garry, who earned the Pat DiPlacido Scholarship!
 - A couple weeks ago, we made memories that will last a century! Family Fun Day was a fun-filled celebration for people of all ages, and our Citywide Prom on May 18 was a night of laughter, dancing, and unforgettable reunions. A special thank you to retired Minnesota Supreme Court Justice Paul Anderson, Mayor Ron Case, Sever Peterson, Bob Hallett and our prom royalty, Kathie Case and Curt Connaughty, who were each honored for their dedication to Eden Prairie Schools over many decades.

And thank you to our attendees and sponsors for making it possible! You can check out our social media pages for fun photos celebrating Eden Prairie's night out.

The EPHS girls' badminton team showcased their skills at the state tournament on Tuesday, May 14. They battled hard and earned eighth place after winning six games. **Congratulations** to all the players on this exciting achievement! We look forward to seeing your performances next season.

8. Board Work

A. Decision Preparation

- 1) 2024 Certificates of Participation for Property Purchase - Ehlers presents the Presale Report (*Informational*)
- 2) Fiscal Year (FY) 2024-25 Budget - *First Reading*
 - a. Executive Summary
 - b. Budget Report FY 2024-2025
 - c. Presentation
- 3) FY 2024-25 EP School Meal Prices
 - a. Executive Summary

B. Required Board Action

- 1) Approval of the FY 2024-25 School Board Work Plan – **Motion** by A. Casper, **Seconded** by D. Dwivedy to accept as presented – Passed Unanimously
- 2) Approval of the FY 2024-25 School Board Budget – **Motion** by A. Casper, **Seconded** by K. Ross to accept as presented – Passed Unanimously

- 3) Record of Board Self-Evaluations: GP Process, BMD's & Ends - *No Updates*
9. **Superintendent Consent Agenda – Motion** by K. Ross, **Seconded** by D. Stubbs to approve the Consent Agenda 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. Approval of Agreements: MESA, AST, EPSS, Confidential & Principals
- C. MOU: 2024 Summer Driving Incentive
- D. MSHSL - Application for Dissolution of Cooperative Sponsorship
- 1) Executive Summary
 - 2) Application for Dissolution
- E. Seek Bids: Executive Summary - Milk and Dairy Seek Bid
10. **Superintendent's Incidental Information Report** – n/a
11. **Board Education & Required Report** – n/a
- Motion** by A. Casper, **Seconded** by S. Bartz to Recess at 7:57 p.m. – Passed Unanimously; resumed at 8:06 p.m.
12. **Board Action on Committee Reports & Minutes**
- A. Board Development Committee
- B. Community Linkage Committee
- 1) CLC Minutes for May 12, 2024 & May 23, 2024 – **Motion** by K. Ross, **Seconded** by S. Bartz to accept as presented – Passed Unanimously
- C. Negotiations Committee
- D. Policy Committee
- 1) Policy Minutes for April 28, 2024 – **Motion** by S. Bartz, **Seconded** by A. Libsack to approve as presented – Passed Unanimously
 - 2) Monitoring Report Flow Chart
 - a. Part I
 - b. Part II
 - 3) New Policy Introduction Process – Update – **Motion** by A. Casper, **Seconded** by A. Libsack to accept as presented – Passed Unanimously
13. **Other Board Updates (AMSD, BRIGHTWORKS, ISD 287, MSHSL)**
- A. AMSD – *Updated Board*
 - B. BRIGHTWORKS – *N/A*
 - C. ISD 287 – *Updated Board*
 - D. MSHSL – *Updated Board*
14. **Board Work Plan**
- A. Work Plan Changes Document – **Motion** by A. Casper, **Seconded** by A. Libsack to accept as presented – Passed Unanimously
 - B. School Board Annual Work Plan – FY 2023-2024 - May & Jun
15. **Adjournment** – **Motion** by A. Casper, **Seconded** by D. Dwivedy to adjourn at 8:37 PM – Passed Unanimously

Abby Libsack – Board Clerk



School Board Workshop Notes- Monday, June 10, 2024

1. CONVENE – 6:00 p.m.

School Board Members Present: Steve Bartz, Abby Libsack, Kim Ross, Aaron Casper, and Charles "CJ" Strehl

School Board Members Not Present: Debjyoti Dwivedy and Dennis Stubbs

2. General Fund Budget Q&A

a. Summary presented by Andrew Adams

3. Ends Policy Monitoring Process and discussion – presented by Dr. Robb Virgin, Dr. Heather MacMurray and Lisa Birno

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

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

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

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

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

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

4. Student Handbooks – presented by Tim Beekman, Felicia Thames, and Dr. Robb Virgin

5. Community Linkage Committee: Inspiring News Topic Discussion

- *September 2024-25 Article (1st DRAFT Review)*

6. Work Plan Changes Document

- Add Sept 9 workshop discussion re: Long term absence

7. School Board Annual Work Plan - June 2023-24

8. Confirm Agenda for next Board Workshop

Abby Libsack, Board Clerk

June 20, 2024

SALE DAY REPORT FOR:

Independent School District No. 272 (Eden Prairie Schools), Minnesota

\$13,365,000 Taxable Certificates of Participation,
Series 2024A



Prepared by:

Ehlers
3060 Centre Pointe Drive
Roseville, MN 55113

Jodie Zesbaugh,
Senior Municipal Advisor

Matthew Hammer,
Senior Municipal Advisor

Aaron Bushberger,
Municipal Advisor

BUILDING COMMUNITIES. IT'S WHAT WE DO.

Competitive Sale Results

- PURPOSE:** To finance the purchase of land and an existing building and make renovations and improvements to convert the building into an education facility which will be used by the District to provide special education, transitional programming, alternative general education and other educational services.
- RATING:** Moody's Investor's Service "Aa3" (Moody's also affirmed the "Aa2" underlying rating on the District's outstanding general obligation bonds)
- NUMBER OF BIDS:** 2
- LOW BIDDER:** Baird, Milwaukee, Wisconsin

COMPARISON FROM LOWEST TO HIGHEST BID: (TIC as bid)

- LOW BID:*** 5.3311%
- HIGH BID:** 5.4461%

Summary of Sale Results:	
Principal Amount*:	\$13,365,000
Underwriter's Discount:	\$264,231
Reoffering Premium:	\$291,716
True Interest Cost*:	5.3288%
Capitalized Interest:	\$571,916
Costs of Issuance:	\$105,975
Yield:	4.80%-5.23%
Total Net P&I:	\$19,748,330

* The winning bidder submitted a bid with a premium price (a price greater than the principal amount of the certificates) that was more than the estimate included in the Pre-Sale Report presented to the board on May 28, 2024. As a result, the principal amount was decreased from \$13,635,000 (in the Pre-Sale Report and the Preliminary Official Statement) to \$13,365,000. This also caused a slight change in the True Interest Cost.

- NOTES:** The True Interest Cost of 5.33% is well below the estimate of 6.77% in the Pre-Sale Report dated May 28, 2024. As a result, the total principal and interest payments on the certificates will be approximately \$2,290,000 less than estimated in the Pre-Sale Report.

CLOSING DATE: June 27, 2024

DESIGNATED OFFICIAL ACTION: Because the True Interest Cost was below the maximum rate of 7.00% in the parameters resolution approved by the School Board on January 22, 2024, the Board Chair and the Superintendent accepted the proposal from the low bidder on June 20, 2024.

SCHOOL BOARD ACTION: At the June 24, 2024 meeting, adopt the Resolution Ratifying the Award of Sale of the \$13,365,000 Taxable Certificates of Participation, Series 2024A.

SUPPLEMENTARY ATTACHMENTS

- Bid Tabulation
- Updated Sources and Uses of Funds
- Updated Net Debt Service Schedule
- Rating Reports
- Resolution Ratifying the Award of Sale (distributed separately)

BID TABULATION

\$13,635,000* Taxable Certificates of Participation, Series 2024A

Independent School District No. 272 (Eden Prairie Schools), Minnesota

SALE: June 20, 2024

AWARD: BAIRD

Rating: Moody's Investor's Service "Aa3"

Taxable - Non-Bank Qualified

NAME OF BIDDER	MATURITY (April 1)	COUPON RATE	REOFFERING YIELD	PRICE	TRUE INTEREST RATE
BAIRD				\$13,645,653.25	5.3311%
Milwaukee, Wisconsin	2026	6.750%	5.050%		
C.L. King & Associates	2027	6.750%	4.900%		
Colliers Securities LLC	2028	6.750%	4.850%		
Davenport & Co. L.L.C.	2029	6.750%	4.800%		
Crews & Associates, Inc.	2030	6.750%	4.800%		
Edward Jones	2031	6.750%	4.850%		
Northland Securities, Inc.	2032	6.750%	4.900%		
Oppenheimer & Co.	2033	4.800%	4.950%		
First Bankers' Banc Securities, Inc.	2034	5.000%	5.000%		
Country Club Bank	2035	5.000%	5.040%		
Bernardi Securities, Inc.	2036	5.000%	5.080%		
Loop Capital Markets	2037	5.000%	5.120%		
Celadon Financial Group, LLC	2038	5.000%	5.160%		
FMS Bonds Inc.	2039	5.000%	5.200%		
Alliance Global Partners	2040	5.000%	5.230%		
Wintrust Investments, LLC					
First Kentucky Securities Corp.					
First Southern LLC					
Midland Securities					
Multi Bank Securities Inc.					
Dinosaur Securities					
Mountainside Securities LLC					
StoneX Financial Inc.					
Blaylock Van, LLC					
Carty & Company, Inc.					
Caldwell Sutter Capital, Inc.					

* Subsequent to bid opening the issue size was decreased to \$13,365,000.

Adjusted Price: \$13,392,484.56 Adjusted Net Interest Cost: \$6,927,761.45 Adjusted TIC: 5.3288%

NAME OF BIDDER

**TRUE
INTEREST
RATE**

KEYBANC CAPITAL MARKETS
INCORPORATED
Cleveland, Ohio

5.4461%

RESULTS OF SALE OF CERTIFICATES

Eden Prairie School District No. 272

\$13,365,000 Taxable Certificates of Participation, Series 2024A

Dated: June 27, 2024

Sources & Uses

Dated 06/27/2024 | Delivered 06/27/2024

Sources Of Funds

Par Amount of Bonds	\$13,365,000.00
Reoffering Premium	291,716.05
Total Sources	\$13,656,716.05

Uses Of Funds

Total Underwriter's Discount (1.977%)	264,231.49
Costs of Issuance	105,975.00
Deposit to Capitalized Interest (CIF) Fund	571,916.01
Deposit to Project Construction Fund	12,714,593.55
Total Uses	\$13,656,716.05

RESULTS OF SALE OF CERTIFICATES

Eden Prairie School District No. 272

\$13,365,000 Taxable Certificates of Participation, Series 2024A

Dated: June 27, 2024

Net Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	CIF	Net New D/S	Fiscal Total
06/27/2024	-	-	-	-	-	-	-
04/01/2025	-	-	571,916.01	571,916.01	(571,916.01)	-	-
10/01/2025	-	-	375,711.25	375,711.25	-	375,711.25	-
04/01/2026	565,000.00	6.750%	375,711.25	940,711.25	-	940,711.25	1,316,422.50
10/01/2026	-	-	356,642.50	356,642.50	-	356,642.50	-
04/01/2027	605,000.00	6.750%	356,642.50	961,642.50	-	961,642.50	1,318,285.00
10/01/2027	-	-	336,223.75	336,223.75	-	336,223.75	-
04/01/2028	645,000.00	6.750%	336,223.75	981,223.75	-	981,223.75	1,317,447.50
10/01/2028	-	-	314,455.00	314,455.00	-	314,455.00	-
04/01/2029	685,000.00	6.750%	314,455.00	999,455.00	-	999,455.00	1,313,910.00
10/01/2029	-	-	291,336.25	291,336.25	-	291,336.25	-
04/01/2030	735,000.00	6.750%	291,336.25	1,026,336.25	-	1,026,336.25	1,317,672.50
10/01/2030	-	-	266,530.00	266,530.00	-	266,530.00	-
04/01/2031	785,000.00	6.750%	266,530.00	1,051,530.00	-	1,051,530.00	1,318,060.00
10/01/2031	-	-	240,036.25	240,036.25	-	240,036.25	-
04/01/2032	835,000.00	6.750%	240,036.25	1,075,036.25	-	1,075,036.25	1,315,072.50
10/01/2032	-	-	211,855.00	211,855.00	-	211,855.00	-
04/01/2033	895,000.00	4.800%	211,855.00	1,106,855.00	-	1,106,855.00	1,318,710.00
10/01/2033	-	-	190,375.00	190,375.00	-	190,375.00	-
04/01/2034	935,000.00	5.000%	190,375.00	1,125,375.00	-	1,125,375.00	1,315,750.00
10/01/2034	-	-	167,000.00	167,000.00	-	167,000.00	-
04/01/2035	980,000.00	5.000%	167,000.00	1,147,000.00	-	1,147,000.00	1,314,000.00
10/01/2035	-	-	142,500.00	142,500.00	-	142,500.00	-
04/01/2036	1,030,000.00	5.000%	142,500.00	1,172,500.00	-	1,172,500.00	1,315,000.00
10/01/2036	-	-	116,750.00	116,750.00	-	116,750.00	-
04/01/2037	1,085,000.00	5.000%	116,750.00	1,201,750.00	-	1,201,750.00	1,318,500.00
10/01/2037	-	-	89,625.00	89,625.00	-	89,625.00	-
04/01/2038	1,135,000.00	5.000%	89,625.00	1,224,625.00	-	1,224,625.00	1,314,250.00
10/01/2038	-	-	61,250.00	61,250.00	-	61,250.00	-
04/01/2039	1,195,000.00	5.000%	61,250.00	1,256,250.00	-	1,256,250.00	1,317,500.00
10/01/2039	-	-	31,375.00	31,375.00	-	31,375.00	-
04/01/2040	1,255,000.00	5.000%	31,375.00	1,286,375.00	-	1,286,375.00	1,317,750.00
Total	\$13,365,000.00	-	\$6,955,246.01	\$20,320,246.01	(571,916.01)	\$19,748,330.00	-

Yield Statistics

Bond Year Dollars	\$130,887.25
Average Life	9.793 Years
Average Coupon	5.3139217%
Net Interest Cost (NIC)	5.2929231%
True Interest Cost (TIC)	5.3288637%
All Inclusive Cost (AIC)	5.4392103%
Bond Yield for Arbitrage Purposes	5.0590670%

IRS Form 8038

Net Interest Cost	5.0590303%
Weighted Average Maturity	9.645 Years

MOODY'S

RATINGS

Rating Action: Moody's Ratings affirms Eden Prairie ISD 272, MN's issuer and GOULT at Aa2; assigns Aa3 to COPs

13 Jun 2024

New York, June 13, 2024 -- Moody's Ratings (Moody's) has affirmed Eden Prairie Independent School District 272, MN's issuer and general obligation unlimited tax (GOULT) ratings at Aa2. Moody's has also assigned a Aa3 rating to the district's Taxable Certificates of Participation, Series 2024A (COPs) with a proposed par amount of \$13.6 million. Following the sale, the district will have \$97 million of GOULT debt and \$14 million of COPs outstanding.

The affirmation of the Aa2 issuer rating reflects the district's affluent economic base near the Twin Cities and maintenance of its solid financial position.

RATINGS RATIONALE

The Aa2 issuer rating reflects the district's affluent economic base near the Twin Cities metropolitan area and solid financial position that slightly trails those of similarly rated peers. The district's available fund balance will likely hover around 20% of revenue, supported by increased state aid, revenue from a recently increased operating levy and renewed capital levy, and prudent expenditure management. The strong local economy benefits from above average resident income and full value per capita at above 165% of the US and just below \$235,000 respectively. Enrollment has recently stabilized with the three-year CAGR of 0.4%, which is projected to continue with potential for modest growth going forward. Overall leverage will modestly grow to just below 255% of revenue following the issuance of the Series 2024A COPs.

The Aa2 GOULT rating is equivalent to the Aa2 issuer rating based on the district's general obligation full faith and credit pledge and authority to levy an unlimited property tax dedicated to debt service.

The Aa3 rating assigned to the district's COPs is one notch below the Aa2 issuer rating, reflecting the contingent nature of the pledge, which is subject to annual appropriation, and the more essential purpose of the pledged assets (alternative

learning center and transition program facility).

RATING OUTLOOK

Moody's does not assign outlooks to local government issuers with this amount of debt.

FACTORS THAT COULD LEAD TO AN UPGRADE OF THE RATINGS

- Material and sustained growth of available fund balance to above 20% of revenue
- Reduction in leverage to levels well below 250% of revenue

FACTORS THAT COULD LEAD TO A DOWNGRADE OF THE RATINGS

- Material deterioration of available fund balance to levels approaching 10% of revenue
- Substantial increase in leverage to levels exceeding 350% of revenue

LEGAL SECURITY

The district's GOULT bonds are supported by the district's full faith and credit pledge and the authority to levy a dedicated property tax unlimited as to rate and amount. The bonds are also secured by statute.

The Series 2024A COPs are supported by the district's annual appropriation pledge to make lease payments to the trustee under a ground lease agreement. The pledged assets consist of the district's alternative learning center and transition program facility, which we deem to be more essential assets.

USE OF PROCEEDS

The Series 2024A COPs will be used to acquire and remodel an existing building within the district to provide instructional services to students enrolled in its transition program and alternative learning center.

PROFILE

Eden Prairie Independent School District 272, MN is situated in Hennepin County (Aaa stable), about 20 miles southwest of the City of Minneapolis (Aa1 positive) in the Twin Cities metropolitan area. The district currently provides kindergarten to twelfth grade education to just over 8,900 students.

METHODOLOGY

The principal methodology used in these ratings was US K-12 Public School Districts Methodology published in January 2021 and available at

<https://ratings.moodys.com/rmc-documents/70054>. Alternatively, please see the Rating Methodologies page on <https://ratings.moodys.com> for a copy of this methodology.

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CREDIT OPINION

13 June 2024



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Eden Prairie Independent School District 272, MN

Update following affirmation of Aa2 issuer rating

Summary

[Eden Prairie ISD 272, MN](#) (Aa2) benefits from its proximity to the Twin Cities metropolitan area with a solid financial position that slightly trails Aa2 rated peers. Enrollment has been stabilizing in recent years and overall leverage will increase slightly following an upcoming issuance.

Credit strengths

- » Affluent economic base near the Twin Cities metropolitan area
- » Recent increase of operating levy and renewal of capital project levy will provide financial stability

Credit challenges

- » Solid operating reserves slightly trail Aa2 sector medians
- » Moderate leverage with outstanding capital needs

Rating outlook

Moody's does not assign outlooks to local government issuers with this amount of debt.

Factors that could lead to an upgrade

- » Material and sustained growth of available fund balance to above 20% of revenue
- » Reduction in leverage to levels well below 250% of revenue

Factors that could lead to a downgrade

- » Material deterioration of available fund balance to levels approaching 10% of revenue
- » Substantial increase in leverage to levels exceeding 350% of revenue

Key indicators

Exhibit 1

Eden Prairie I.S.D. 272, MN

	2020	2021	2022	2023	Aa Medians
Economy					
Resident income	172.6%	168.2%	167.9%	N/A	117.7%
Full value (\$000)	\$11,134,132	\$11,505,960	\$12,097,585	\$13,699,386	\$4,116,112
Population	61,135	60,555	60,276	N/A	33,491
Full value per capita	\$182,124	\$190,008	\$200,703	N/A	\$118,409
Enrollment	8,826	8,606	8,861	8,939	4,140
Enrollment trend	-0.5%	-1.0%	-0.1%	0.4%	-1.1%
Financial performance					
Operating revenue (\$000)	\$136,513	\$144,095	\$145,269	\$152,154	\$72,169
Available fund balance (\$000)	\$22,952	\$31,533	\$29,620	\$28,534	\$19,387
Net cash (\$000)	\$42,208	\$51,709	\$51,553	\$49,433	\$23,204
Available fund balance ratio	16.8%	21.9%	20.4%	18.8%	28.9%
Net cash ratio	30.9%	35.9%	35.5%	32.5%	33.5%
Leverage					
Debt (\$000)	\$101,950	\$105,194	\$101,822	\$110,276	\$52,993
ANPL (\$000)	\$323,903	\$416,532	\$347,730	\$272,132	\$126,556
OPEB (\$000)	-\$5,019	-\$9,552	-\$5,232	-\$5,212	\$9,318
Long-term liabilities ratio	308.3%	355.4%	305.9%	247.9%	339.9%
Implied debt service (\$000)	\$4,695	\$7,301	\$7,378	\$7,111	\$3,664
Pension tread water (\$000)	\$7,371	\$8,454	\$6,126	\$9,872	\$3,207
OPEB contributions (\$000)	\$0	\$0	\$0	\$0	\$333
Fixed-costs ratio	8.8%	10.9%	9.3%	11.2%	12.2%

For definitions of the metrics in the table above please refer to the [US K-12 Public School Districts Methodology](#) or see the Glossary in the Appendix below. Metrics represented as N/A indicate the data were not available at the time of publication. The medians come from our most recently published [K12 Median Report](#).

Sources: US Census Bureau, Eden Prairie I.S.D. 272, MN's financial statements and Moody's Ratings

Profile

Eden Prairie Independent School District 272, MN is situated in Hennepin County, about 20 miles southwest of the City of Minneapolis in the Twin Cities metropolitan area. The district currently provides kindergarten to twelfth grade education to just over 8,900 students.

Detailed credit considerations

Eden Prairie ISD 272 maintains a solid financial position that slightly trails its peers, supported by growing revenue and prudent expenditure management. Voters renewed the district's operating and capital project levies for ten years in 2022. The operating levy was increased by \$260 per pupil and generates about \$21 million in annual revenue, an amount that will grow with inflation going forward. The district's affluent economic base benefits from its proximity to the Twin Cities metropolitan area, though continued residential development within the district will be relatively limited because the district is mostly built out. Enrollment is stabilizing around 8,900 students following a long-term decline from its peak of about 10,400 students in the early 2000s. Recent improvements have been supported by the district's online K-12 program as an alternate learning option for students from other districts. Management conservatively projects modest enrollment declines over the next several years driven by declining birthrates in Hennepin County, though it will be partially offset by the district's consistent open enrollment gains.

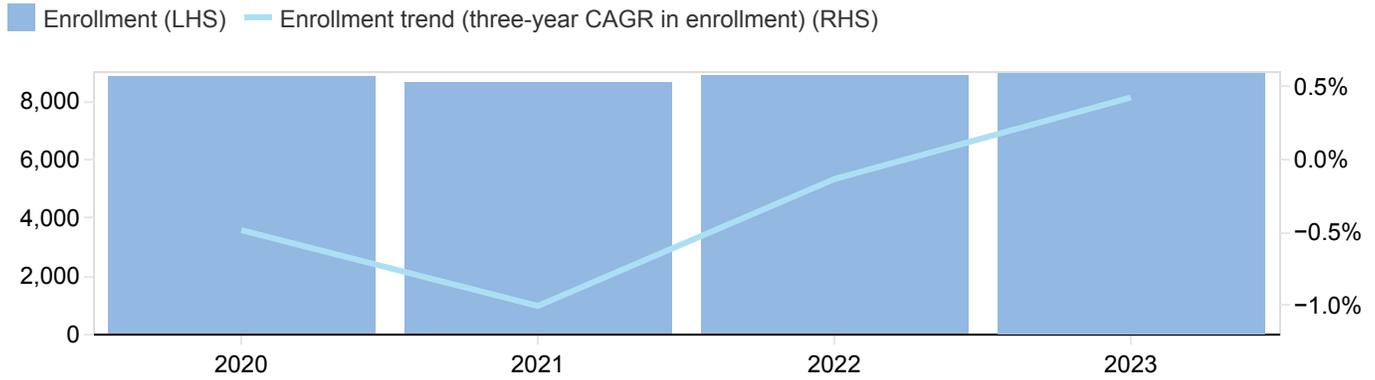
Fiscal 2024 is on track to close with a more than \$800,000 general fund surplus, which is less than the initial projections of a \$1.8 million surplus because of a one-time \$1 million payment to teachers following contract negotiations. Though the district's five-year forecast projects that reserves will moderately decline closer to its formal reserve target of 8% of expenditures, operating reserves will likely remain solid because of growing state aid and conservative expenditure management. The district is in the process of issuing about \$13.6 million in COPs to finance renovations for a transition program and alternative learning facility, modestly raising leverage

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the issuer/deal page on <https://ratings.moody.com> for the most updated credit rating action information and rating history.

to above 250% of revenue. The district plans to issue an additional \$10 million in 2025 to finance projects included its ten-year facility maintenance plan.

Economy

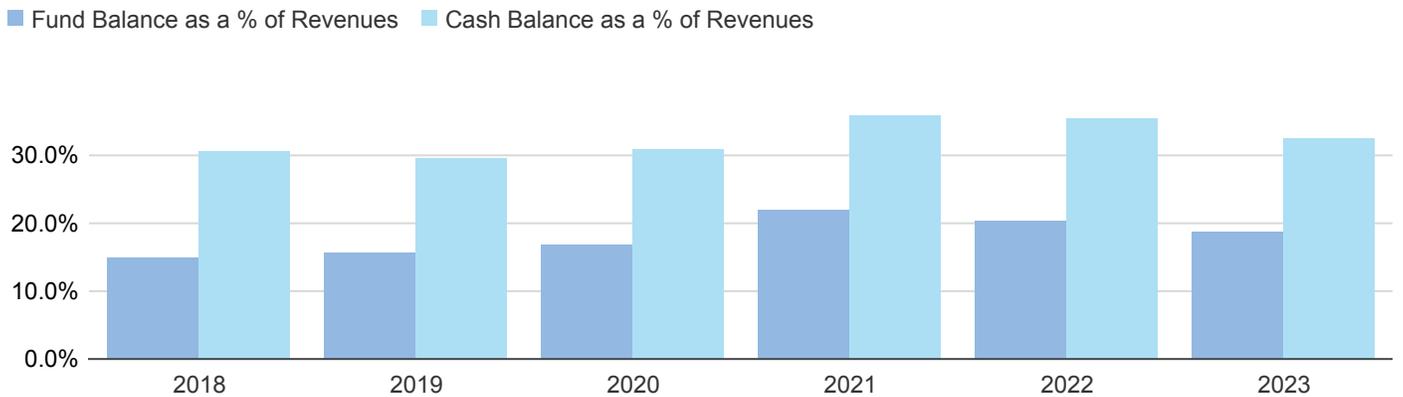
Exhibit 2
Enrollment



Source: Moody's Ratings

Financial operations

Exhibit 3
Financial Trends



Sources: Eden Prairie I.S.D. 272, MN's financial statements and Moody's Ratings

ESG considerations

Environmental

The district has relatively low exposure to environmental risks across all categories, including physical climate risk, carbon transition, natural capital and waste and pollution. Notably, the district has been switching its facilities over to solar power. The district expects to get about 85% of its energy from solar and other renewable sources within the next 10 years. Currently, there are no discernable credit challenges for the district driven by environmental or weather-related impacts.

Social

The district has positive exposure to education and relatively low exposure to social risks across all other categories. Situated near the Twin Cities, the district maintains strong resident incomes and a low poverty rate, while educational attainment exceeds the nation. The district has seen tremendous population growth since the 1980s as its population more than tripled from less than 18,000 in

1980 to about 60,000 residents in 2022. In contrast, enrollment reached a peak of about 10,400 students in the early 2000s and has gradually declined since then. Favorably, management reports that enrollment has stabilized in recent years, partially driven by the competitive advantage linked to its virtual learning option.

Governance

Governance is a credit consideration for all local government issuers. The district has a formal fund balance policy of maintaining at least 8% of budgeted expenditures as unassigned general fund balance, which the district has exceeded. Transparency and disclosure practices are solid given the timely filing of audited financial statements and budgets. Additionally, district officials conduct financial variance reporting on a monthly basis.

Minnesota school districts have an Institutional Framework score¹ of A. The state controls the bulk of school district revenue through a per-pupil funding formula. The state has provided for regular annual increases in the funding formula for several years but has occasionally delayed disbursements. Districts can generate a moderate amount of additional locally determined revenue and can go to voters for additional revenue up to the standard referendum cap.

Rating methodology and scorecard factors

The US K-12 Public School Districts Methodology includes a scorecard, a tool providing a composite score of a school district's credit profile based on the weighted factors we consider most important, universal and measurable, as well as possible notching factors dependent on individual credit strengths and weaknesses. Its purpose is not to determine the final rating, but rather to provide a standard platform from which to analyze and compare school district credits.

Exhibit 4

Eden Prairie I.S.D. 272, MN

	Measure	Weight	Score
Economy			
Resident Income (MHI Adjusted for RPP / US MHI)	167.9%	10.0%	Aaa
Full value per capita (full valuation of the tax base / population)	234,628	10.0%	Aaa
Enrollment trend (three-year CAGR in enrollment)	0.4%	10.0%	Aa
Financial performance			
Available fund balance ratio (available fund balance / operating revenue)	18.8%	20.0%	Aa
Net cash ratio (net cash / operating revenue)	32.5%	10.0%	Aaa
Institutional framework			
Institutional Framework	A	10.0%	A
Leverage			
Long-term liabilities ratio ((debt + ANPL + adjusted net OPEB) / operating revenue)	253.8%	20.0%	A
Fixed-costs ratio (adjusted fixed costs / operating revenue)	11.2%	10.0%	Aaa
Notching factors			
No notchings applied			
Scorecard-Indicated Outcome			Aa2
Assigned Rating			Aa2

The complete list of outstanding ratings assigned to the Eden Prairie I.S.D. 272, MN is available on their [issuer page](#). Details on the current ESG scores assigned to the Eden Prairie I.S.D. 272, MN are available on their [ESGView page](#).

Sources: US Census Bureau, Eden Prairie I.S.D. 272, MN's financial statements and Moody's Ratings

Appendix

Exhibit 5

Key Indicators Glossary

	Definition	Typical Source*
Economy		
Resident income	Median Household Income (MHI), adjusted for Regional Price Parity (RPP), as a % of the US	MHI: American Community Survey (US Census Bureau) RPP: US Bureau of Economic Analysis
Full value (\$000)	Estimated market value of taxable property accessible to the district	State repositories, district's audited financial reports, offering documents or continuing disclosure
Population	Population of school district	American Community Survey (US Census Bureau)
Full value per capita	Full value / population of school district	
Enrollment	Student enrollment of school district	State data publications
Enrollment trend	3-year Compound Annual Growth Rate (CAGR) of Enrollment	State data publications; Moody's Investors Service
Financial performance		
Operating revenue (\$000)	Total annual operating revenue in what we consider to be the district's operating funds	Audited financial statements
Available fund balance (\$000)	Committed, assigned and unassigned fund balances in what we consider to be the district's operating funds	Audited financial statements
Net cash (\$000)	Net cash (cash and liquid investments minus short-term debt) in what we consider to be the district's operating funds	Audited financial statements
Available fund balance ratio	Available fund balance / Operating Revenue	Audited financial statements
Net cash ratio	Net Cash / Operating Revenue	Audited financial statements
Leverage		
Debt (\$000)	District's direct gross debt outstanding	Audited financial statements; official statements
ANPL (\$000)	District's pension liabilities adjusted by Moody's to standardize the discount rate used to compute the present value of accrued benefits	Audited financial statements; Moody's Investors Service
OPEB (\$000)	District's net other post-employment benefit (OPEB) liabilities adjusted by Moody's to standardize the discount rate used to compute the present value of accrued benefits	Audited financial statements; Moody's Investors Service
Long-term liabilities ratio	Debt, ANPL and OPEB liabilities as % of operating revenue	Audited financial statements, official statements; Moody's Investors Service
Implied debt service (\$000)	Annual cost to amortize district's long-term debt over 20 years with level payments	Audited financial statements; official statements; Moody's Investors Service
Pension tread water (\$000)	Pension contribution necessary to prevent reported unfunded pension liabilities from growing, year over year, in nominal dollars, if all actuarial assumptions are met	Audited financial statements; Moody's Investors Service
OPEB contributions (\$000s)	District's actual contribution in a given period, typically the fiscal year	Audited financial statements; official statements
Fixed-costs ratio	Implied debt service, pension tread water and OPEB contributions as % of operating revenue	Audited financial statements, official statements, pension system financial statements

*Note: If typical data source is not available then alternative sources or proxy data may be considered. For more detailed definitions of the metrics listed above please refer to the [US K-12 Public School Districts Methodology](#).

Source: Moody's Ratings

Endnotes

- The institutional framework score categorically assesses whether a district has the legal ability to raise the bulk of its operating revenue at the local level or if the state determines the bulk of its operating revenue. Beyond the local versus state categorization, the strength of the institutional framework score is a measure of the district's flexibility in raising additional locally determined operating revenue. See [US K-12 Public School Districts Methodology](#) for more details.

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EXTRACT OF MINUTES OF MEETING
OF THE SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 272
(EDEN PRAIRIE SCHOOLS)
HENNEPIN COUNTY, MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota, was duly held on June 24, 2024, commencing at 6:00 o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION RATIFYING THE ISSUANCE AND SALE OF
TAXABLE CERTIFICATES OF PARTICIPATION, SERIES 2024A,
IN THE ORIGINAL AGGREGATE PRINCIPAL AMOUNT OF
\$13,365,000, FIXING THEIR FORM AND SPECIFICATIONS;
DIRECTING THEIR EXECUTION AND DELIVERY; AND
PROVIDING FOR THEIR PAYMENT**

BE IT RESOLVED by the School Board (the “Board”) of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota (the “District”), as follows:

Section 1. Findings; Authorizations; Determinations.

1.01. The District is authorized by Minnesota Statutes, Section 465.71, as amended (the “Act”), to enter into lease-purchase agreements for the lease of real and personal property with an option to purchase.

1.02. On January 22, 2024, the District adopted a resolution (the “Parameters Resolution”) stating the intention of the District and setting the parameters for the issuance and sale of Taxable Certificates of Participation, Series 2024A (the “Certificates”), in the principal amount not to exceed \$13,950,000, for the purpose of financing the purchase of land and an existing building in the City of Eden Prairie, Hennepin County, Minnesota (the “Site”) and make renovations and improvements to convert the Site into an education facility which will be used by the District to provide special education, transitional programming, alternative general education and other educational services (the “Project”).

1.03. Pursuant to the Parameters Resolution, the Superintendent or Executive Director of Business Services and any Board officer were authorized to review proposals received for the purchase of the Certificates and award the sale of the Certificates to the prospective purchaser based on the recommendation of the District’s independent municipal advisor, Ehlers and Associates, Inc., (the “Municipal Advisor”), and the following parameter: the true interest cost shall not exceed seven percent (7.00%).

1.04. The District hereby deems it advisable to provide for the issuance of the Certificates in the maximum principal amount of \$13,365,000 to finance the costs of the Project (the “Certificate-Financed Project”).

1.05. The District intends to enter into a Ground Lease (the “Ground Lease”) with Zions Bancorporation, National Association, Chicago, Illinois (the “Trustee”), as lessee, pursuant to which the Trustee shall obtain from the District a leasehold interest in the Site on which the Certificate-Financed Project shall be constructed. Furthermore, the District intends to enter into a Lease-Purchase Agreement (the “Lease-Purchase Agreement”) with the Trustee, as lessor, pursuant to which the Trustee shall lease the Site and the Certificate-Financed Project (the “Leased Property”) to the District, and the District shall make lease payments (the “Lease Payments”) to the Trustee, subject to the District’s right to non-appropriation. The District intends to enter into an Indenture of Trust (the “Indenture”) with the Trustee, pursuant to which the Certificates shall be issued by the Trustee payable from lease payments to be made by the District under the terms of the Lease-Purchase Agreement. Subject to the requirements of Section 126C.40, the Board authorizes the use of its lease levy authority for the purpose of making all or a portion of the Lease Payments.

1.06. The following documents (collectively, the “Documents”) have been presented before the Board for approval:

- (a) the Indenture;
- (b) the Ground Lease;
- (c) the Lease-Purchase Agreement, pursuant to which Trustee shall lease the Leased Property to the District, and the District shall make the Lease Payments, subject to the District's right to non-appropriation;
- (d) a Purchase Agreement (as hereinafter defined); and
- (e) a Continuing Disclosure Certificate (the "Continuing Disclosure Certificate").

Section 2. Sale.

2.01. Ratification of Sale to Purchaser. The proposal of Robert W. Baird & Company, Inc., as syndicate manager (the "Purchaser") to purchase the Certificates is hereby found and determined to be a reasonable offer and the sale of the Certificates to the Purchaser is hereby ratified and confirmed by the District and Trustee, the proposal being to purchase the Certificates at a price of \$13,392,484.56 (par amount of \$13,365,000, plus original issue premium of \$387,703.80, less original issue discount of \$95,987.75, less underwriter's discount of \$264,231.49), as set forth in the Purchase Agreement (defined below). The Board approves the execution and delivery of the Certificates by the Trustee.

2.02. Purchase Agreement. The execution and delivery of a Proposal Form, dated as of June 20, 2024 (the "Purchase Agreement"), between the District and the Purchaser, on behalf of the District and the Trustee, is hereby ratified and confirmed in the form set forth in EXHIBIT A to this resolution (the "Resolution"). The Municipal Advisor is directed to receive and retain the good faith payment of the Purchaser in accordance with the terms of the Purchase Agreement, pending completion of the sale of the Bonds.

2.03. Ratification of Purchase and Sale Agreement. On March 1, 2024, the District entered a certain Purchase and Sale Agreement with Supervalu, Inc. (the "Real Estate Purchase Agreement"), wherein Supervalu agreed to sell to the District, and the District agreed to purchase from Supervalu, the Property (as the term is defined in the Real Estate Purchase Agreement). The Board Chair and Clerk are hereby authorized to execute and deliver to Supervalu such agreements, documents and instruments as are necessary to complete the sale of the Property to the District. The administration of the School District is directed to take all necessary and appropriate action to complete the conveyance contemplated in the Real Estate Purchase Agreement. Actions taken by the Board and the administration prior to the date of this Resolution in furtherance of consummating the transaction described herein, including the execution and delivery of the Real Estate Purchase Agreement, are hereby ratified, confirmed, and approved in all respects.

Section 3. Bond Counsel. Kennedy & Graven, Chartered, as bond counsel ("Bond Counsel"), is authorized and directed to finalize documents necessary to issue the Certificates including, without limitation, the Ground Lease, the Lease-Purchase Agreement, and the Indenture.

Section 4. Certificates; Lease Payments; Right of Non-Appropriation.

4.01. Certificates. Under the terms of the Indenture, the Certificates shall be issuable only as fully-registered Certificates in denominations of \$5,000 and any integral multiple thereof, numbered No. R-1 and upward, in the form to be included in the Indenture. The Certificates shall be special, limited obligations payable solely from annual appropriations of the District made to pay the Lease Payments, in the manner provided in the Lease-Purchase Agreement, and amounts held by the Trustee under the terms

of the Indenture. The obligations of the Lease-Purchase Agreement and the Certificates shall not constitute a general or moral obligation, or a pledge of the full faith and credit or any taxing power of the District, the State of Minnesota, or any political subdivision thereof. The Lease-Purchase Agreement shall not constitute a charge, lien, or encumbrance, legal or equitable, upon any property of the District except its interest in the Lease-Purchase Agreement and the Leased Property.

4.02. Lease Payments. The Lease Payments to be made by the District under the Lease-Purchase Agreement are to be fixed so as to produce equal debt service payments on the Certificates. The District shall pay to the Trustee, promptly when due, all of the Lease Payments and other amounts required by the Lease-Purchase Agreement. To provide money to make such payments, the District shall include in its annual budget, for each fiscal year during the term of the Lease-Purchase Agreement, money sufficient to pay and for the purpose of paying all Lease Payments, and shall take all other actions necessary to provide money for the payment of the obligations of the District under the Lease-Purchase Agreement from sources of the District lawfully available for such purpose, subject to its right of non-appropriation.

4.03. Right of Non-Appropriation. The Lease-Purchase Agreement shall provide that the District may elect in any fiscal year to not appropriate funds for the next fiscal year to make the Lease Payments required under the terms of the Lease-Purchase Agreement. The obligations of the District under the Lease-Purchase Agreement shall not be payable from nor charged upon any funds of the District other than the funds appropriated annually to the payment thereof. In the event of a non-appropriation of Lease Payments by the District in any fiscal year, the District shall lose the right to operate and occupy the Leased Property for the remaining term of the Lease-Purchase Agreement and the Certificates.

Section 5. Continuing Disclosure. The District hereby covenants and agrees that it shall comply with and carry out any conditions for continuing disclosure to satisfy the requirements of Rule 15c2-12 of the Securities and Exchange Act and comply with and carry out the provisions of the Continuing Disclosure Certificate. Notwithstanding any other provision of this Resolution, failure of the District to comply with any required continuing disclosure obligations is not to be considered an event of default with respect to the Lease-Purchase Agreement or the Certificates; however, any holder of the Certificates may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this section.

Section 6. Approval of Documents.

6.01. The Board Chair and Clerk are hereby authorized and directed to execute and deliver the Documents on behalf of the District, substantially in the forms on file with the District, but with all such changes therein as shall be approved by the officers executing the same, which approval shall be conclusively evidenced by the execution thereof. Copies of all of the Documents shall be delivered, filed, and recorded as provided therein.

6.02. The Board Chair and the Clerk are hereby authorized and directed to furnish to the Purchaser such certificates and other documents as are required as a condition to the sale and delivery of the Certificates. Unless litigation shall have been commenced and be pending questioning the validity or enforceability of the Documents or the Certificates, the organization or corporate existence, or the title or incumbency of the officers of the District, at the closing the Board Chair and the Clerk shall also execute and deliver to the Purchaser a suitable certificate as to the absence of material litigation. The Board Chair, the Clerk, and other District officers and staff are also authorized and directed to execute such other documents and certificates as may be required to give effect to the transactions herein contemplated.

6.03. The use of the Preliminary Official Statement and a Final Official Statement (together, the "Official Statement") in the offer and sale of the Certificates is hereby ratified and confirmed. The Board

Chair and the Clerk are hereby authorized and directed to certify that they have examined the Official Statement and that to the best of their knowledge and belief the Official Statement is a complete and accurate representation of the facts and representations made therein as of the date of the Official Statement and does not contain any untrue statement of a material fact or omit to state a material fact necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading.

6.04 The electronic signatures of the Board Chair, the Clerk, and the Treasurer, or any of their authorized designees, to this Resolution and any document or certificate authorized to be executed hereunder shall be as valid as an original signature of such party and shall be effective to bind the District thereto. For purposes hereof, (i) “electronic signature” means a manually signed original signature that is then transmitted by electronic means; and (ii) “transmitted by electronic means” means sent in the form of a facsimile or sent via the internet as a portable document format (“pdf”) or other replicating image attached to an electronic mail or internet message.

Section 7. Escrow. The District may also at any time discharge its liability in its entirety with reference to any Certificates subject to the provisions of the Indenture and the Lease-Purchase Agreement by making prepayments under the Lease-Purchase Agreement and depositing irrevocably in escrow, with the Trustee, as escrow agent for this purpose, cash or securities which are general obligations of the United States or securities of United States agencies which are authorized by law to be so deposited, bearing interest payable at such times and at such rates and maturing on such dates as shall be required, with or without reinvestment, to provide funds sufficient to pay all principal and interest to become due on such Certificates at their stated maturities or, if such Certificates are prepayable and notice of redemption thereof has been given or irrevocably provided for, to provide funds sufficient to pay all principal, interest and redemption premiums, if any, to such earlier redemption date as provided in the Indenture.

Section 8. Conditions Met. To the knowledge of the District, all acts, conditions, and things required by the laws of the State of Minnesota relating to the adoption of this Resolution, to the issuance of the Certificates, and to the execution of the Documents and the other documents referred to herein to happen, exist, and be performed precedent to and in the enactment of this Resolution, and precedent to the issuance of the Certificates, and precedent to the execution of the Documents and the other documents referred to above have happened, exist, and have been performed as so required by law.

Section 9. Incorporation of Provisions. All covenants, stipulations, obligations, representations, and agreements of the District contained in this Resolution, the Certificates, the Documents, and other documents referred to herein shall be deemed to be the covenants, stipulations, obligations, representations, and agreements of the District to the full extent authorized or permitted by law, and all such covenants, stipulations, obligations, representations, and agreements shall be binding upon the District. Except as otherwise provided in this Resolution, all rights, powers, and privileges conferred, and duties and liabilities imposed, upon the District by the provisions of this Resolution or the Documents or other documents referred to herein shall be exercised or performed by the District, or by such officers, board, body, or agency as may be required or authorized by law to exercise such powers and to perform such duties. No covenant, stipulation, obligation, representation, or agreement herein contained or contained in the Documents or other documents referred to herein shall be deemed to be a covenant, stipulation, obligation, representation, or agreement of any elected official, officer, agent, or employee of the District in that person’s individual capacity, and neither the members of the Board nor any officer or employee executing the Certificates shall be liable personally on the Certificates or be subject to any personal liability or accountability by reason of the issuance thereof.

Section 10. Effective Date. This Resolution shall be in full force and effect from and after its passage.

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

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

EXHIBIT A
PROPOSAL FORM

PROPOSAL FORM

The School Board
Independent School District No. 272 (Eden Prairie Schools), Minnesota (the "District")

June 20, 2024

RE: \$13,635,000* Taxable Certificates of Participation, Series 2024A (the "Certificates")
DATED: June 27, 2024

For all or none of the above Certificates, in accordance with the Terms of Proposal and terms of the Global Book-Entry System (unless otherwise specified by the Purchaser) as stated in this Official Statement, we will pay you \$ 13,645,653.25 (not less than \$13,635,000) plus accrued interest to date of delivery for fully registered Certificates bearing interest rates and maturing in the stated years as follows:

<u>6.75</u>	% due	2026	<u>6.75</u>	% due	2031	<u>5.00</u>	% due	2036
<u>6.75</u>	% due	2027	<u>6.75</u>	% due	2032	<u>5.00</u>	% due	2037
<u>6.75</u>	% due	2028	<u>4.80</u>	% due	2033	<u>5.00</u>	% due	2038
<u>6.75</u>	% due	2029	<u>5.00</u>	% due	2034	<u>5.00</u>	% due	2039
<u>6.75</u>	% due	2030	<u>5.00</u>	% due	2035	<u>5.00</u>	% due	2040

The District reserves the right to increase or decrease the principal amount of the Certificates on the day of sale, in increments of \$5,000 each. Increases or decreases may be made in any maturity. If any principal amounts are adjusted, the purchase price proposed will be adjusted to maintain the same gross spread per \$1,000.

The rate for any maturity may not be more than 2.00% less than the rate for any preceding maturity. (For example, if a rate of 4.50% is proposed for the 2026 maturity, then the lowest rate that may be proposed for any later maturity is 2.50%.) All Certificates of the same maturity must bear interest from date of issue until paid at a single, uniform rate. Each rate must be expressed in an integral multiple of 5/100 or 1/8 of 1%.

A good faith deposit ("Deposit") in the amount of \$272,700 shall be made by the winning bidder by wire transfer of funds. Such Deposit shall be received by Ehlers no later than two hours after the proposal opening time. Wire transfer instructions will be provided to the winning bidder by Ehlers after the tabulation of proposals. The District reserves the right to award the Certificates to a winning bidder whose wire transfer is initiated but not received by such time provided that such winning bidder's federal wire reference number has been received by such time. In the event the Deposit is not received as provided above, the District may award the Certificates to the bidder submitting the next best proposal provided such bidder agrees to such award. The Deposit will be retained by the District as liquidated damages if the proposal is accepted and the Purchaser fails to comply therewith. We agree to the conditions and duties of Ehlers and Associates, Inc., as escrow holder of the Deposit, pursuant to the Terms of Proposal. This proposal is for prompt acceptance and is conditional upon delivery of said Certificates to The Depository Trust Company, New York, New York, in accordance with the Terms of Proposal. Delivery is anticipated to be on or about June 27, 2024.

This proposal is subject to the District's agreement to enter into a written undertaking to provide continuing disclosure under Rule 15c2-12 promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934 as described in the Preliminary Official Statement for the Certificates.

We have received and reviewed the Official Statement, and any addenda thereto, and have submitted our requests for additional information or corrections to the Final Official Statement. As Underwriter (Syndicate Manager), we agree to provide the District with the reoffering price of the Certificates within 24 hours of the proposal acceptance.

This proposal is a firm offer for the purchase of the Certificates identified in the Terms of Proposal, on the terms set forth in this proposal form and the Terms of Proposal, and is not subject to any conditions, except as permitted by the Terms of Proposal.

By submitting this proposal, we confirm that we are an underwriter and have an established industry reputation for underwriting new issuances of municipal bonds. YES: NO:

If the competitive sale requirements are not met, we elect to use either the: 10% test, or the hold-the-offering-price rule to determine the issue price of the Certificates.

Account Manager: Robert W. Baird & Co By: Geoff Kuczmariski

Account Members: Syndicate Members

Award will be on a true interest cost basis. According to our computations (the correct computation being controlling in the award), the total dollar interest cost (including any discount or less any premium) computed from June 27, 2024 of the above proposal is \$ 7,161,410.64 and the true interest cost (TIC) is 5.331168 %.

The foregoing offer is hereby accepted by and on behalf of the Independent School District No. 272 (Eden Prairie Schools), Minnesota, on June 20, 2024.

By: Aaron A. Casper By: Dr. Jocelyn L. Swanson
Aaron A. Casper (June 20, 2024 10:00 AM CDT) Dr. Jocelyn L. Swanson (June 20, 2024 10:00 AM CDT)

Title: Board Chair Title: Superintendent

* Subsequent to bid opening the issue size was decreased to \$13,365,000.
Adjusted Price: \$13,392,484.56 Adjusted Net Interest Cost: \$6,927,761.45 Adjusted TIC: 5.3288%

STATE OF MINNESOTA)
)
COUNTY OF HENNEPIN) ss.
)
INDEPENDENT SCHOOL)
DISTRICT NO. 272)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota (the “District”), hereby certify that I have carefully compared the attached and foregoing extract of minutes of a regular meeting of the School Board of the District held on June 24, 2024, with the original minutes on file in my office and the extract is a full, true and correct copy of the minutes insofar as they relate to the authorization of lease payments under a Lease-Purchase Agreement and the award of the sale of Taxable Certificates of Participation, Series 2024A, in the original aggregate principal amount of \$13,365,000.

WITNESS My hand as Clerk this ____ day of June, 2024.

Clerk of the School Board
Independent School District No. 272 (Eden Prairie
Schools), Hennepin County, Minnesota

IN WITNESS WHEREOF, the District has joined the Trustee in this Indenture of Trust as of the date and year first written above.

INDEPENDENT SCHOOL DISTRICT NO. 272

By _____
Its Board Chair

By _____
Its Clerk

TAXABLE CERTIFICATES OF PARTICIPATION, SERIES 2024A
Evidencing the Proportional Interests of the Registered Owners thereof in
Lease Payments under a Lease-Purchase Agreement, dated as of June 1, 2024
between INDEPENDENT SCHOOL DISTRICT NO. 272 (EDEN PRAIRIE SCHOOLS),
HENNEPIN COUNTY, MINNESOTA, as Lessee, and
ZIONS BANCORPORATION, NATIONAL ASSOCIATION, as Lessor

IN WITNESS WHEREOF, the District and the Lessee have caused this Ground Lease to be executed in their respective official capacities as of the date and year first written above.

INDEPENDENT SCHOOL DISTRICT NO. 272

By _____
Its Board Chair

By _____
Its Clerk

STATE OF MINNESOTA)
) ss.
COUNTY OF HENNEPIN)

The foregoing instrument was acknowledged before me on this ____ day of June, 2024, by _____, the Board Chair of Independent School District No. 272, a public school district and political subdivision of the State of Minnesota, on behalf of the District.

Notary Public

STATE OF MINNESOTA)
) ss.
COUNTY OF HENNEPIN)

The foregoing instrument was acknowledged before me on this ____ day of June, 2024, by _____, the Clerk of Independent School District No. 272, a public school district and political subdivision of the State of Minnesota, on behalf of the District.

Notary Public

TAXABLE CERTIFICATES OF PARTICIPATION, SERIES 2024A
Evidencing the Proportional Interests of the Registered Owners thereof in
Lease Payments under a Lease-Purchase Agreement, dated as of June 1, 2024
between INDEPENDENT SCHOOL DISTRICT NO. 272 (EDEN PRAIRIE SCHOOLS),
HENNEPIN COUNTY, MINNESOTA, as Lessee, and
ZIONS BANCORPORATION, NATIONAL ASSOCIATION, as Lessor

IN WITNESS WHEREOF, the District and the Lessee have caused this Ground Lease to be executed in their respective official capacities as of the date and year first written above.

INDEPENDENT SCHOOL DISTRICT NO. 272

By _____
Its Board Chair

By _____
Its Clerk

STATE OF MINNESOTA)
) ss.
COUNTY OF HENNEPIN)

The foregoing instrument was acknowledged before me on this ____ day of June, 2024, by _____, the Board Chair of Independent School District No. 272, a public school district and political subdivision of the State of Minnesota, on behalf of the District.

Notary Public

STATE OF MINNESOTA)
) ss.
COUNTY OF HENNEPIN)

The foregoing instrument was acknowledged before me on this ____ day of June, 2024, by _____, the Clerk of Independent School District No. 272, a public school district and political subdivision of the State of Minnesota, on behalf of the District.

Notary Public

TAXABLE CERTIFICATES OF PARTICIPATION, SERIES 2024A
Evidencing the Proportional Interests of the Registered Owners thereof in
Lease Payments under a Lease-Purchase Agreement, dated as of June 1, 2024
between INDEPENDENT SCHOOL DISTRICT NO. 272 (EDEN PRAIRIE SCHOOLS),
HENNEPIN COUNTY, MINNESOTA, as Lessee, and
ZIONS BANCORPORATION, NATIONAL ASSOCIATION, as Lessor

IN WITNESS WHEREOF, the undersigned officers have executed this General Certificate of the District as of the date and year first written above.

**INDEPENDENT SCHOOL DISTRICT NO. 272
(EDEN PRAIRIE SCHOOLS), HENNEPIN
COUNTY, MINNESOTA**

Board Chair

Clerk

District General Certificate
Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota
Taxable Certificates of Participation, Series 2024A

IN WITNESS WHEREOF, we have executed this Disclosure Certificate in our official capacities effective as of the date and year first written above.

**INDEPENDENT SCHOOL DISTRICT NO. 272
(EDEN PRAIRIE SCHOOLS), HENNEPIN
COUNTY, MINNESOTA**

Board Chair

Clerk

Continuing Disclosure Certificate
Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota
Taxable Certificates of Participation, Series 2024A

\$13,365,000
TAXABLE CERTIFICATES OF PARTICIPATION, SERIES 2024A
Evidencing the Proportional Interests of the Registered Owners thereof in
Lease Payments under a Lease-Purchase Agreement, dated as of June 1, 2024
Between INDEPENDENT SCHOOL DISTRICT NO. 272 (EDEN PRAIRIE SCHOOLS),
HENNEPIN COUNTY, MINNESOTA, as Lessee, and
ZIONS BANCORPORATION, NATIONAL ASSOCIATION, as Lessor

GENERAL CERTIFICATE OF THE DISTRICT

June 27, 2024

This Certificate of the District (the “Certificate”) has been prepared and is being executed by the Board Chair and Clerk (together, the “District Officials”) of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota (the “District”) on behalf of the District, in conjunction with the issuance of the Taxable Certificates of Participation, Series 2024A (the “Series 2024A Certificates”), in the original aggregate principal amount of \$13,365,000. The Series 2024A Certificates evidence legal, valid, and binding undivided interests in the right to certain revenues, as provided in the Series 2024A Certificates and the Indenture of Trust, dated as of June 1, 2024 (the “Indenture”), by Zions Bancorporation, National Association, Chicago, Illinois (the “Trustee”), and joined in by the District, from lease revenues payable by the District under a Lease-Purchase Agreement, dated as of June 1, 2024 (the “Lease”), between the Trustee, as lessor, and the District, as lessee, which payments include portions designated and paid as interest and principal, as provided in the Lease.

The undersigned District Officials hereby certify that they are the duly qualified, elected or appointed, and acting Board Chair and Clerk of the District. The District Officials do hereby further certify, on behalf of the District, as follows:

1. The District is a duly organized and existing public school district and political subdivision of the State of Minnesota. The School Board (the “Board”) is the governing body of the District and is comprised of the following members:

Name	Title
Aaron Casper	Board Chair
Steve Bartz	Vice Chair
Abby Libsack	Clerk
Charles Strehl	Treasurer
Debjyoti Dwivedy	Member
Kim Ross	Member
Dennis Stubbs	Member

The Superintendent of the District is Josh Swanson. The Executive Director of Business Services of the District is Andrew Adams.

2. At a regular meeting of the Board held on June 24, 2024, the Board adopted a resolution (the “Ratifying Resolution”), authorizing lease payments under the Lease and ratifying the issuance and sale of the Series 2024A Certificates to Robert W. Baird & Company, Inc., as syndicate manager (the “Purchaser”), and authorizing and directing the District Officials to execute and deliver the Indenture, the Lease, the Ground Lease, dated as of June 1, 2024 (the “Ground Lease”), between the District, as lessor, and the Trustee, as lessee, the Continuing Disclosure Certificate of the District, of even date herewith (the “Continuing Disclosure Certificate”), and other certificates and documents required as a condition of sale. The Indenture, the Lease, the Ground Lease, and the Continuing Disclosure Certificate are hereinafter collectively referred to as the “District Documents.” The Ratifying Resolution is in full force and effect on the date hereof and has not been revoked, amended, modified, or supplemented.

3. The Series 2024A Certificates are being issued pursuant to the terms of the Indenture. The proceeds derived from the sale of the Series 2024A Certificates will be applied by the District to finance (i) the purchase of land and an existing building in the City of Eden Prairie, Hennepin County, Minnesota (the “Site”) and make renovations and improvements to convert the Site into an education facility which will be used by the District to provide special education, transitional programming, alternative general education and other educational services (the “Project”); (ii) capitalized interest during the construction of the Project; and (iii) costs of issuance for the Series 2024A Certificates.

4. To the knowledge of the undersigned, the District Documents and the Series 2024A Certificates have been prepared and executed by the District in accordance with the terms of the Ratifying Resolution.

5. The District has duly authorized by all necessary action the execution, delivery, receipt, and due performance of the District Documents, and any and all such other agreements and documents as may be required to be executed, delivered, and received by the District in order to carry out, give effect to, and consummate the transactions contemplated thereby to be effected and consummated as of the date hereof.

6. To the knowledge of the District Officials, no litigation is pending to which the District is a party, or threatened against the District to restrain or enjoin the issuance, sale, or delivery of the Series 2024A Certificates, or the payment, collection, or application of the proceeds thereof or other money and securities pledged or to be pledged to the Series 2024A Certificates or in any way contesting or affecting any authority for or the validity of the Series 2024A Certificates or the corporate existence, boundaries, or powers of the District. Further, to the knowledge of the District Officials, there are no proceedings of any kind or nature pending or threatened in any way contesting or affecting the title of the members of the Board to their offices by or before a federal, state, or local governmental or administrative authority or agency.

7. To the knowledge of the District Officials, the execution and delivery of the District Documents will not conflict with, or constitute on the part of the District a breach of, or default under (i) any existing law; (ii) provisions of any legislative act, constitutional, charter, or other proceedings establishing or relating to the establishment of the District or its affairs, or its resolutions; or (iii) any agreement, indenture, mortgage, lease, or other instrument to which the District is subject or is a party or by which its properties are bound.

8. The District is not aware of any material default or “Event of Default” under any of the District Documents which has occurred and is continuing.

9. The representations and warranties of the District set forth in the District Documents are true and correct in all material respects as of the date hereof.

10. None of the proceedings or records which have been certified to the Purchaser or to Kennedy & Graven, Chartered, as Bond Counsel, has been in any manner repealed, amended, or changed except as shown by additional materials furnished them; and there has been no material change in the facts affecting the Series 2024A Certificates, except as shown by additional material so furnished.

11. The District has authorized the use of the Preliminary Official Statement, dated June 6, 2024, and the Final Official Statement, dated June 20, 2024, (together, the “Official Statement”), prepared by the District with the assistance of Ehlers and Associates, Inc., in the offer and sale of the Series 2024A Certificates. To the knowledge and belief of the District Officials, as of the date hereof, the Official Statement is a complete and accurate representation of the facts stated therein and further that said Official Statement did not (as of the date of the Official Statement) and does not contain any untrue statement of a material fact or omit to state a material fact which should be included therein for the purpose for which the Official Statement is to be used, or which is necessary in order to make the statements made therein, in light of the circumstances under which they are made, not misleading.

(The remainder of this page is intentionally left blank.)

IN WITNESS WHEREOF, the undersigned officers have executed this General Certificate of the District as of the date and year first written above.

**INDEPENDENT SCHOOL DISTRICT NO. 272
(EDEN PRAIRIE SCHOOLS), HENNEPIN
COUNTY, MINNESOTA**

Board Chair

Clerk

District General Certificate
Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota
Taxable Certificates of Participation, Series 2024A

\$13,365,000
TAXABLE CERTIFICATES OF PARTICIPATION, SERIES 2024A
Evidencing the Proportional Interests of the Registered Owners thereof in
Lease Payments under a Lease-Purchase Agreement, dated as of June 1, 2024
Between INDEPENDENT SCHOOL DISTRICT NO. 272 (EDEN PRAIRIE SCHOOLS),
HENNEPIN COUNTY, MINNESOTA, as Lessee, and
ZIONS BANCORPORATION, NATIONAL ASSOCIATION, as Lessor

CONTINUING DISCLOSURE CERTIFICATE

June 27, 2024

This Continuing Disclosure Certificate (the “Disclosure Certificate”) is executed and delivered by Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota (the “District”), in connection with the issuance of its Taxable Certificates of Participation, Series 2024A (the “Series 2024A Certificates”), in the original aggregate principal amount of \$13,365,000. The Series 2024A Certificates are being issued pursuant to a resolution adopted by the School Board of the District (the “Resolution”) and pursuant to the terms of an Indenture of Trust, dated as of June 1, 2024 (the “Indenture”), by Zions Bancorporation, National Association, as trustee, and joined in by the District. The Series 2024A Certificates are being delivered to Robert W. Baird & Company, Inc., as syndicate manager (the “Purchaser”) on the date hereof. Pursuant to the Resolution, the District has covenanted and agreed to provide continuing disclosure of certain financial information and operating data and timely notices of the occurrence of certain events. The District hereby covenants and agrees as follows:

Section 1. Purpose of the Disclosure Certificate. This Disclosure Certificate is being executed and delivered by the District for the benefit of the Holders (as defined herein) of the Series 2024A Certificates in order to provide for the public availability of such information and assist the Participating Underwriter(s) (as defined herein) in complying with the Rule (as defined herein). This Disclosure Certificate, together with the Resolution, constitutes the written agreement or contract for the benefit of the Holders of the Series 2024A Certificates that is required by the Rule.

Section 2. Definitions. In addition to the defined terms set forth in the Resolution, which apply to any capitalized term used in this Disclosure Certificate unless otherwise defined in this Section, the following capitalized terms shall have the following meanings:

“Annual Report” means any annual report provided by the District pursuant to, and as described in, Sections 3 and 4 of this Disclosure Certificate.

“Audited Financial Statements” means annual financial statements of the District, prepared in accordance with GAAP as prescribed by GASB.

“Disclosure Certificate” means this Continuing Disclosure Certificate.

“District” means Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota, which is the obligated person with respect to the Series 2024A Certificates.

“EMMA” means the Electronic Municipal Market Access system operated by the MSRB and designated as a nationally-recognized municipal securities information repository and the exclusive portal for complying with the continuing disclosure requirements of the Rule.

“Final Official Statement” means the Final Official Statement, dated June 20, 2024, which constitutes the final official statement delivered in connection with the Series 2024A Certificates, which is available from the MSRB.

“Financial Obligation” means a (a) debt obligation; (b) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) guarantee of a Financial Obligation as described in clause (a) or (b). The term “Financial Obligation” shall not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule.

“Fiscal Year” means the fiscal year of the District.

“GAAP” means generally accepted accounting principles for governmental units as prescribed by GASB.

“GASB” means the Governmental Accounting Standards Board.

“Holder” means the person in whose name a Series 2024A Certificate is registered or a beneficial owner of such a Series 2024A Certificate.

“Material Event” means any of the events listed in Section 5(a) of this Disclosure Certificate.

“MSRB” means the Municipal Securities Rulemaking Board located at 1300 I Street NW, Suite 1000, Washington, DC 20005.

“Participating Underwriter” means any of the original underwriter(s) of the Series 2024A Certificates (including the Purchaser) required to comply with the Rule in connection with the offering of the Series 2024A Certificates.

“Purchaser” means Robert W. Baird & Company, Inc., as syndicate manager.

“Repository” means EMMA, or any successor thereto designated by the SEC.

“Rule” means SEC Rule 15c2-12(b)(5) promulgated by the SEC under the Securities Exchange Act of 1934, as the same may be amended from time to time, and including written interpretations thereof by the SEC.

“SEC” means Securities and Exchange Commission, and any successor thereto.

“Series 2024A Certificates” means the Taxable Certificates of Participation, Series 2024A, issued in accordance with the Indenture in the original aggregate principal amount of \$13,365,000.

Section 3. Provision of Annual Financial Information and Audited Financial Statements.

(a) The District shall provide to the Repository not later than twelve (12) months after the end of the Fiscal Year commencing with the year that ends June 30, 2024, an Annual Report which is consistent with the requirements of Section 4 of this Disclosure Certificate. The Annual Report may be submitted as a single document or as separate documents comprising a package, and may cross-reference other information as provided in Section 4 of this Disclosure Certificate, provided that the Audited Financial Statements of the District may be submitted separately from the balance of the Annual Report.

(b) If the District is unable or fails to provide to the Repository an Annual Report by the date required in subsection (a), the District shall send a notice of that fact to the Repository and the MSRB.

(c) The District shall determine each year prior to the date for providing the Annual Report the name and address of each Repository.

Section 4. Content of Annual Reports. The District's Annual Report shall contain or incorporate by reference the following sections of the Final Official Statement:

1. Current Property Valuations
2. Direct Debt
3. Tax Levies and Collections
4. Student Body
5. Employment/Unemployment Data

In addition to the items listed above, the Annual Report shall include the most recent Audited Financial Statements submitted in accordance with Section 3 of this Disclosure Certificate.

Any or all of the items listed above may be incorporated by reference from other documents, including official statements of debt issues of the District or related public entities, which have been submitted to the Repository or the SEC. If the document incorporated by reference is a final official statement, it must also be available from the MSRB. The District shall clearly identify each such other document so incorporated by reference.

Section 5. Reporting of Material Events.

(a) This Section 5 shall govern the giving of notice of the occurrence of any of the following events ("Material Events") with respect to the Series 2024A Certificates:

1. Principal and interest payment delinquencies;
2. Non-payment related defaults, if material;
3. Unscheduled draws on debt service reserves reflecting financial difficulties;
4. Unscheduled draws on credit enhancements reflecting financial difficulties;
5. Substitution of credit or liquidity providers, or their failure to perform;
6. Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB), or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security;
7. Modifications to rights of security holders, if material;
8. Bond calls, if material, and tender offers;
9. Defeasances;
10. Release, substitution, or sale of property securing repayment of the securities, if material;

11. Rating changes;
12. Bankruptcy, insolvency, receivership or similar event of the obligated person;
13. The consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
14. Appointment of a successor or additional trustee or the change of name of a trustee, if material;
15. Incurrence of a Financial Obligation of the obligated person, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the obligated person, any of which affect security holders, if material; and
16. Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the obligated person, any of which reflect financial difficulties.

(b) The District shall file a notice of such occurrence with the Repository or with the MSRB within ten (10) business days of the occurrence of the Material Event.

(c) Unless otherwise required by law and subject to technical and economic feasibility, the District shall employ such methods of information transmission as shall be requested or recommended by the designated recipients of the District's information.

Section 6. EMMA. The SEC has designated EMMA as a nationally-recognized municipal securities information repository and the exclusive portal for complying with the continuing disclosure requirements of the Rule. Until the EMMA system is amended or altered by the MSRB and the SEC, the District shall make all filings required under this Disclosure Certificate solely with EMMA.

Section 7. Termination of Reporting Obligation. The District's obligations under the Resolution and this Disclosure Certificate shall terminate upon the redemption in full of all the Series 2024A Certificates or payment in full of all Series 2024A Certificates.

Section 8. Agent. The District may, from time to time, appoint or engage a dissemination agent to assist it in carrying out its obligations under the Resolution and this Disclosure Certificate, and may discharge any such agent, with or without appointing a successor dissemination agent.

Section 9. Amendment; Waiver. Notwithstanding any other provision of the Resolution or this Disclosure Certificate, the District may amend this Disclosure Certificate, and any provision of this Disclosure Certificate may be waived, if such amendment or waiver is supported by an opinion of nationally-recognized bond counsel to the effect that such amendment or waiver would not, in and of itself, cause a violation of the Rule. The provisions of the Resolution requiring continuing disclosure pursuant to the Rule and this Disclosure Certificate, or any provision hereof, shall be null and void in the event that the District delivers to the Repository an opinion of nationally-recognized bond counsel to the effect that those portions of the Rule which impose the continuing disclosure requirements of the Resolution and the execution and delivery of this Disclosure Certificate are invalid, have been repealed retroactively or otherwise do not apply to the Series 2024A

Certificates. The provisions of the Resolution requiring continuing disclosure pursuant to the Rule and this Disclosure Certificate may be amended without the consent of the Holders of the Series 2024A Certificates, but only upon the delivery by the District to the Repository of the proposed amendment and an opinion of nationally-recognized bond counsel to the effect that such amendment, and giving effect thereto, will not adversely affect compliance with the Rule.

Section 10. Additional Information. Nothing in this Disclosure Certificate shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Disclosure Certificate or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Material Event, in addition to that which is required by this Disclosure Certificate. If the District chooses to include any information in any Annual Report or notice of occurrence of a Material Event in addition to that which is specifically required by this Disclosure Certificate, the District shall have no obligation under this Disclosure Certificate to update such information or include it in any future Annual Report or notice of occurrence of a Material Event.

Section 11. Default. In the event of a failure of the District to comply with any provision of this Disclosure Certificate any Holder of the Series 2024A Certificates may take such actions as may be necessary and appropriate, including seeking mandamus or specific performance by court order, to cause the District to comply with its obligations under the Resolution and this Disclosure Certificate. A default under this Disclosure Certificate shall not be deemed an event of default with respect to the Series 2024A Certificates and the sole remedy under this Disclosure Certificate in the event of any failure of the District to comply with this Disclosure Certificate shall be an action to compel performance.

Section 12. Beneficiaries. This Disclosure Certificate shall inure solely to the benefit of the District, the Participating Underwriters, and the Holders from time to time of the Series 2024A Certificates, and shall create no rights in any other person or entity.

(The remainder of this page is intentionally left blank.)

IN WITNESS WHEREOF, we have executed this Disclosure Certificate in our official capacities effective as of the date and year first written above.

**INDEPENDENT SCHOOL DISTRICT NO. 272
(EDEN PRAIRIE SCHOOLS), HENNEPIN
COUNTY, MINNESOTA**

Board Chair

Clerk

Continuing Disclosure Certificate
Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota
Taxable Certificates of Participation, Series 2024A



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

June 24, 2024

To: Dr. Josh Swanson, Superintendent
From: The Business Office
Re: 2024-25 Adopted Budget

Attached you will find the 2024-25 Adopted Budget for your review. We appreciate the collaboration with you and the School Board which created the budget assumptions that were foundational to the development of this year's budget.

The budget includes the assumptions that the school board approved in March 2024.

Fiscal Year 2024-25 represents the final year of ESSER Funding. The District will no longer have access to these funds as they expire on September 30, 2024.

This budget presents an unassigned fund balance at 14.6% of annual expenditures, which represents a \$288,578 planned investment of Unassigned Fund Balance. This is a \$645,000 improvement to the projected fund balance compared to our 5-year forecast presented in May 2023. The current 5-year forecast is estimating an 8.95% Unassigned Fund Balance in fiscal year 2027-28 (year 5 of the referendum).

A few of the highlights include:

- Ongoing investment in class size targets and staff allocation ratios
- Investments in student supports and wellbeing
- Implementation of the READ Act and other legislative actions
- Free breakfast and lunch for all students
- Free transportation for all students

Below are some pages to focus on in the document:

- Page 1 – Projected fund balances in all funds
- Pages 3-15 – Provides an executive summary of the budget

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

2024-25 ADOPTED BUDGET

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EDEN PRAIRIE SCHOOLS



Executive Summary

- **Budget does not include estimates for the 2024 Legislative Session.**
- **Unassigned Fund Balance is \$20.8 million or 14.6%**
- **COVID Relief Funds expended prior to September 30, 2024** ⁵⁸
- **2% increase to Basic Formula Allowance**
- **Transportation will be free for all students**
- **Free breakfast and lunch for all students**



Fund Balance Projection (Unassigned)

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

	2023-24 Budget	2024-25 Projected	2025-26 Projected	2026-27 Projected	2027-28 Projected
Revenue	140,074,417	142,484,895	144,340,676	146,427,017	149,359,635
Expenditure	136,049,473	142,773,473	145,985,513	149,042,623	152,287,595 ⁵⁹
Surplus/(Deficit)	4,024,944	(288,578)	(1,644,837)	(2,615,606)	(2,927,960)
Unassigned Fund Balance (\$)	21,115,208	20,826,630	19,181,793	16,566,187	13,638,227
Unassigned Fund Balance (%)	15.5%	14.6%	13.1%	11.1%	9.0%



Revenues & Expenditures

Fund	Revenues & Transfers	Expenditures & Transfers
General	\$ 144,683,395	\$ 145,908,343
Food Service	\$ 6,372,000	\$ 6,372,000
Community Education	\$ 7,758,762	\$ 7,463,620
Capital & Building	\$ 18,690,907	\$ 28,246,870
Debt Service	\$ 9,412,377	\$ 9,143,006
Internal Service	\$ 15,680,000	\$ 16,625,735
Trust & Agency	\$ 750,000	\$ 1,000,000
Total	\$ 203,347,441	\$ 214,759,574

**THANK
YOU**

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EDEN PRAIRIE SCHOOLS

Inspiring each student every day™



EDEN PRAIRIE SCHOOLS
Inspiring each student every day™

ADOPTED BUDGET



2024-2025

EDEN PRAIRIE SCHOOLS, ISD #272
8100 SCHOOL ROAD
EDEN PRAIRIE, MN 55344
WWW.EDENPR.ORG



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

June 24, 2024

To: Dr. Josh Swanson, Superintendent
From: The Business Office
Re: 2024-25 Adopted Budget

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A few of the highlights include:

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- Implementation of the READ Act and other legislative actions
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We look forward to continued collaboration with you and the School Board in providing for the fiscal health of Eden Prairie Schools.

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PROJECTED FUND BALANCES THROUGH JUNE 30, 2025

FUND DESCRIPTION	6/30/2024 PROJECTED BALANCE	2024-25 PROJECTED REVENUES	2024-25 PROJECTED EXPENDITURES	6/30/2025 PROJECTED BALANCE
GENERAL FUND				
A. UNASSIGNED	21,115,208	142,484,895	142,774,372	20,825,731
B. ASSIGNED				
Site Carryover	861,291	-	-	861,291
Construction	1,500,000	-	-	1,500,000
Curriculum Adoption	1,200,000	-	-	1,200,000
Student Activities/Fundraising	478,613	1,800,000	1,800,000	478,613
Budgeted Deficit	-	-	-	-
Enrollment	1,250,000	-	-	1,250,000
Inspired Journey	2,250,000	-	750,000	1,500,000
Program Initiatives	1,000,000	-	250,000	750,000
C. RESTRICTED/RESERVED				
Medical Assistance	134,379	290,000	223,870	200,509
Student Activities	68,921	100,000	100,000	68,921
Scholarships	25,067	8,500	11,000	22,567
Achievement & Integration	178,176	-	-	178,176
TOTAL GENERAL FUND	30,061,655	144,683,395	145,909,242	28,835,808
CAPITAL				
Operating Capital	629,728	2,871,731	3,158,311	343,148
Long Term Facilities Maintenance (LTFM)	-	6,043,455	6,043,455	-
Capital Project Levy	683,194	9,725,721	9,318,415	1,090,500
TOTAL CAPITAL OUTLAY	1,312,922	18,640,907	18,520,181	1,433,648
TOTAL FOOD SERVICE	1,723,573	6,372,000	6,372,000	1,723,573
COMMUNITY SERVICE				
Regular Community Education	1,361,716	4,799,529	4,711,057	1,450,188
Local Collaborative Time Study (LCTS)	-	137,238	166,783	(29,545)
Early Child Family Education (ECFE)	590,681	761,404	767,925	584,160
School Readiness	1,161,300	1,999,285	1,761,795	1,398,790
Non Public/Preschool Screening	(168)	61,306	56,060	5,078
TOTAL COMMUNITY SERVICE	3,113,528	7,758,762	7,463,620	3,408,670
BUILDING CONSTRUCTION FUNDS				
Long Term Facilities Maintenance (LTFM)	9,676,689	50,000	9,726,689	-
TOTAL BUILDING CONSTRUCTION FUNDS	9,676,689	50,000	9,726,689	-
TOTAL DEBT SERVICE	1,481,226	9,412,377	9,143,006	1,750,597
INTERNAL SERVICE FUND				
Self Funded Medical	7,135,968	14,380,000	15,365,735	6,150,233
Self Funded Dental	712,739	1,300,000	1,260,000	752,739
TOTAL INTERNAL SERVICE FUND	7,848,708	15,680,000	16,625,735	6,902,972
TRUST & AGENCY				
Post-Employment Benefits Irrevocable Trust (OPEB)	14,906,429	750,000	1,000,000	14,656,429
TOTAL TRUST & AGENCY	14,906,429	750,000	1,000,000	14,656,429
TOTAL	70,124,729	203,347,441	214,760,473	58,711,697
General Fund - Unassigned	21,115,208	142,484,895	142,774,372	20,825,731
General Fund Balance %	15.5%			14.6%

Budget Executive Summary

This budget of Independent School District No. 272, Eden Prairie Schools, is for the fiscal year beginning July 1, 2024 and ending June 30, 2025 (FY25). Prior year data is included for comparative purposes including budgeted amounts for 2023-24 and final audited amounts for fiscal years 2022-23.

The district anticipates ending the 2024-25 fiscal year with a 14.6% unassigned General Fund balance. This fund balance is in keeping with the School Board’s Executive Limitation 2.5.3 which states that *“There will be no financial plan that allows the year-end unassigned general fund balance to fall below 8% of expenditures.”*

Given this fiscal expectation, the School District has proactively planned by keeping a multi-year financial projection model current and has made adjustments in the proposed 2024-25 budget.

Assumptions and Timeline

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

For the budget being presented, the **2024-25 Budget Assumptions** were an important starting point. These assumptions, as discussed with the School Board, were as follows:

1. Estimated Enrollment

- a. Oct. 1, 2024 Kindergarten-12th grade estimated enrollment of 8,924 (includes 550 enrollments in EP Online).
- b. Estimates includes 603 kindergarten students.

2. Classroom Teacher Staffing

- a. Based on estimated enrollment, class size targets and staffing allocation ratios across district and by grade:

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

- b. There are no changes to class size targets and staffing allocation ratios.
- c. Assumed 3 teacher retirements at the end of fiscal year 2023-24.

3. District Fees

- a. Fees are as follows for 2024-25:

Description	Amount
High School Parking	Lot A&B - \$350/year Lot C - \$150/year
Transportation	Free for All
Student Activities	See EPHS Fee Schedule

4. State General Funding

- a. We are projecting a 2% formula increase for FY25.

5. Fund Balance

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

Organizational Overview

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

School Board of Directors



Aaron Casper
Chair
Term Expires
January 2027



Steve Bartz
Vice Chair
Term Expires
January 2027



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



Abby Libsack
Clerk
Term Expires
January 2027



Kim Ross
Director
Term Expires
January 2025



Debjyoti "DD" Dwivedy
Director
Term Expires
January 2027



Dennis Stubbs
Director
Term Expires
January 2025

Superintendent's Cabinet

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

Position	Name
Superintendent	Dr. Joshua Swanson
Assistant Superintendent of Elementary Education	Felicia Thames
Assistant Superintendent of Secondary Education	Dr. Robb Virgin
Executive Director of Business Services	Andrew Beenken-Adams
Executive Director of Human Resources	Thomas May
Executive Director of Community Education	Dr. Shawn Hoffman-Bram
Executive Director of Marketing & Communications	Dirk Tedmon

FACILITIES

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

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

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

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

The tassel program will be administered from a new location that that will be purchased in June 2024. Community Education, Family Education and Early Childhood classes are held at the Administrative Services Center **Lower Campus** as well as at the elementary sites. Adult Community Education classes are held at the district school facilities, and in locations throughout the City of Eden Prairie.

Eden Prairie Schools also owns and operates its transportation program. The program is operated from a district-owned **Transportation Center** which houses 108 vehicles for student transportation, over 90 employees, a mechanics shop and grounds equipment that is utilized district-wide.

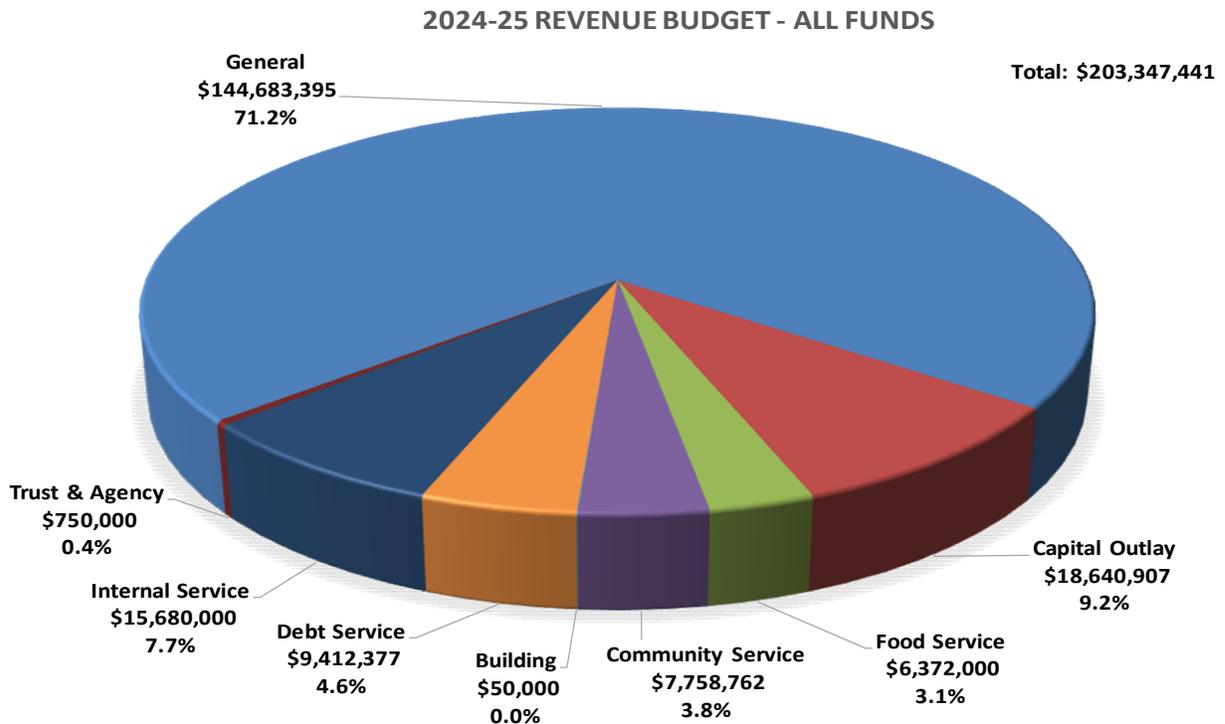
Financial Overview

OVERVIEW OF FUNDS

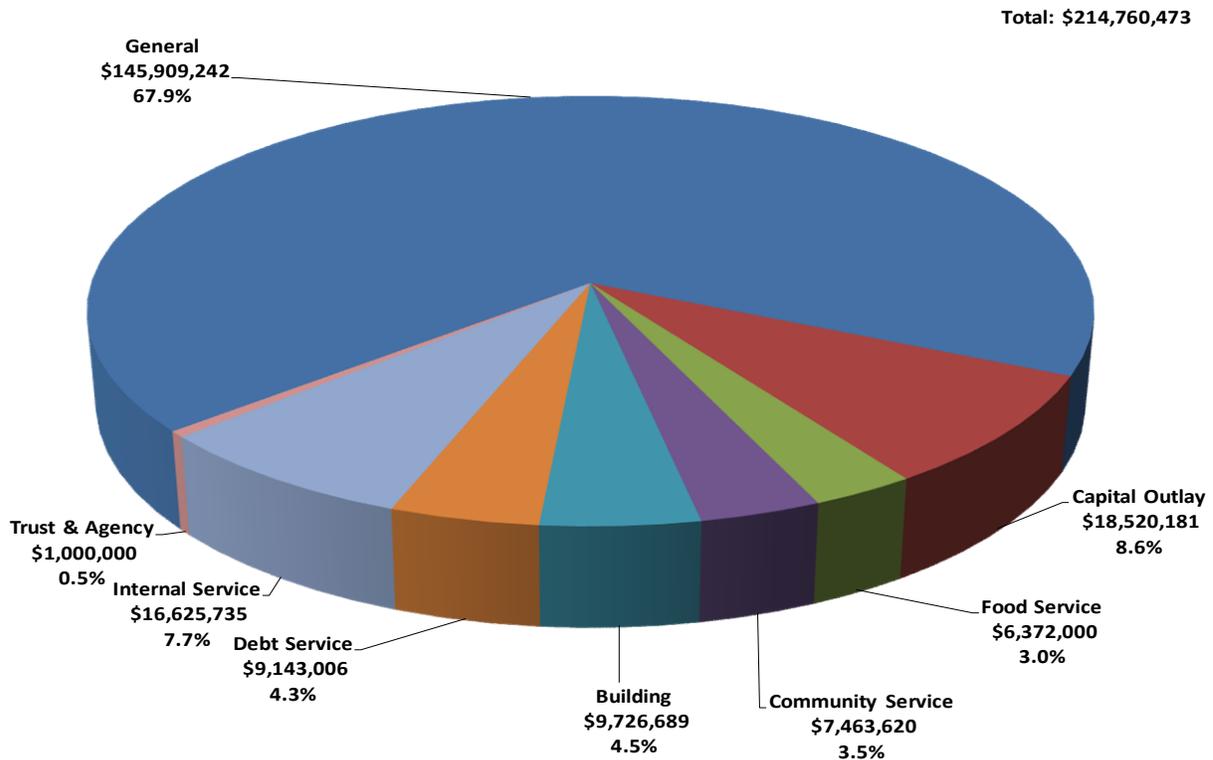
According to State Law, Eden Prairie Schools maintains a separation of funds. The **General Fund** is used to account for the basic K-12 educational operations of Eden Prairie Schools. The majority of this Executive Summary will focus on the General Fund’s fiscal condition. Other funds which are a part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

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

The following graphs give an illustration of the proportional revenues and expenditures budgeted for each fund in the 2024-25 fiscal year:



2024-25 EXPENDITURE BUDGET - ALL FUNDS



COLLECTING INPUT

School Board Executive Limitation 2.5.4 states *“There will be no financial plan that does not collect appropriate input from various sources.”* The process to build the proposed 2024-25 budget included the following input opportunities:

1. **School Board** – The first official action that begins the process of budget development was the approval of the payable 2024 tax levy, which occurred on December 11, 2023. This levy accounts for 22.6% of General Fund revenue. The board also provided guidance and input to the budget development process as follows:
 - January 8, 2024 – Board workshop on 5-year financial model
 - January 22, 2024 – Mid-Year 2023-24 budget update, review budget timeline, discuss preliminary 2024-25 budget assumptions
 - March 25, 2024 – Review final 2024-25 budget assumptions, review proposed 2024-25 preliminary capital budget
 - April 22, 2024 – Review proposed 2024-25 School Board budget and approve 2024-25 capital budget
2. **Citizen Finance Advisory Committee** – This committee of community members and staff reviews the assumptions included in the financial projection model. These assumptions and committee discussion provide important input into the budget development process.
3. **Principals and Department Directors** – This group of leaders is essential to the budget development process. They provide input and shared decision making for budget adjustments, staffing and program needs.
4. **Community** – The district website, email list and publications contain continuous updates regarding the budget development process including timeline, assumptions, and proposed adjustments. Community feedback is an essential part of assessing the final budget recommendation.
5. **Superintendent’s Cabinet** – This group meets weekly. Some part of the budget development process, including discussion of staff and community feedback, is on the agenda each week.

Budget Timeline

The following timeline highlights the steps taken to create the 2024-25 budget with stakeholder input.

Eden Prairie Schools Budget Events Timeline Fiscal Year 2024-25		
Date	Budget Event	Group/Action
September 2023	Preliminary FY 2024-25 Levy Certification	Board - Required Action
	Preliminary FY 2023-24 Enrollment Update	Board - Sup't Incidental
	Preliminary FY 2022-23 Year-End Financial Report	Board - Sup't Incidental
October 2023	October 1 Enrollment	Board - Sup't Incidental
	October 1 Enrollment	Citizen Finance Advisory
	October 1 Enrollment	Leadership Team
	FY 2022-23 Audit Results	Leadership Team
	Preliminary FY 2024-25 Levy Certification	Citizen Finance Advisory
	FY 2022-23 Audit Results	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
November 2023	FY 2022-23 Audit Report	Board - Required Action
	Annual Budget Publication	Community
	5-Year Financial Forecast	Board - Workshop Discussion
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
December 2023	Final Levy Certification (Payable 2024; FY 2024-25 Revenue)	Board - Required Action
	Truth in Taxation Presentation	Board - TNT Hearing
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
January 2024	Preliminary FY 2024-25 Budget Assumptions/Drivers & Budget Timeline	Board - Decision Prep
	Mid-Year Budget Update	Board - Required Action
	FY 2024-25 Capital items which require advance ordering (i.e. school buses)	Board - Required Action
	5-Year Financial Forecast	Board - Workshop Discussion
	Fall Enrollment Projections & Staffing Allocations	Leadership Team
	Requests for FY 2024-25 Capital Funding due to Business Office	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
February 2024	Budget Development	Leadership Team
	Mid-Year Budget Update	Citizen Finance Advisory
	FY 2024-25 Budget Assumptions	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
March 2024	FY 2024-25 Capital Budget - 1st Reading	Board - Decision Prep
	Final FY 2024-25 Budget Assumptions/Drivers	Board - Required Action
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
April 2024	FY 2024-25 Capital Budget Adoption	Board - Required Action
	Review FY 2024-25 Capital Budget	Leadership Team
	5 Year Financial Outlook	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
May 2024	FY 2024-25 Budget Presentation - 1st Reading	Board - Decision Prep
	Review Potential Legislative Impacts	Citizen Finance Advisory
	Review Final FY 2024-25 Budget	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
June 2024	FY 2024-25 Budget Adoption	Board - Required Action
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Fall Enrollment Projections	Leadership Team

Informational Overview

Budget Forecast

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

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

This model currently includes the following assumptions beginning for projection year 2024-25:

1. 2.0% increase to state basic funding for 2024-25 and tied to inflation each year after
2. Employee salary settlements for upcoming contract negotiations
3. Declining enrollment projections
4. Staffing adjustments in keeping with enrollment, class size targets and staffing allocation ratios
5. Adjustments to costs of property and other business insurances along with the cost of fuel and utilities.
6. Teacher retirement savings.

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

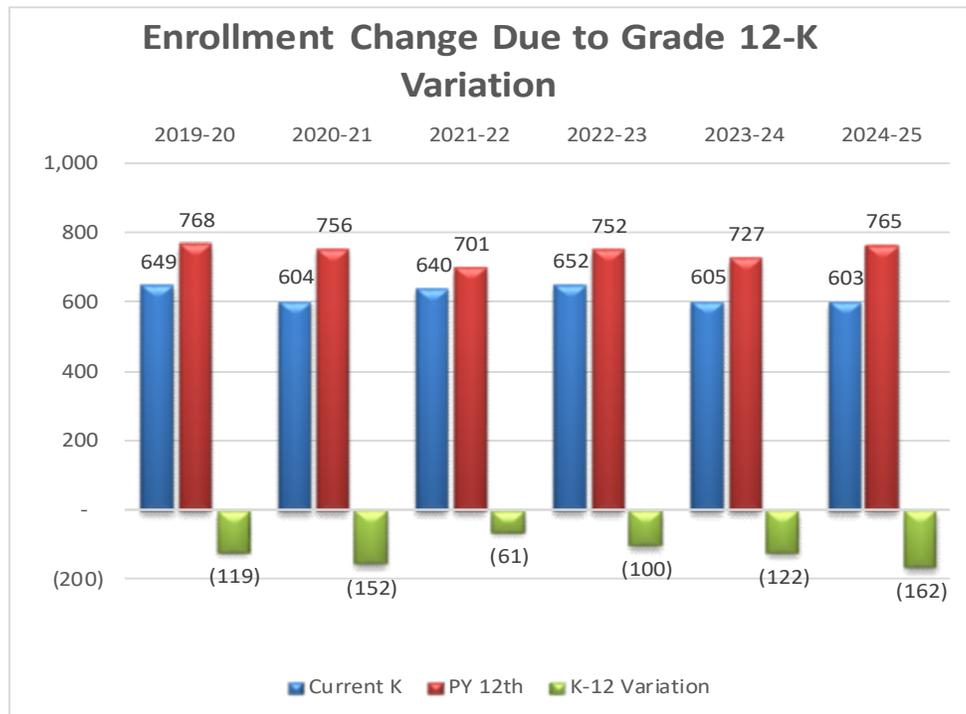
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Actual	Projected	Projected	Projected	Projected	Projected	Projected
Revenue	122,810,304	140,074,417	142,484,895	144,340,676	146,427,017	149,359,635	152,081,653
Expenditures	123,343,008	136,049,473	142,774,372	145,985,513	149,042,623	152,287,595	155,709,543
Surplus/Deficit	-532,704	4,024,944	-289,477	-1,644,837	-2,615,606	-2,927,960	-3,627,890
Unassigned Fund Balance (\$)	17,090,264	21,115,208	20,825,731	19,180,894	16,565,288	13,637,328	10,009,438
Unassigned Fund Balance (%)	13.86%	15.52%	14.59%	13.14%	11.11%	8.95%	6.43%

Enrollment Trend/Forecast

	2021-22	2022-23	2023-24	2024-25
Kindergarten	597	636	577	573
1st Grade	586	615	625	585
2nd Grade	591	603	607	622
3rd Grade	577	618	605	606
4th Grade	585	601	615	607
5th Grade	588	584	613	613
6th Grade	617	629	620	623
7th Grade	630	654	632	633
8th Grade	647	647	663	636
9th Grade	706	699	700	723
10th Grade	665	725	697	697
11th Grade	732	672	742	708
12th Grade	715	755	668	698
Tassel Transition	47	52	58	50
EP Online	566	375	460	550
K-12th Grade *	8,849	8,865	8,882	8,924
% Change	21.1%	0.2%	0.2%	0.5%

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

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

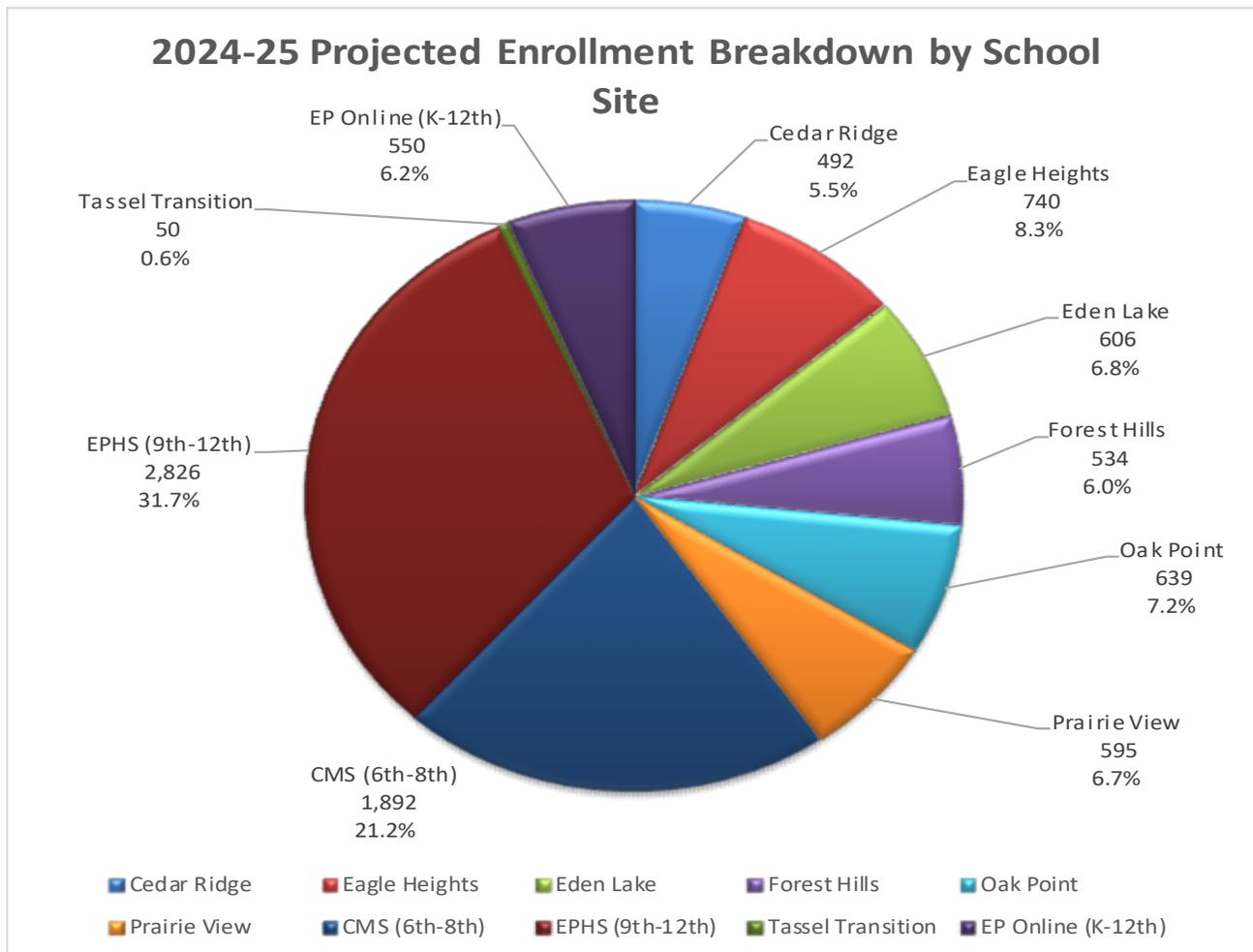


* The 603 kindergarteners referenced above includes 30 from EP Online.

Enrollment History & Projections by School Site

	2021-22	2022-23	2023-24	2024-25
Cedar Ridge Elementary	488	474	496	492
Eagle Heights Spanish Immersion	677	715	733	740
Eden Lake Elementary	628	671	607	606
Forest Hills Elementary	511	529	554	534
Oak Point Elementary	589	638	638	639
Prairie View Elementary	631	630	614	595
Total Elementary (K-5th Grade)	3,524	3,657	3,642	3,606
Central Middle School (6th-8th)	1,894	1,930	1,915	1,892
Eden Prairie High School (9th-12th)	2,818	2,851	2,807	2,826
Total Secondary (6th-12th Grade)	4,712	4,781	4,722	4,718
Tassel Transition	47	52	58	50
EP Online (K - 12th Grade)	566	375	460	550
Total K-12th Grade	8,849	8,865	8,882	8,924

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





EDEN PRAIRIE SCHOOLS

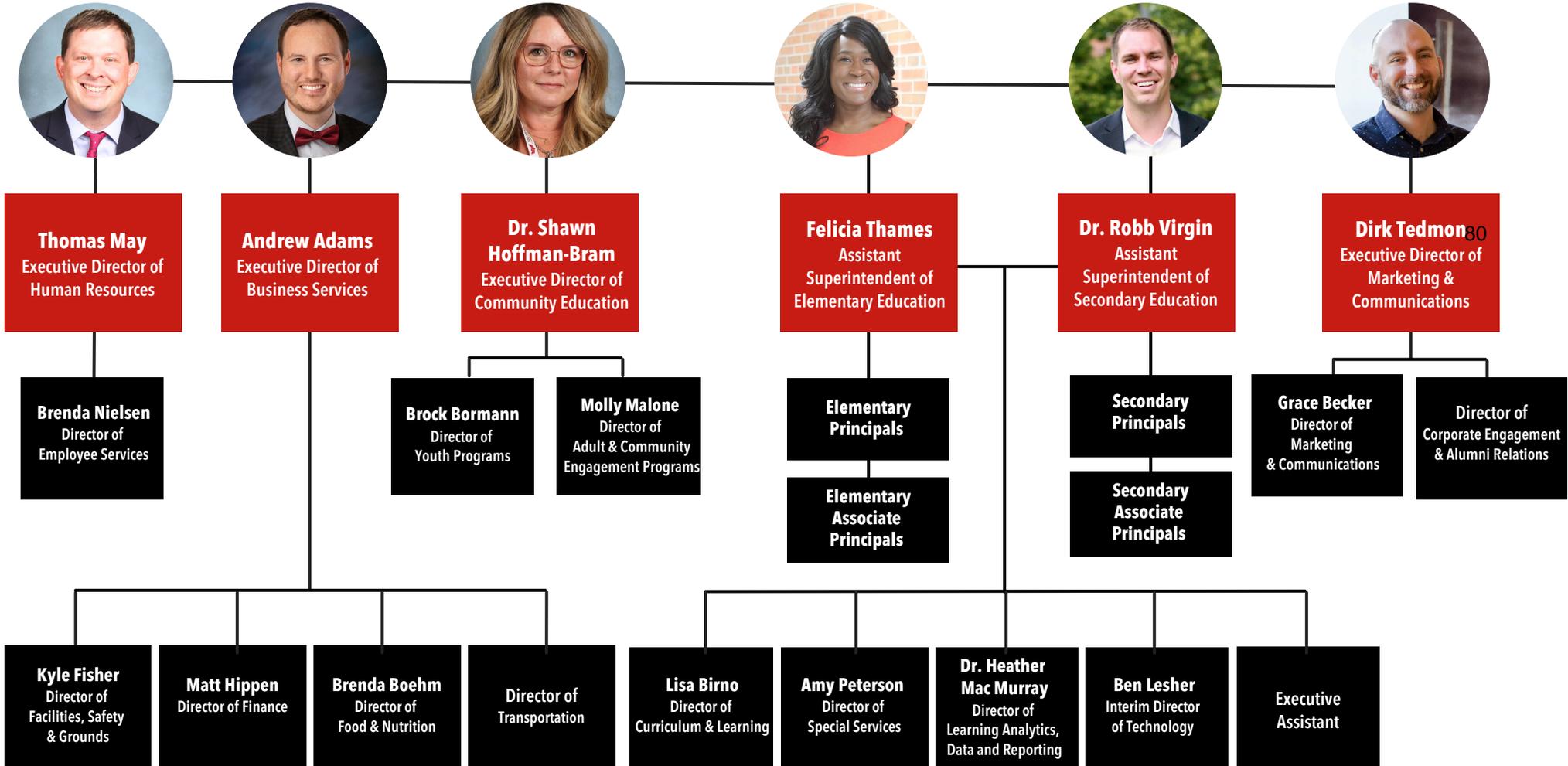
Inspiring each student every day



Dr. Josh Swanson
Superintendent



Brenda Haynes
Executive Assistant





EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Cedar Ridge Elementary



Dr. Valora Unowsky
Principal



Michael Ongie
Associate Principal



Laurel Pinette
Administrative Assistant

Eagle Heights Spanish Immersion



Hernan Moncada
Principal



Dr. Mitch Hegland
Associate Principal



Sophea Schaffer
Administrative Assistant

Eden Lake Elementary



Tim Beekmann
Principal



Meghan Gasdick
Associate Principal



Karen Farris
Administrative Assistant

Forest Hills Elementary



Joel Knorr
Principal



Tom Walters
Associate Principal



Rachel Hardy
Administrative Assistant

Oak Point Elementary



Dr. Chris Rogers
Principal



Aaron Monson
Associate Principal



Daniela Garcia
Administrative Assistant

Prairie View Elementary



Dr. Quennel Cooper
Principal



Jessica Lawson
Associate Principal



Catherine Pettis
Administrative Assistant

Central Middle School



Cedric Fuller
Principal



Andrea Skiba
Associate Principal



Nicole Schandle
Administrative Assistant

Eden Prairie High School



Dr. Jaysen Anderson
Principal



Tamiko Thomas
Associate Principal



Lomumba Ismail
Associate Principal

EP Online



Dr. Nick Kremer
Principal



Patrick Rock
Administrative Dean



Anar Patel
Administrative Assistant



Ryan Eggers
Associate Principal



Caleb Willis
Associate Principal



Victor Johnson
Associate Principal



Joe Perkl
Director of Student Activities



Nolana Holloway
Administrative Assistant



EDEN PRAIRIE SCHOOLS

ELEMENTARY SCHOOLS BOUNDARIES

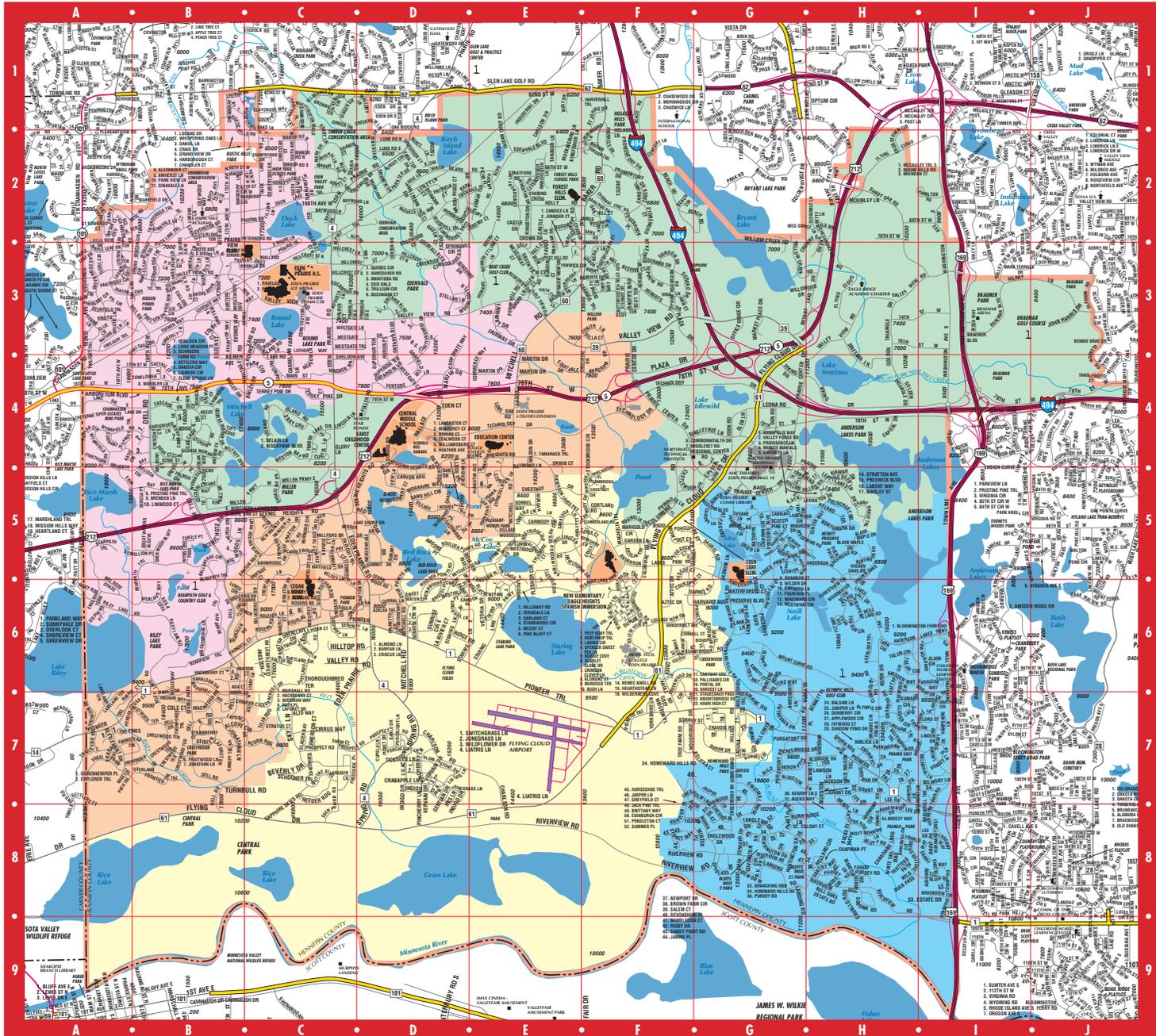
- PRAIRIE VIEW
- FOREST HILLS
- EDEN LAKE
- CEDAR RIDGE
- OAK POINT



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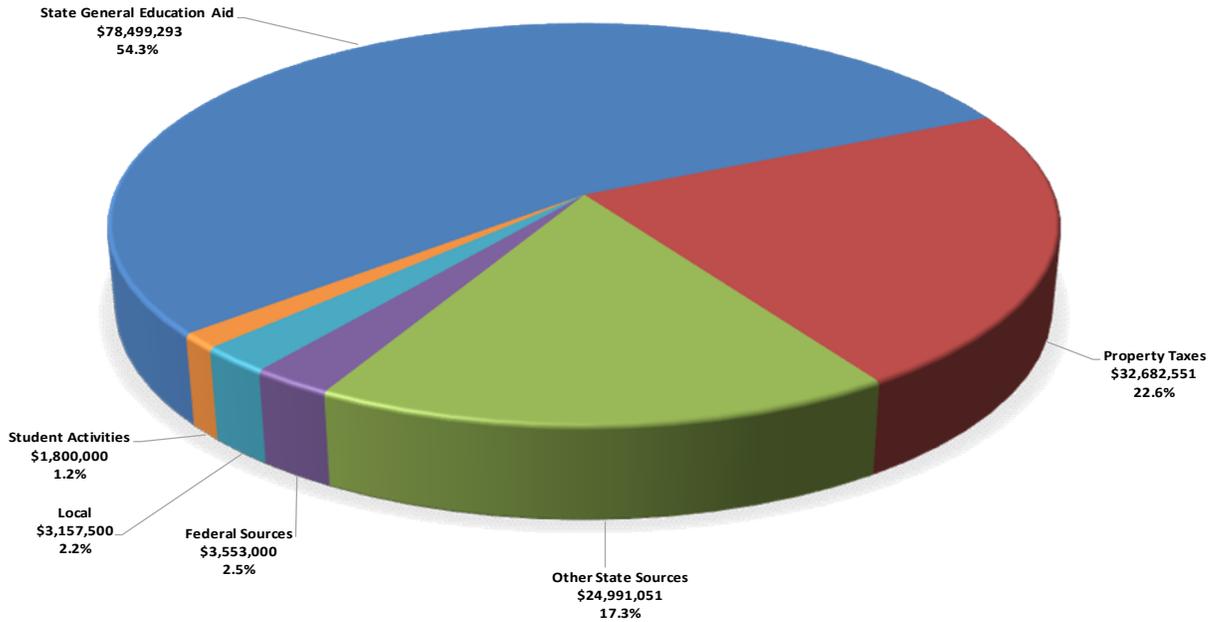
For more detailed information, including an electronic version of the map, go to district website, www.edenpr.org, and click on the "Proposed Elementary School Boundaries" link in the upper left corner of the page

District Phone Number
(952) 975-7000



GENERAL OPERATING FUND - REVENUES

GENERAL FUND REVENUE
FISCAL 2025



GENERAL OPERATING FUND REVENUE	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
State General Education Aid	\$ 64,846,427	\$ 68,024,979	\$ 70,234,443	\$ 76,158,908	\$ 78,499,293	\$ 2,340,385	3.07%
Property Taxes	26,094,570	26,117,771	27,221,388	32,349,076	32,682,551	333,475	1.03%
Other State Sources	19,096,485	18,149,753	18,847,263	22,851,333	24,991,051	2,139,718	9.36%
Federal Sources	9,439,879	5,358,285	6,908,474	6,278,100	3,553,000	(2,725,100)	-43.41%
Local	1,773,275	3,046,025	3,749,793	2,815,500	3,157,500	342,000	12.15%
Student Activities	438,811	1,196,432	1,660,682	1,800,000	1,800,000	-	0.00%
TOTAL	\$ 121,689,447	\$ 121,893,245	\$ 128,622,043	\$ 142,252,917	\$ 144,683,395	\$ 2,430,478	1.71%

General Fund revenue is projected to increase by \$2,430,478 or 1.71% from 2023-24.

1. **State Basic General Education Aid** serves as the district's primary funding source, comprising 54.3% of the general fund revenue. State Basic General Education Aid is budgeted to increase by \$2,340,385 or 3.07% versus 2023-24. The majority of the State Basic Aid category is based upon the Basic Funding Formula. Projections for 2024-25 include a 2% increase to the per pupil unit funding formula and a 0.5% increase in enrollment. The components of Basic General Education Aid are (1) the Funding Formula multiplied by (2) Pupil Units, as described below.

(1) **Basic General Education Funding Formula** - The per-pupil-unit allocation used in this budget is \$7,281 for 2024-25. The table below outlines historical per-pupil-unit funding.

Year	Amount	Explanation
2018-19	\$6,312	2.0% increase in funding formula
2019-20	\$6,438	2.0% increase in funding formula
2020-21	\$6,567	2.0% increase in funding formula
2021-22	\$6,728	2.45% increase in funding formula
2022-23	\$6,863	2.0% increase in funding formula
2023-24	\$7,138	4.0% increase in funding formula
2024-25	\$7,281	2.0% increase in funding formula

(2) **Pupil Units** (see Informational Overview section of this summary for more details) - The district anticipates enrollment for the 2024-25 budget year to be 8,924 for students in attendance in local district facilities or enrolled

with Eden Prairie Online (note: this differs from enrollment reported to the state for other purposes which will include students in attendance at facilities outside the district, such as Intermediate District 287, for which the district receives and passes along aid in the form of a tuition payment). The total enrollment of 8,924 is 42 students higher than the October 1st enrollment count for the 2023-24 school year. These enrollment numbers create the basis for the State Basic General Education Aid calculation.

Final pupil units are calculated by the Minnesota Department of Education approximately 6 months after the end of a fiscal year (January 2026 for the 2024-25 fiscal year) through a complex set of data and reporting which includes the following:

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

2. Property Tax Revenue

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

Property tax revenue in the General Fund is budgeted to increase by \$333,475 or 1.03%, mainly due to the inflationary increase, which was offset by a negative adjustment to the re-employment levy. This revenue category includes levies for the general operating referendum, alternative teacher compensation (Q-comp), safe schools, integration, and reemployment. A summary of the Final Levy Certification Payable 2024 is available in the Informational Section of this budget report.

3. Other State Sources

State supported programs are anticipated to be \$24,991,051.

- Special education aid accounts for the majority of the revenues in this category, totaling \$18.6 million, based upon district expenditures and state appropriations.
- The remainder of state supported programs includes other categorical programs such as achievement & integration, desegregation transportation, non-public pupil transportation, secondary vocational disabled aid, and Alternative Teacher Compensation (Q-Comp).

4. Federal Sources

Federal revenue is budgeted to decrease by \$2,725,100 or 43.41%. Federal revenue in the General Fund includes the following:

- Special Education (Section 611, Section 619, and Part C) makes up 57.6% of federal revenue or \$2,046,000 in 2024-25.
- Title I, II, III & IV funding in 2024-25 totals \$1,455,000, which is 41.0% of the federal revenue budget.
- The remaining 1.4% consists of other grants including the Carl Perkins grant totaling \$52,000.
- COVID relief funds are anticipated to be fully spent in fiscal year 2023-24.

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

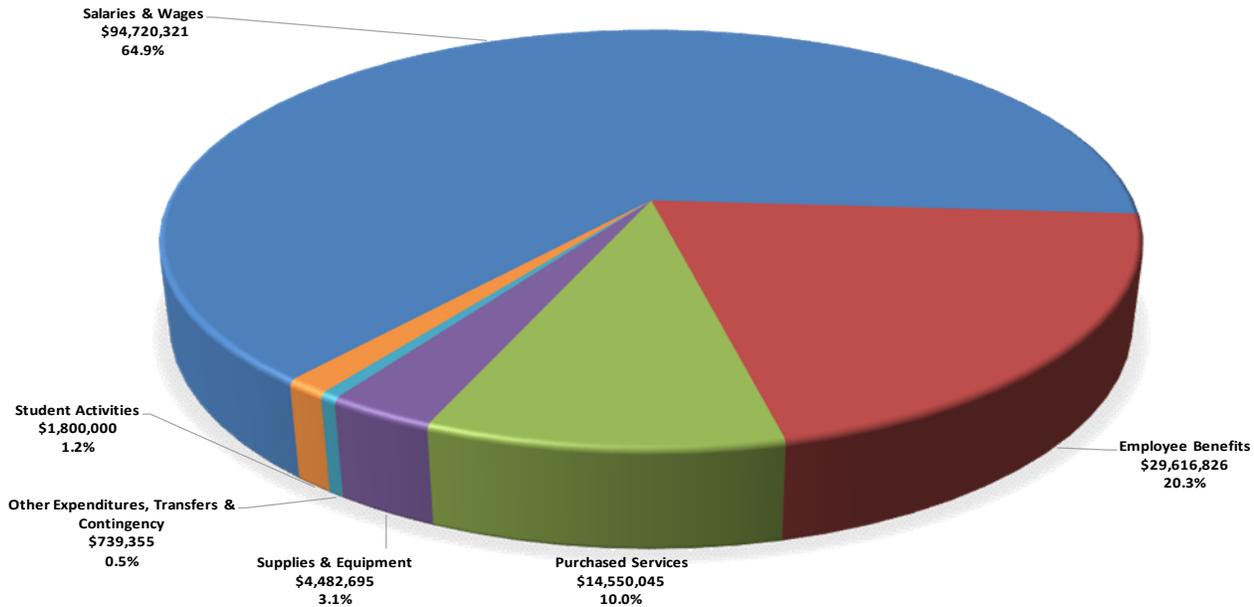
Revenue in this category is expected to increase by \$342,000 or 12.15% in the coming year. This increase is due to an expectation that interest income increases in fiscal year 2024-25 as the district has been able to lock in interest rates near 5%. Items included in this category are student parking fees, facility rentals and admission, fees for activities at Eden Prairie High School (EPHS), miscellaneous grants, interest earnings and scholarship payments.

6. Student Activities

The district will continue to budget for Student Activities in the 2024-25 fiscal year. The budget will be \$1,800,000. There will be an equal expenditure budget to offset.

GENERAL OPERATING FUND - EXPENDITURES

GENERAL FUND EXPENDITURES FISCAL 2025



GENERAL FUND EXPENDITURES	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries & Wages	\$ 73,997,147	\$ 79,643,923	\$ 82,899,970	\$ 89,017,812	\$ 94,720,321	\$ 5,702,509	6.41%
Employee Benefits	23,795,146	24,916,266	25,022,562	28,328,768	29,616,826	1,288,058	4.55%
Purchased Services	10,254,848	10,817,302	13,445,558	13,145,597	14,550,045	1,404,448	10.68%
Supplies & Equipment	4,792,959	6,369,940	6,922,832	5,229,984	4,482,695	(747,289)	-14.29%
Other Expenditures, Transfers & Contingency	1,247,117	689,483	666,778	704,673	739,355	34,682	4.92%
Student Activities	421,235	1,215,544	1,628,304	1,800,000	1,800,000	-	0.00%
TOTAL	\$ 114,508,452	\$ 123,652,458	\$ 130,586,004	\$ 138,226,834	\$ 145,909,242	\$ 7,682,408	5.56%

General Fund expenditures is projected to increase by \$7,682,408 or 5.56% from 2023-24.

- The **salaries & wages and employee benefits** budget of \$124,337,147 include salaries and benefits for all employee groups. This budget represents 85.2% of the total General Fund budget. This budget includes:
 - Wage/benefit costs for existing employment agreements including allowances for longevity, education, health & dental benefits and pay rates.
 - An allowance for wage/benefit changes that may result from bargaining agreements that are being negotiated for the 2024-25 budget year.
 - A \$250,000 staffing contingency budget to address classroom needs that may arise in the fall.
 - The cost of statutory benefits (TRA, PERA, FICA, etc.).
 - Any changes to staffing levels.

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

Bargaining Unit	Current Contract Expiration	Status
Teachers (EPEA)	June 30, 2025	Settled
Bus Drivers	June 30, 2025	Settled
Buildings & Grounds	June 30, 2025	Settled
Superintendent	June 30, 2026	Settled
Superintendent's Cabinet	86 June 30, 2026	Settled

Principals	June 30, 2026	Settled
Administrators (AST/EPSS)	June 30, 2026	Settled
Clerical (CLASS)	June 30, 2024	In Negotiations
Paraprofessionals (MSEA)	June 30, 2026	Settled
Confidential	June 30, 2026	Settled

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

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

* High School staffing levels are also driven by course registrations

2. The **purchased services** budget of \$14,550,045 represents an increase of \$1,404,448 or 10.68% from the prior year. This budget includes tuition payments to other MN districts, contracted services, utilities, property insurance, professional service fees, travel & conferences and repairs. The increase is due to increased costs related to contracted transportation services and inflationary adjustments made to utilities (5%), property insurance (10%) and site and department budget increases (2%).
3. The **supplies & equipment** budget of \$4,482,695 represents a decrease of \$747,289 or 14.29% from the prior year. The budget includes both instructional and non-instructional supplies, fuel, and equipment. Most of the administrators' allocation for departmental and site budgets are included in this category. Budget managers can flex their allocations between categories and mostly do so between supplies and purchased services. The 2023-24 budget included a \$1.5 million hold for COVID Relief expenditures. With that funding expiring in September 2024, the district has now removed this budget and budgeted for all continued expenditures in their appropriate buckets.
4. The **other expenditures and student activities** budget of \$2,539,355 includes replenished contingency budgets, fund transfers, expenditures for dues & memberships and student activity expenditures.

GENERAL FUND EXPENDITURES (by Object)

	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET
SALARIES AND WAGES					
ADMINISTRATION	\$ 2,931,260	\$ 3,103,054	\$ 2,998,238	\$ 3,183,807	\$ 3,232,139
DISTRICT SUPPORT SERVICES	2,385,309	2,486,526	3,021,142	3,587,257	3,905,220
REGULAR INSTRUCTION	39,908,011	43,682,632	44,414,883	46,747,745	49,356,115
VOCATIONAL EDUCATION	1,144,982	1,182,565	1,151,165	1,144,132	1,214,337
SPECIAL EDUCATION INSTRUCT	13,657,963	14,098,451	14,925,955	16,939,623	18,386,922
INSTRUCTIONAL SUPPORT	3,976,982	4,054,293	4,584,477	5,159,286	5,575,852
PUPIL SUPPORT	5,654,034	6,237,618	6,670,026	6,448,646	6,977,655
SITE AND BUILDING	4,338,606	4,798,784	5,134,084	5,807,316	6,072,081
TOTAL SALARIES AND WAGES	\$ 73,997,147	\$ 79,643,923	\$ 82,899,970	\$ 89,017,812	\$ 94,720,321
EMPLOYEE BENEFITS					
ADMINISTRATION	\$ 864,649	\$ 882,594	\$ 902,857	\$ 880,478	\$ 925,140
DISTRICT SUPPORT SERVICES	809,081	660,145	958,330	1,679,759	1,803,980
REGULAR INSTRUCTION	12,129,146	13,038,887	12,782,861	13,881,353	14,277,964
VOCATIONAL EDUCATION	364,772	365,806	357,024	342,205	383,179
SPECIAL EDUCATION INSTRUCT	4,653,343	5,178,584	4,776,732	5,337,886	5,776,146
INSTRUCTIONAL SUPPORT	1,090,806	1,088,580	1,239,935	1,572,613	1,525,838
PUPIL SUPPORT	2,445,265	2,378,615	2,470,705	2,513,034	2,725,027
SITE AND BUILDING	1,438,084	1,323,055	1,534,118	2,121,440	2,199,552
TOTAL EMPLOYEE BENEFITS	\$ 23,795,146	\$ 24,916,266	\$ 25,022,562	\$ 28,328,768	\$ 29,616,826
PURCHASED SERVICES					
ADMINISTRATION	\$ 98,348	\$ 331,552	\$ 323,231	\$ 104,671	\$ 59,120
DISTRICT SUPPORT SERVICES	1,028,398	1,213,431	1,581,191	1,842,066	1,597,362
REGULAR INSTRUCTION	603,192	1,173,516	1,060,232	1,055,366	760,458
VOCATIONAL EDUCATION	1,017,648	1,063,887	972,147	1,020,980	1,040,880
SPECIAL EDUCATION INSTRUCT	2,687,337	1,397,801	1,796,116	2,673,521	1,224,930
INSTRUCTIONAL SUPPORT	830,109	1,081,523	1,139,494	1,341,277	1,361,882
PUPIL SUPPORT	602,158	724,700	2,359,597	1,355,617	4,108,641
SITE AND BUILDING	2,989,555	3,371,170	3,694,041	3,322,475	3,795,667
FISCAL & FIXED COSTS	398,103	459,722	519,509	429,624	601,105
TOTAL PURCHASED SERVICES	\$ 10,254,848	\$ 10,817,302	\$ 13,445,558	\$ 13,145,597	\$ 14,550,045
STUDENT ACTIVITIES					
TOTAL STUDENT ACTIVITIES	\$ 421,235	\$ 1,215,544	\$ 1,628,304	\$ 1,800,000	\$ 1,800,000
SUPPLIES & EQUIPMENT					
ADMINISTRATION	\$ 3,226	\$ 16,595	\$ 18,828	\$ 4,225	\$ 4,192
DISTRICT SUPPORT SERVICES	456,026	333,687	576,509	257,302	414,673
REGULAR INSTRUCTION	1,750,314	1,664,498	2,321,764	2,907,236	1,524,943
VOCATIONAL EDUCATION	53,428	36,092	39,131	41,750	41,750
SPECIAL EDUCATION INSTRUCT	87,825	145,712	157,368	136,518	145,427
INSTRUCTIONAL SUPPORT	386,727	260,677	733,299	168,721	669,586
PUPIL SUPPORT	669,017	862,784	1,055,060	893,162	937,033
SITE AND BUILDING	1,386,396	3,049,895	2,020,873	821,070	745,091
TOTAL SUPPLIES & EQUIPMENT	\$ 4,792,959	\$ 6,369,940	\$ 6,922,832	\$ 5,229,984	\$ 4,482,695
OTHER EXPENDITURES					
ADMINISTRATION	\$ 65,703	\$ 64,974	\$ 71,715	\$ 92,969	\$ 93,211
DISTRICT SUPPORT SERVICES	24,083	24,408	19,346	33,662	28,909
REGULAR INSTRUCTION	319,993	322,451	303,657	319,916	303,643
VOCATIONAL EDUCATION	14,319	10,930	11,167	8,331	8,687
SPECIAL EDUCATION INSTRUCT	81,161	84,785	78,643	108,182	103,535
INSTRUCTIONAL SUPPORT	68,667	53,839	83,384	34,049	33,618
PUPIL SUPPORT	29,701	29,875	45,562	27,547	28,185
SITE AND BUILDING	17,552	18,676	24,818	27,633	28,567
FISCAL & FIXED COSTS	11,500	26,500	11,000	11,000	11,000
TOTAL OTHER EXPENDITURES	\$ 632,679	\$ 636,438	\$ 649,292	\$ 663,289	\$ 639,355
OTHER FINANCING USES					
OTHER CONTINGENCY, TRANSFERS, RESERVE	\$ 614,438	\$ 53,045	\$ 17,486	\$ 41,384	\$ 100,000
TOTAL OTHER FINANCING USES	\$ 614,438	\$ 53,045	\$ 17,486	\$ 41,384	\$ 100,000
GENERAL FUND TOTAL	\$ 114,508,452	\$ 123,652,458	\$ 130,586,004	\$ 138,226,834	\$ 145,909,242

GENERAL FUND EXPENDITURES (by Program)

	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET
District & School Administration					
School Board	\$ 65,258	\$ 87,896	\$ 69,219	\$ 76,675	\$ 70,897
Office of the Superintendent	469,934	503,694	600,754	569,367	584,715
Instructional Administration	218,658	216,132	58,186	-	-
School Administration	3,209,336	3,591,047	3,586,711	3,620,108	3,658,190
Total District & School Administration	\$ 3,963,186	\$ 4,398,769	\$ 4,314,870	\$ 4,266,150	\$ 4,313,802
District Support Services					
General Administrative Support	\$ 1,181,492	\$ 1,119,231	\$ 1,634,355	\$ 2,160,365	\$ 2,059,563
Other Administrative Support	1,580,238	1,652,002	1,731,298	2,483,993	2,830,448
Administrative Technology	182,530	158,151	266,224	320,091	384,350
Business Support Services	1,758,637	1,788,812	2,524,639	2,424,887	2,464,859
Cooperative Purchasing & Services	-	-	-	10,710	10,924
Total District Support Services	\$ 4,702,897	\$ 4,718,196	\$ 6,156,516	\$ 7,400,046	\$ 7,750,144
Regular Instruction					
Kindergarten Education	\$ 2,830,088	\$ 3,608,418	\$ 3,893,255	\$ 3,822,503	\$ 3,310,141
Elementary Education	21,803,293	18,747,122	19,630,473	21,072,606	17,987,515
Title II, Part A - Improve Teacher Quality	159,507	231,322	192,853	242,953	247,969
Title III, Part A - English Language	111,928	109,970	94,532	135,382	115,000
Title IV, Part A - Student Support	100,003	35,403	69,886	50,000	75,000
Secondary Education	3,437,083	4,398,512	4,241,051	5,421,940	5,715,881
Visual Art	975,040	1,360,517	1,106,633	1,328,273	1,390,224
Business	7,309	501,588	540,223	483,935	586,248
Title I - Educationally Disadvantaged	976,337	1,104,036	1,229,414	1,207,931	1,230,910
Basic Skills	498	920	492	731	1,000
Gifted and Talented	1,970,092	1,859,334	1,951,648	1,774,224	1,856,151
Limited English Proficiency	2,156,252	2,551,941	2,644,070	3,023,162	3,662,299
English (Language Art)	2,950,970	3,848,029	4,149,897	4,624,987	4,545,055
Foreign/Native language	2,186,240	2,529,218	2,516,549	2,506,179	2,702,199
Health & Physical Education	1,818,209	2,347,996	2,369,746	2,569,233	2,780,134
Family Living Science	68,561	71,632	-	-	-
Industrial Education	242,545	695,723	824,481	885,995	949,497
Mathematics	3,101,873	4,057,659	3,577,884	3,695,118	4,012,124
Computer Science	7,430	5,291	143,360	143,817	155,792
Music	2,302,468	2,759,469	2,390,826	2,434,603	2,606,455
Natural Sciences	2,872,554	3,475,428	3,388,602	3,463,514	3,744,170
Social Studies	2,518,362	2,974,380	3,291,077	3,439,951	3,519,062
Remedial Reading and Language Arts	-	-	-	-	1,899,008
Kindergarten Individualized Instruction	-	-	-	-	351,325
Total Regular Instruction	\$ 52,596,642	\$ 57,273,908	\$ 58,246,952	\$ 62,327,037	\$ 63,443,159
Co-Curricular & Extra-Curricular					
Co-curricular Activities	\$ 300,573	\$ 727,146	\$ 842,442	\$ 387,676	\$ 422,150
Boys & Girls Athletics	1,314,429	1,645,729	1,553,467	3,165,297	3,069,269
Boys Athletics	456,073	743,726	970,148	416,671	536,675
Girls Athletics	375,846	521,936	665,060	334,935	451,870
Extra-curricular Activities	71,818	65,302	91,542	80,000	100,000
Total Co-Curricular & Extra-Curricular	\$ 2,518,739	\$ 3,703,839	\$ 4,122,659	\$ 4,384,579	\$ 4,579,964
Vocational Education					
Distributive Education	\$ 131,515	\$ 131,274	\$ -	\$ 168,112	\$ -
Home Economics/ Consumer Ed.	392,476	330,465	298,550	285,385	381,305
Business & Office	823,654	976,754	1,053,456	768,231	943,090
Trade & Industry	109,398	484	-	-	-
Special Needs	187,958	242,089	316,689	371,079	380,169
Vocational-General	963,996	1,060,084	968,686	964,591	984,269
Total Vocational Education	\$ 2,608,997	\$ 2,741,150	\$ 2,637,381	\$ 2,557,398	\$ 2,688,833

GENERAL FUND EXPENDITURES (by Program)

	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET
Special Education Instruction					
Speech/Language Impaired	\$ 1,611,908	\$ 1,831,137	\$ 392,441	\$ 1,917,222	\$ 2,269,599
Mild-Moderate Impaired	1,584,421	1,675,374	1,869,133	1,802,199	1,650,599
Moderate-Severe Impaired	1,046,029	870,339	1,071,287	892,109	842,535
Physically Impaired	1,091,547	952,588	428,001	1,446,018	1,735,608
Deaf-Hard of Hearing	247,918	375,146	276,817	229,015	233,596
Visually Impaired	30,460	108,628	120,616	81,900	83,538
Specific Learning Disability	2,383,790	2,279,332	2,044,258	2,557,968	2,068,437
Emotional/Behavioral Disorder	2,730,703	3,216,636	1,868,762	3,822,957	4,651,537
Other Health Impaired	581,522	557,882	1,988,203	697,708	533,663
Autistic	2,033,172	2,111,096	4,676,731	3,241,973	3,079,104
ECSE	1,870,291	1,811,890	1,900,557	1,876,643	2,084,545
Traumatic Brain Injury	35,306	35,055	32,050	33,276	35,268
Severely Multiple Impaired	188,784	226,965	259,340	252,653	196,764
Spec Educ-General	5,490,083	4,714,195	4,577,215	5,976,944	5,805,686
Care and Treatment	241,696	139,071	229,402	367,145	366,481
Total Special Education Instruction	\$ 21,167,630	\$ 20,905,334	\$ 21,734,813	\$ 25,195,730	\$ 25,636,960
Instructional Support					
General Instructional Support	\$ 4,186,467	\$ 4,431,780	\$ 5,530,795	\$ 5,512,028	\$ 5,892,091
Curriculum Consult/Development	281,065	486,125	363,712	561,382	731,995
Educational Media	480,748	476,614	493,317	460,583	505,594
Instruction Related Technology	295,470	22,225	11,576	34,738	34,565
Staff Development	1,112,200	1,160,080	1,416,534	1,707,215	2,002,531
Total Instructional Support	\$ 6,355,950	\$ 6,576,824	\$ 7,815,934	\$ 8,275,946	\$ 9,166,776
Pupil Support					
Counseling & Guidance	\$ 1,289,087	\$ 1,348,715	\$ 1,452,167	\$ 1,525,917	\$ 1,666,833
School Security	519,039	443,312	553,593	764,305	842,739
Other School Safety	124,169	119,233	136,368	176,715	180,249
Health Services	671,905	764,246	770,242	706,499	768,679
Psychological Services	-	95,323	350,176	100	650,100
Attend/Soc Work	858,651	813,103	913,369	1,017,399	1,202,657
Pupil Transportation Regular	5,931,949	6,601,721	8,294,459	7,035,454	9,453,604
Food Services	-	-	14,863	-	-
Other Pupil Support Services	5,374	47,940	115,715	11,617	11,680
Total Pupil Support	\$ 9,400,174	\$ 10,233,593	\$ 12,600,952	\$ 11,238,006	\$ 14,776,541
Site & Building					
Operations & Maintenance	\$ 10,170,193	\$ 12,561,579	\$ 12,407,935	\$ 12,099,934	\$ 12,840,958
Total Site and Building	\$ 10,170,193	\$ 12,561,579	\$ 12,407,935	\$ 12,099,934	\$ 12,840,958
Fiscal & Other					
Property & Other Insurance	\$ 398,103	\$ 459,722	\$ 519,509	\$ 429,624	\$ 601,105
Contingencies & Reserves	614,441	53,044	17,483	41,384	100,000
Scholarships	11,500	26,500	11,000	11,000	11,000
Total Fiscal & Other	\$ 1,024,044	\$ 539,266	\$ 547,992	\$ 482,008	\$ 712,105
Total General Fund Expenditures	\$ 114,508,452	\$ 123,652,458	\$ 130,586,004	\$ 138,226,834	\$ 145,909,242

GENERAL FUND EXPENDITURES (by Site)

CEDAR RIDGE ELEMENTARY

8905 Braxton Drive, Eden Prairie, MN 55347

Principal:

Valora Unowsky

Assoc Principal:

Michael Ongie

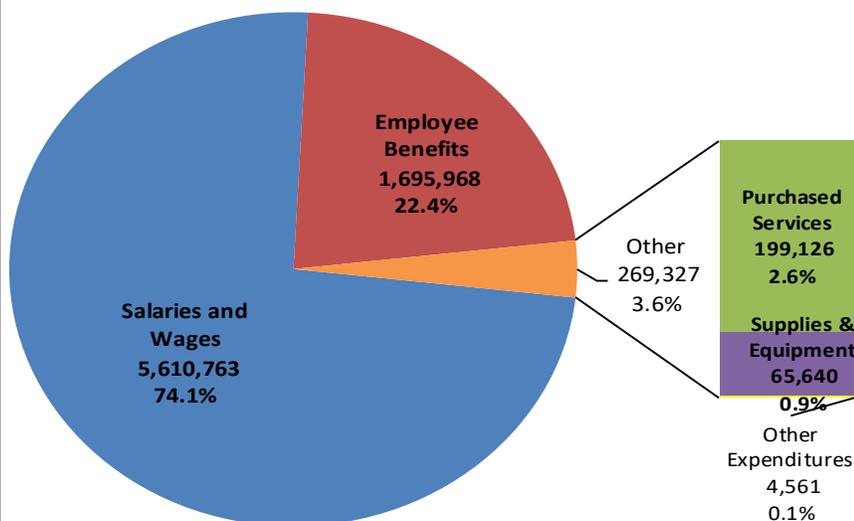
Cedar Ridge Elementary School's enrollment decreased from 630 students October 1, 2019 to 496 on October 1, 2023. The projected student count for the 2024-25 school year is 492 students. This is a decrease of 21.9% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased from 22.1% in 2019-20 to a projected 30.0% in 2024-25. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1

Grade	19-20	20-21	21-22	22-23	23-24	24-25
K	91	58	74	77	82	78
1	82	65	80	76	82	85
2	81	58	92	79	84	83
3	105	66	69	88	72	80
4	87	73	84	78	95	73
5	78	64	89	76	81	93
6	106	61	0	0	0	0
TOTAL	630	445	488	474	496	492

F/R	22.1%	21.8%	19.5%	30.2%	29.2%	30.0%
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	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
EXPENDITURES						
Salaries & Wages	5,413,635	4,565,197	4,925,368	5,049,450	5,447,953	5,610,763
Employee Benefits	1,796,352	1,468,322	1,533,266	1,493,113	1,635,639	1,695,968
Purchased Services	115,891	118,748	187,647	179,737	193,609	199,126
Supplies & Equipment	77,248	74,631	68,486	45,935	58,580	65,640
Other Expenditures	1,221	1,320	117	1,009	4,550	4,561
TOTAL EXPENDITURES	7,404,348	6,228,219	6,714,885	6,769,244	7,340,331	7,576,058
TOTAL STUDENTS	630	445	488	474	496	492



The pie chart at left shows the school's 2024-25 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.5% of the total budget. Purchased Services account for the next largest share of the budget at 2.6%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment at 1.0%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

EAGLE HEIGHTS SPANISH IMMERSION ELEMENTARY

13400 Staring Lake Parkway, Eden Prairie, MN 55347

Principal:

Hernan Moncada

Assoc Principal:

Mitch Hegland

Eagle Heights Spanish Immersion School's enrollment decreased from 820 students October 1, 2019 to 733 on October 1, 2023. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2024-25 school year is 740 students. This is a decrease of 9.8% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund. The percentage of students eligible for free or reduced meals increased from 6.6% in 2019-20 to a projected 9.0% in 2024-25. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

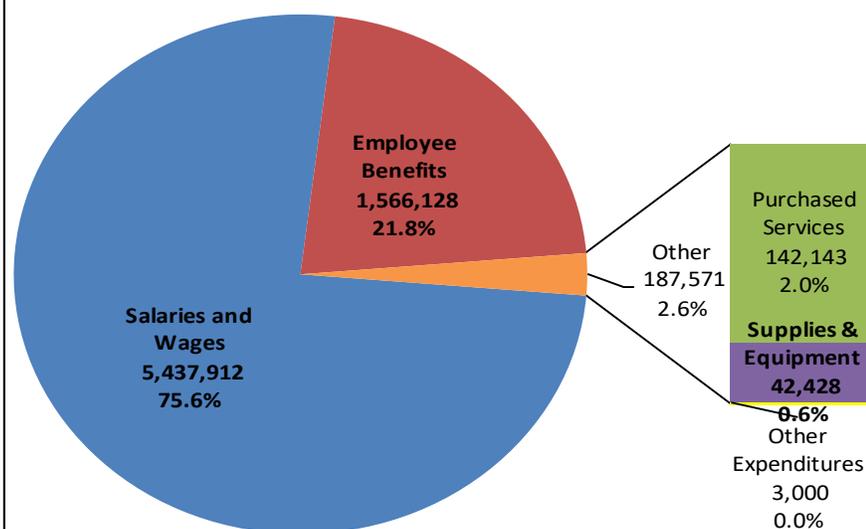
ENROLLMENT AS OF OCTOBER 1

Grade	19-20	20-21	21-22	22-23	23-24	24-25
K	130	118	130	154	130	132
1	128	99	124	126	148	124
2	117	97	117	120	126	145
3	119	87	106	113	117	121
4	110	98	99	108	110	113
5	117	85	101	94	102	105
6	99	97	0	0	0	0
TOTAL	820	681	677	715	733	740

F/R	6.6%	5.1%	4.6%	9.0%	9.1%	9.0%
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EXPENDITURES	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
Salaries & Wages	4,514,387	4,382,418	4,359,668	4,644,027	4,984,199	5,437,912
Employee Benefits	1,450,968	1,362,782	1,222,504	1,345,272	1,487,644	1,566,128
Purchased Services	47,428	67,132	90,441	98,782	142,089	142,143
Supplies & Equipment	49,872	66,990	67,633	41,164	40,266	42,428
Other Expenditures	2,848	4,907	3,312	2,253	3,000	3,000
TOTAL EXPENDITURES	6,065,503	5,884,229	5,743,558	6,131,498	6,657,198	7,191,611

TOTAL STUDENTS	820	681	677	715	733	740
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The pie chart at left shows the school's 2024-25 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.4% of the total budget. Purchased services account for 2.0% including professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 0.6%. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

EDEN LAKE ELEMENTARY

12000 Anderson Lakes Parkway, Eden Prairie, MN 55344

Principal:

Tim Beekmann

Assoc Principal:

Meghan Gasdick

Eden Lake Elementary School's enrollment decreased from 783 students October 1, 2019 to 607 on October 1, 2023. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2024-25 school year is 606 students. This is a decrease of 22.6% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased from 37.0% in 2019-20 to a projected 36.9% in 2024-25. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

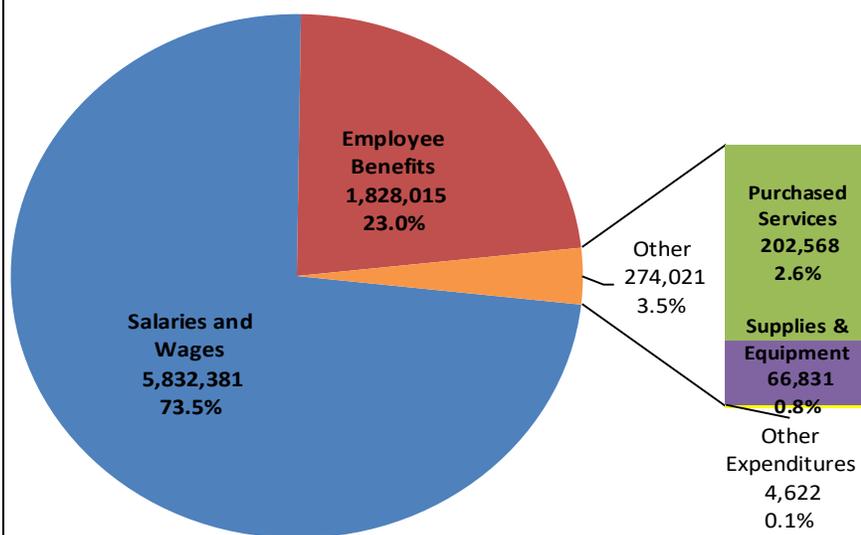
ENROLLMENT AS OF OCTOBER 1

Grade	19-20	20-21	21-22	22-23	23-24	24-25
K	117	77	87	117	84	85
1	80	87	99	89	108	84
2	124	62	109	109	80	109
3	110	78	100	127	113	84
4	109	84	122	101	124	115
5	121	73	111	128	98	129
6	122	91	0	0	0	0
TOTAL	783	552	628	671	607	606

F/R	37.0%	32.8%	23.9%	39.6%	34.3%	36.9%
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EXPENDITURES	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
Salaries & Wages	5,715,595	4,940,365	5,089,885	5,604,455	5,613,558	5,832,381
Employee Benefits	1,965,890	1,696,162	1,628,536	1,773,261	1,804,756	1,828,015
Purchased Services	121,621	126,533	186,000	217,149	194,073	202,568
Supplies & Equipment	87,205	73,251	70,432	93,133	65,278	66,831
Other Expenditures	1,852	1,183	1,096	3,360	4,600	4,622
TOTAL EXPENDITURES	7,892,163	6,837,494	6,975,949	7,691,358	7,682,265	7,934,417

TOTAL STUDENTS	783	552	628	671	607	606
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The pie chart at left shows the school's 2024-25 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.5% of the total budget. Purchased services, at 2.6%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 0.8%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

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

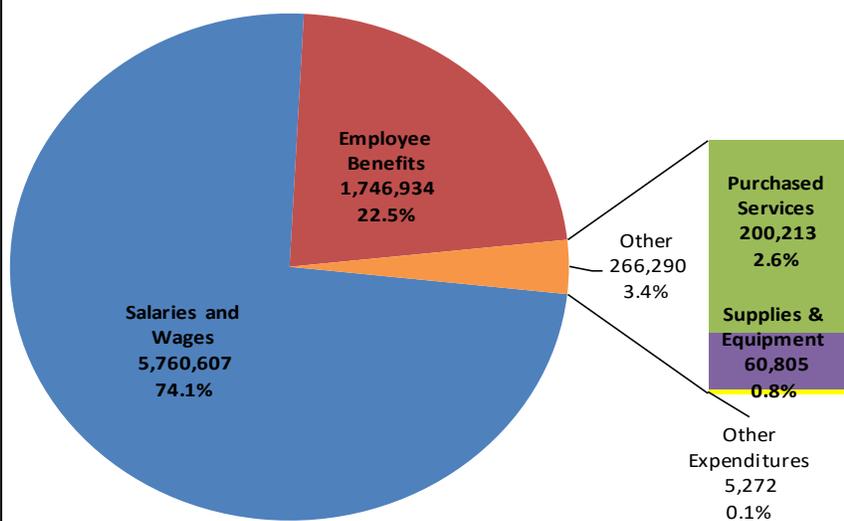
Principal: **Joel Knorr**
Assoc Principal: **Tom Walters**

Forest Hills Elementary School's enrollment decreased from 629 students October 1, 2019 to 554 on October 1, 2023. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2024-25 school year is 534 students. This is a decrease of 15.1% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased from 23.7% in 2019-20 to a projected 37.8% in 2024-25. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	19-20	20-21	21-22	22-23	23-24	24-25
K	95	67	105	90	98	90
1	99	60	85	103	96	98
2	99	66	79	91	100	96
3	75	48	94	80	91	95
4	83	44	72	92	73	85
5	89	57	76	73	96	70
6	89	44	0	0	0	0
TOTAL	629	386	511	529	554	534

F/R	23.7%	23.6%	18.4%	38.6%	37.0%	37.8%
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	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
EXPENDITURES						
Salaries & Wages	5,271,943	3,847,494	4,561,395	4,762,607	5,389,174	5,760,607
Employee Benefits	1,703,611	1,222,673	1,481,642	1,452,388	1,698,268	1,746,934
Purchased Services	128,351	120,163	175,842	214,950	191,627	200,213
Supplies & Equipment	101,548	74,179	63,992	88,673	58,031	60,805
Other Expenditures	2,218	2,601	1,465	1,152	5,250	5,272
TOTAL EXPENDITURES	7,207,671	5,267,110	6,284,336	6,519,770	7,342,350	7,773,831
TOTAL STUDENTS	629	386	511	529	554	534



The pie chart at left shows the school's 2024-25 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.6% of the total budget. Purchased Services, at 2.6%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for, at 0.8%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

OAK POINT ELEMENTARY

13400 Staring Lake Parkway, Eden Prairie, MN 55347

Principal:

Chris Rogers

Assoc Principal:

Aaron Monson

Oak Point Elementary School's enrollment decreased from 811 students October 1, 2019 to 638 on October 1, 2022. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2024-25 school year is 639 students. This is a decrease of 21.2% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased from 23.7% in 2019-20 to a projected 36.1% in 2024-25. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

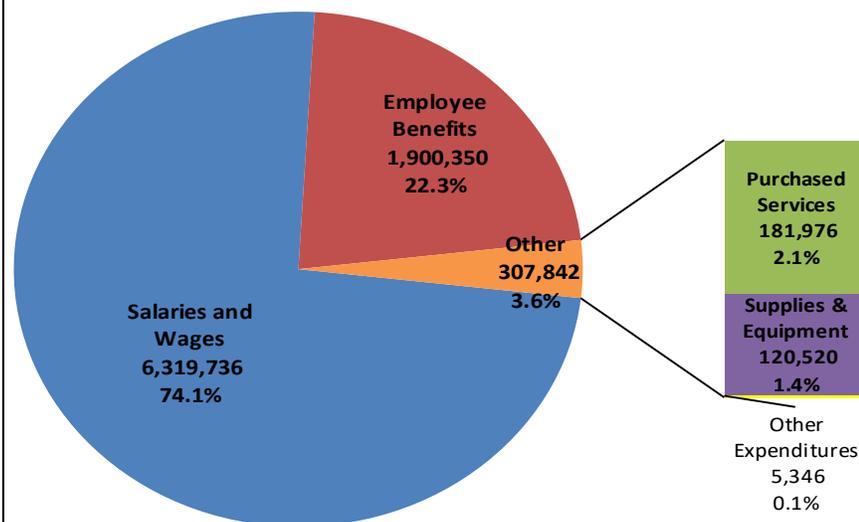
ENROLLMENT AS OF OCTOBER 1

Grade	19-20	20-21	21-22	22-23	23-24	24-25
K	125	71	97	117	91	100
1	123	59	111	109	110	96
2	102	62	105	116	110	108
3	125	61	98	106	114	110
4	126	75	79	101	110	114
5	100	91	99	89	103	111
6	110	60	0	0	0	0
TOTAL	811	479	589	638	638	639

F/R	23.7%	25.1%	19.5%	36.4%	35.9%	36.1%
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	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET
EXPENDITURES						
Salaries & Wages	6,367,498	5,222,260	5,632,071	5,950,679	6,560,533	6,319,736
Employee Benefits	2,053,673	1,659,115	1,639,924	1,713,440	1,949,689	1,900,350
Purchased Services	87,152	98,911	114,991	124,798	175,325	181,976
Supplies & Equipment	141,068	123,018	181,811	138,264	122,137	120,520
Other Expenditures	3,362	530	1,466	3,705	5,320	5,346
TOTAL EXPENDITURES	8,652,753	7,103,834	7,570,263	7,930,886	8,813,004	8,527,928

TOTAL STUDENTS	811	479	589	638	638	639
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The pie chart at left shows the school's 2024-25 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.4% of the total budget. Supplies and equipment account for 1.4%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. Purchased Services, at 2.1%, including professional fees, utilities, postage, communication, etc. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

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

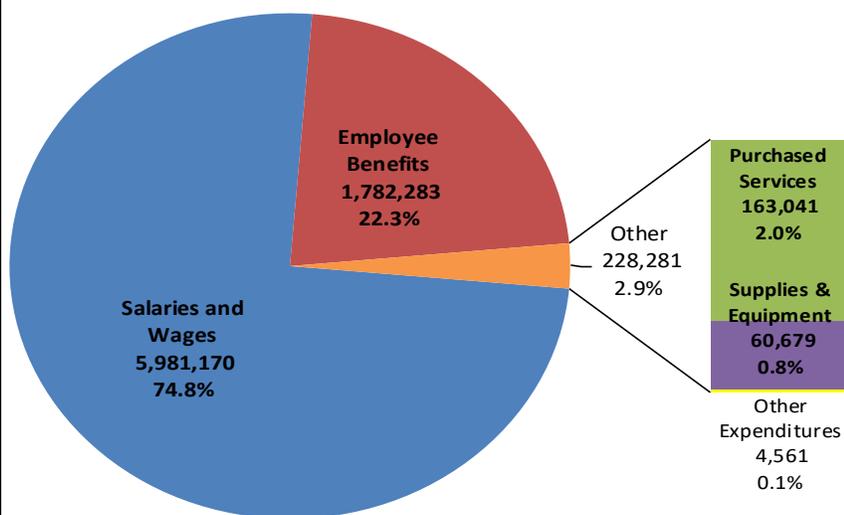
GENERAL FUND EXPENDITURES (by Site)

PRAIRIE VIEW ELEMENTARY Principal: **Quennel Cooper**
 17255 Peterborg Road, Eden Prairie, MN 55346 Assoc Principal: **Jessica Lawson**

Prairie View Elementary School's enrollment decreased from 757 students October 1, 2019 to 614 on October 1, 2023. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2024-25 school year is 595 students. This is a decrease of 21.4% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School and preschool students attended the elementary sites. Preschool students are funded in the community service fund and are not included in the table to the right. The percentage of students eligible for free or reduced meals increased from 26.8% in 2019-20 to a projected 36.2% in 2024-25. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	19-20	20-21	21-22	22-23	23-24	24-25
K	91	57	104	81	92	88
1	93	75	87	112	81	98
2	114	63	89	88	107	81
3	116	88	110	104	98	116
4	119	83	129	121	103	107
5	121	96	112	124	133	105
6	103	81	0	0	0	0
TOTAL	757	543	631	630	614	595
F/R	26.8%	23.6%	22.8%	36.5%	36.0%	36.2%

EXPENDITURES	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
Salaries & Wages	5,322,659	4,767,572	4,990,000	5,238,357	5,497,319	5,981,170
Employee Benefits	1,677,451	1,466,573	1,522,998	1,535,406	1,653,236	1,782,283
Purchased Services	125,884	105,907	170,781	194,808	156,593	163,041
Supplies & Equipment	109,007	84,989	83,545	73,732	57,792	60,679
Other Expenditures	137	1,062	1,202	2,029	4,550	4,561
TOTAL EXPENDITURES	7,235,138	6,426,103	6,768,526	7,044,332	7,369,490	7,991,734
TOTAL STUDENTS	757	543	631	630	614	595



The pie chart at left shows the school's 2024-25 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.1% of the total budget. Purchased Services, at 2.0%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for .8%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

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

Principal: **Cedric Fuller**
Assoc Principal: **Andrea Skiba**
Assoc Principal: **Ryan Eggers**
Assoc Principal: **Caleb Willis**

Central Middle School's enrollment increased from 1,326 students October 1, 2019 to 1,915 on October 1, 2023. The projected student count for the 2024-25 school year is 1,892 students. This is an increase of 42.7% over the six year period. The 2021-22 school year is the first year 6th grade students attended Central Middle School, instead of an elementary site. The percentage of students eligible for free or reduced meals increased from 22.7% in 2019-20 to a projected 29.8% in 2024-25. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

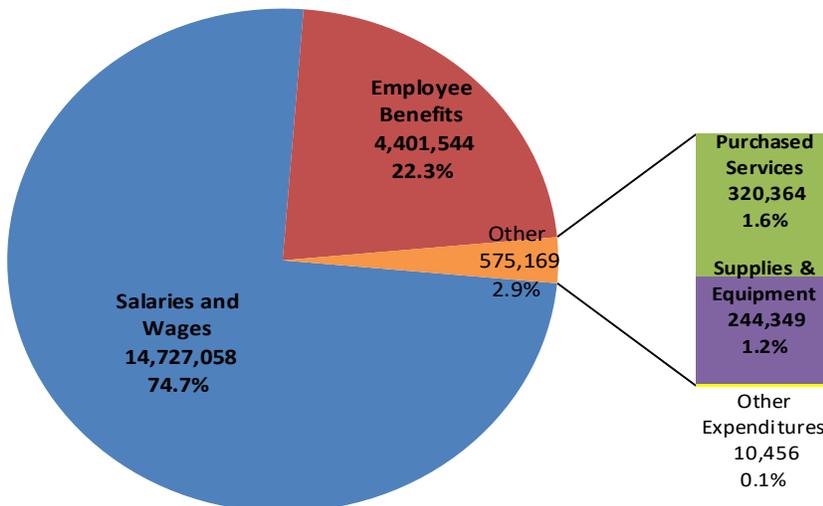
ENROLLMENT AS OF OCTOBER 1

Grade	19-20	20-21	21-22	22-23	23-24	24-25
6	0	0	617	629	620	623
7	681	639	630	654	632	633
8	645	680	647	647	663	636
TOTAL	1326	1319	1894	1930	1915	1892

F/R	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	22.7%	21.3%	18.6%	29.6%	29.9%	29.8%

EXPENDITURES	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET
Salaries & Wages	9,357,565	9,401,080	12,663,605	13,241,687	13,618,338	14,727,058
Employee Benefits	2,943,152	2,881,363	3,866,290	3,918,264	4,072,883	4,401,544
Purchased Services	194,872	127,700	271,096	444,522	309,418	320,364
Supplies & Equipment	260,051	286,284	466,706	318,216	235,063	244,349
Other Expenditures	3,737	3,201	21,106	9,983	10,434	10,456
TOTAL EXPENDITURES	12,759,377	12,699,628	17,288,803	17,932,672	18,246,136	19,703,771

TOTAL STUDENTS	1,326	1,319	1,894	1,930	1,915	1,892
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The pie chart at left shows the school's 2024-25 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.0% of the total budget. Purchased Services account for 1.6%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment, at 1.2%. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

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

Principal: **Jaysen Anderson**
Assoc Principal: **Victor Johnson**
Assoc Principal: **Lomumba Ismail**
Assoc Principal: **Tamiko Thomas**

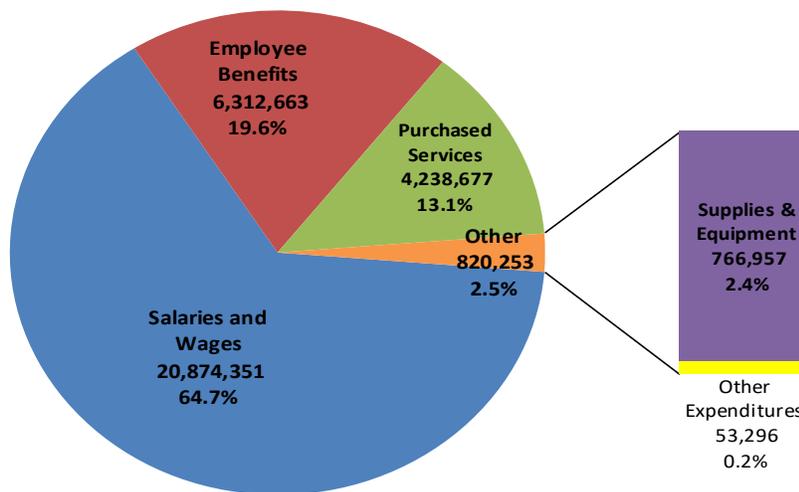
Eden Prairie High School's enrollment decreased from 2,939 students October 1, 2019 to 2,807 on October 1, 2023. The projected student count for the 2024-25 school year is 2,826 students. This is a decrease of 3.8% over the six year period. The percentage of students eligible for free or reduced meals increased from 19.5% in 2019-20 to a projected 30.7% in 2024-25. The increase in free and reduced enrollment is due to the addition of Medicare eligible students now being directly certified by the state. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	19-20	20-21	21-22	22-23	23-24	24-25
9	735	668	706	699	700	723
10	738	740	665	725	697	697
11	710	737	732	672	742	708
12	756	701	715	755	668	698
TOTAL	2939	2846	2818	2851	2807	2826

F/R	19.5%	16.3%	16.9%	31.0%	30.4%	30.7%

EXPENDITURES	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
Salaries & Wages	19,537,716	19,120,666	20,208,196	20,240,989	19,727,680	20,874,351
Employee Benefits	6,273,512	5,832,900	6,522,392	5,892,028	6,000,797	6,312,663
Purchased Services	2,138,605	1,674,520	2,740,735	3,137,308	4,152,756	4,238,677
Supplies & Equipment	1,236,715	1,210,672	1,477,071	1,376,390	747,262	766,957
Other Expenditures	56,954	57,775	62,971	52,253	66,366	53,296
TOTAL EXPENDITURES	29,243,502	27,896,533	31,011,365	30,698,968	30,694,861	32,245,944

TOTAL STUDENTS	2,939	2,846	2,818	2,851	2,807	2,826



The pie chart at left shows the school's 2024-25 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 84.3% of the total budget. Purchased services at 13.1% make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 2.4%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining portion is planned for other expenditures, such as equipment, dues, membership and license fees.

GENERAL FUND EXPENDITURES (by Site)

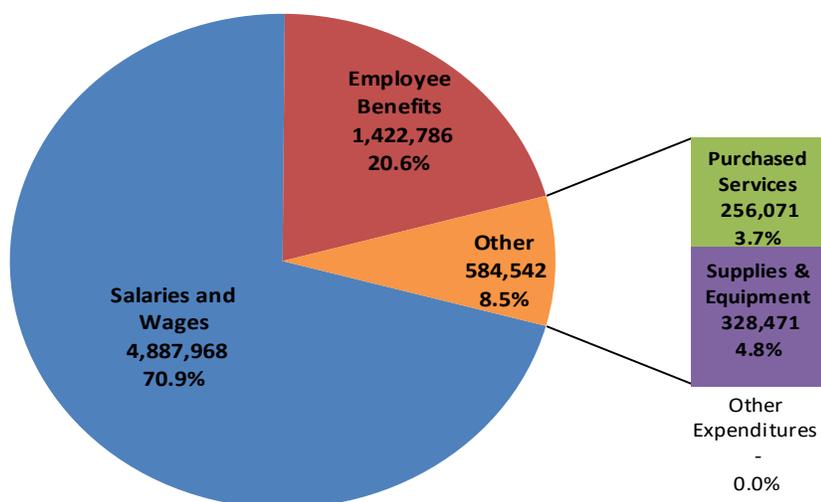
EDEN PRAIRIE (EP) ONLINE Principal: **Nicholas Kremer**
 8100 School Road, Eden Prairie, MN 55344

The 2021-22 school year was the first year the Eden Prairie Schools offered a full K-12 comprehensive online option for student living in Minnesota. The District reported an October 1, 2023 enrollment of 460 students. Based on conservative enrollment projections and uncertainty in future enrollment trends, the district has budgeted for 550 students enrolled at EP Online for October 1, 2024. The table at the right shows the brief history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1				
Grade	21-22	22-23	23-24	24-25
K	43	17	28	30
1	55	33	26	28
2	61	27	25	28
3	40	26	33	28
4	48	29	35	28
5	53	26	39	38
6	46	27	27	43
7	36	17	31	43
8	42	29	37	43
9	37	35	40	53
10	40	39	40	53
11	28	39	40	68
12	37	31	59	67
TOTAL	566	375	460	550
F/R	21.0%	49.6%	53.5%	53.0%

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
EXPENDITURES						
Salaries & Wages	-	-	2,771,419	2,614,125	4,056,304	4,887,968
Employee Benefits	-	-	695,000	773,162	1,171,499	1,422,786
Purchased Services	-	-	137,250	276,910	290,756	256,071
Supplies & Equipment	-	-	169,906	302,090	318,000	328,471
Other Expenditures	-	-	-	-	-	-
TOTAL EXPENDITURES	-	-	3,773,575	3,966,287	5,836,559	6,895,296

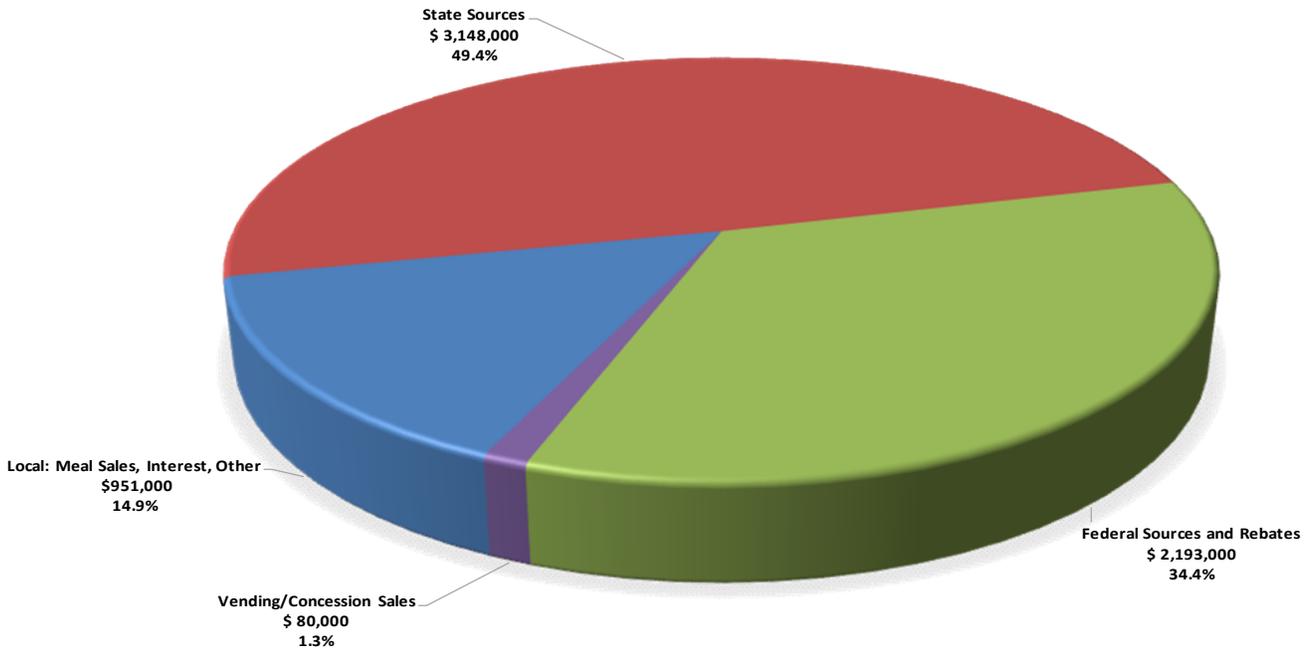
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
TOTAL STUDENTS	-	-	566	375	460	550



The pie chart at left shows the school's 2024-25 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 91.5% of the total budget. Purchased services account for 3.7%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 4.8%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining portion is planned for other expenditures, such as equipment, dues, membership and license fees.

FOOD SERVICE FUND - REVENUES

FISCAL 2025 REVENUE



FOOD SERVICE FUND REVENUE	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Local: Meal Sales, Interest, Other	\$ 552,199	\$ 948,477	\$ 2,918,036	\$ 1,132,500	\$ 951,000	\$ (181,500)	-16.03%
State Sources	16,475	176,133	181,640	2,541,990	3,148,000	606,010	23.84%
Federal Sources and Rebates	3,041,000	5,213,949	2,541,572	2,215,915	2,193,000	(22,915)	-1.03%
Vending/Concession Sales	-	69,007	70,483	80,000	80,000	-	0.00%
TOTAL	\$ 3,609,674	\$ 6,407,566	\$ 5,711,731	\$ 5,970,405	\$ 6,372,000	\$ 401,595	6.73%

Food Service fund revenue is projected to increase by \$401,595 or 6.73%. All students will receive their 1st reimbursable breakfast and lunch for free. The following assumptions are included:

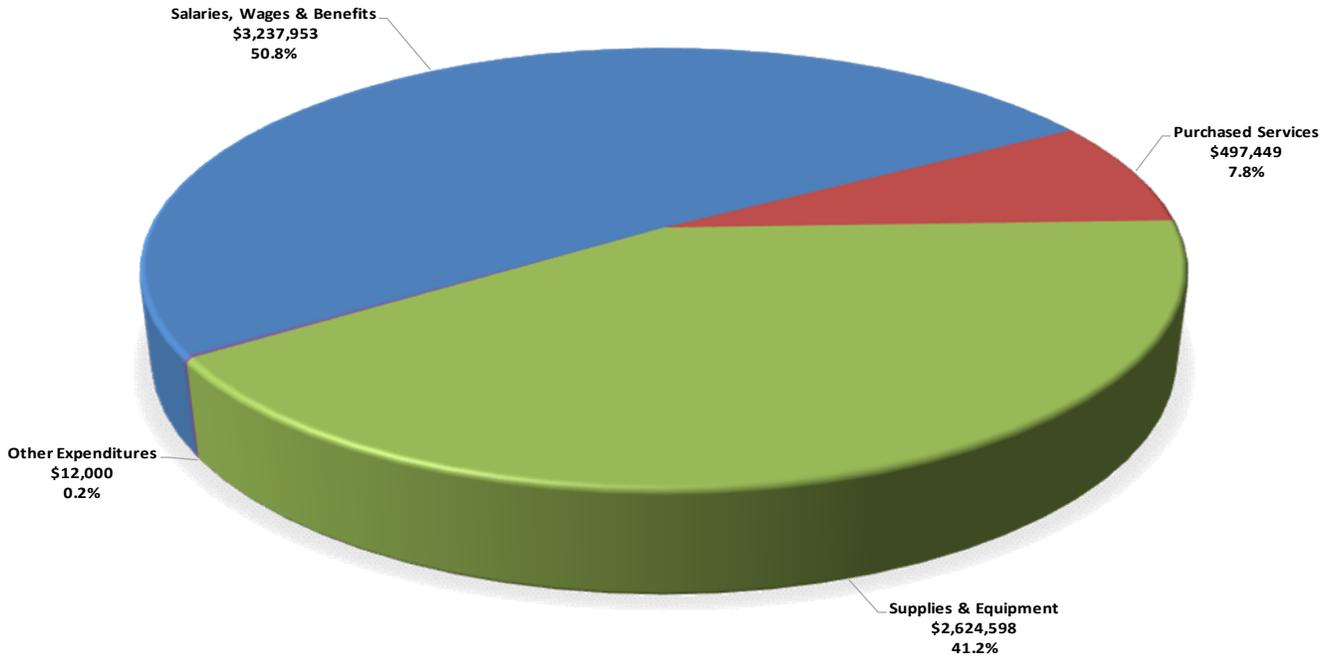
- Local Revenue** is projected to decrease by \$181,500 for 2024-25. The budget is based on the current year trends. Prices included in the budget are listed below with no change for the 2024-25 school year.

	Breakfast	Lunch
1st Meal	Free	Free
2nd Meal	\$ 2.30	\$ 5.00
Adult	\$ 2.30	\$ 5.00
1st Milk	Free	Free
Additional Milk	\$ 0.55	\$ 0.55
Bottled Water	\$ 0.85	\$ 0.85

- Federal and State Revenue** sources are increasing by \$583,095 or 12.3%. The budget assumes steady participation and a slight increase to the federal & state reimbursement rates for 2024-25.
- Vending and Concession** sales are projected to be \$80,000 for the 2024-25 school year. The budget assumes this revenue will stay consistent with the 2023-24 budget.

FOOD SERVICE FUND – EXPENDITURES

FISCAL 2025 EXPENDITURES



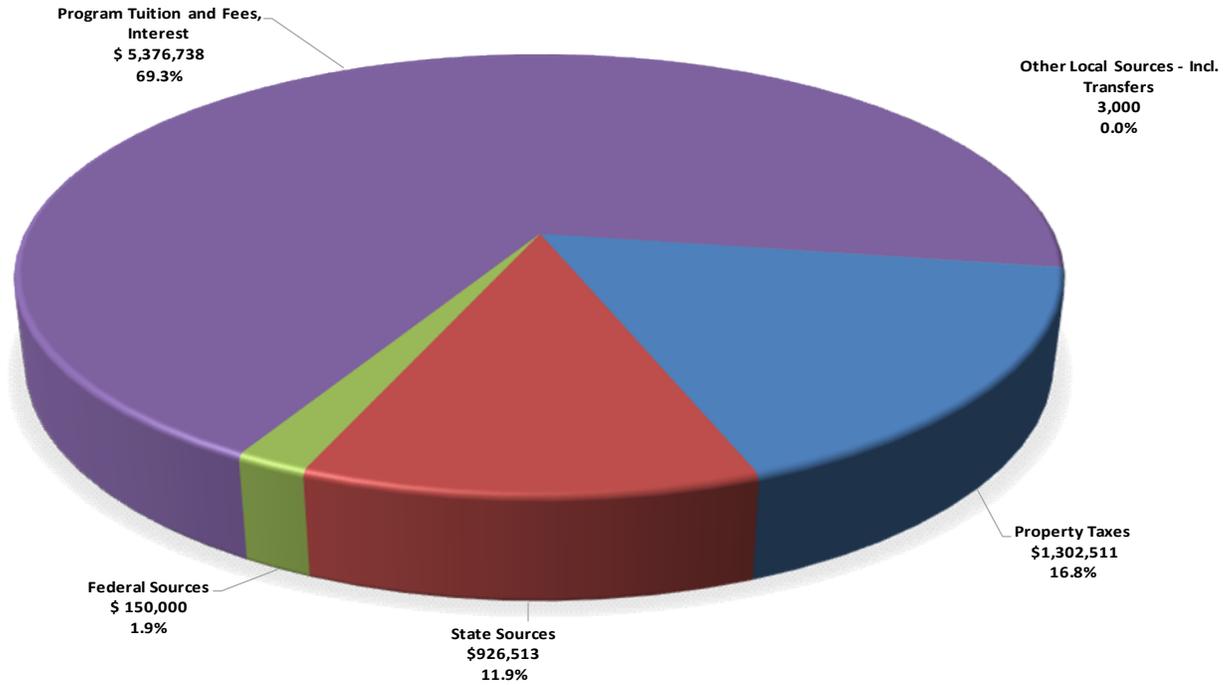
FOOD SERVICE FUND EXPENDITURE	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	\$ 2,328,149	\$ 2,724,742	\$ 2,901,891	\$ 2,987,538	\$ 3,237,953	\$ 250,415	8.38%
Purchased Services	152,098	219,459	251,424	472,937	497,449	24,512	5.18%
Supplies & Equipment	1,145,617	2,308,377	2,374,017	2,377,486	2,624,598	247,112	10.39%
Other Expenditures	4,694	4,655	5,079	10,293	12,000	1,707	16.58%
TOTAL	\$ 3,630,558	\$ 5,257,233	\$ 5,532,411	\$ 5,848,254	\$ 6,372,000	\$ 523,746	8.96%

Food Service fund expenditures are projected to increase by \$523,746 or 8.96%.

1. **Salaries & wages and employee benefits** budget of \$3,237,953 include salary and benefits for Food Service employees. This budget represents 50.8% of the total Food Service Budget and includes:
 - Wage/benefit costs for existing employment agreements including allowances for longevity, education, health & dental benefits and pay rates.
 - The cost of statutory benefits (PERA, FICA, etc.)
 - The status of the Food Service Bargaining Agreement will expire June 30, 2025.
2. The **purchased services** budget of \$497,449, an increase of \$24,512 or 5.18% includes payments for equipment repairs and maintenance, credit card fees, conferences, etc. An inflationary increase as been projected for these costs.
3. The **supplies & equipment** budget of \$2,624,598 represents a 10.39% increase from the prior year. This category includes costs for food supplies, kitchen supplies, and cafeteria supplies. The budget assumes steady participation and increased food costs due to inflation.
4. The **other expenditures** budget of \$12,000, a slight increase from the prior year, includes the costs of professional dues and memberships, and licenses for food service staff.

COMMUNITY SERVICE FUND – REVENUES

FISCAL 2025 REVENUE



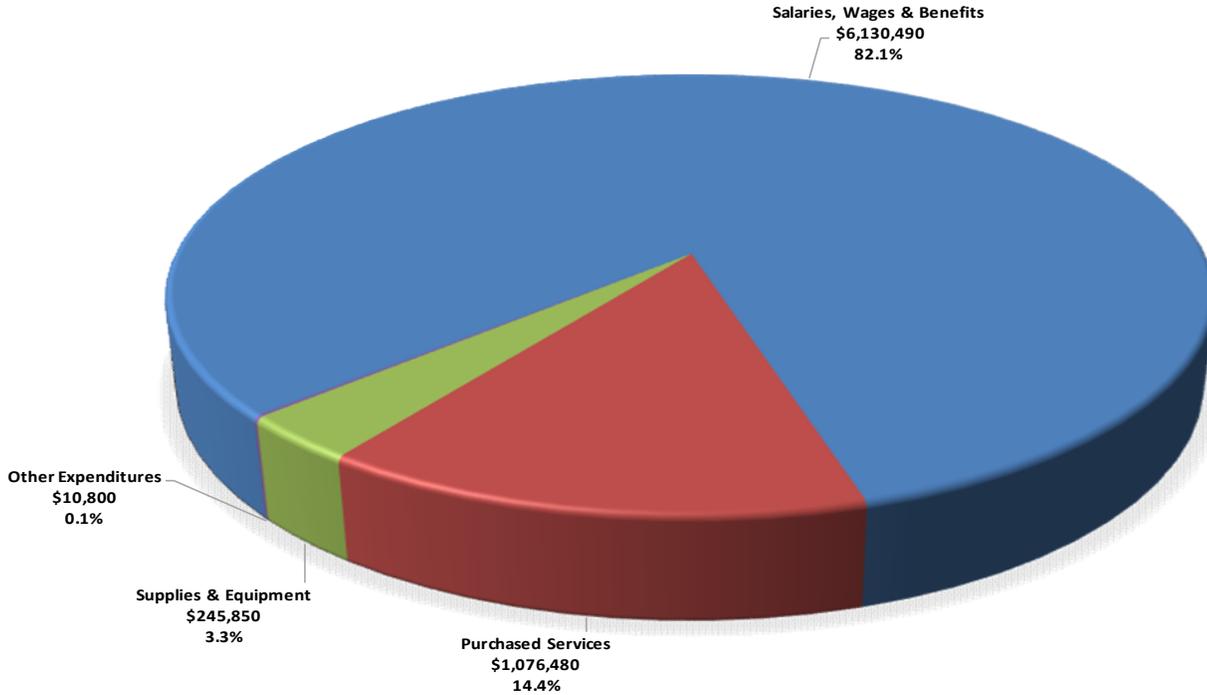
COMMUNITY SERVICE FUND REVENUE	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	\$ 1,068,589	\$ 1,133,396	\$ 1,203,889	\$ 1,296,482	\$ 1,302,511	\$ 6,029	0.47%
State Sources	779,915	789,544	883,503	853,718	926,513	72,795	8.53%
Federal Sources	430,852	329,499	450,386	138,494	150,000	11,506	8.31%
Program Tuition and Fees, Interest	3,513,378	5,848,775	7,208,877	6,433,838	5,376,738	(1,057,100)	-16.43%
Other Local Sources - Incl. Transfers	364,438	53,044	17,485	4,000	3,000	(1,000)	-25.00%
TOTAL	\$ 6,157,172	\$ 8,154,258	\$ 9,764,140	\$ 8,726,532	\$ 7,758,762	\$ (967,770)	-11.09%

The Community Service fund revenues are projected to decrease by \$967,770 or 11.09%. The Community Service Fund includes community education and early childhood family education (ECFE). Changes in this revenue component include the following assumptions:

1. **Property taxes** for Community Education and Family Education programs are increasing by \$6,029 or 0.47%.
2. **State revenue** is increasing in 2024-25 by \$72,795 or 8.53%.
3. **Local tuition and fees** will decrease by \$1,057,100 or 16.43%. The district utilizes conservative participation projections to budget revenues, as tuition and fees account for 69.3% of the community education revenues.
4. **Other revenues** are budgeted at \$153,000 for the 2024-25 school year. The district anticipates utilizing all remaining federal COVID grants during the summer of 2024.

COMMUNITY SERVICE FUND – EXPENDITURES

FISCAL 2025 EXPENDITURES



COMMUNITY SERVICE FUND EXPENDITURE	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	\$ 5,033,966	\$ 5,886,671	\$ 6,448,567	\$ 7,349,066	\$ 6,130,490	\$ (1,218,576)	-16.58%
Purchased Services	779,674	1,051,422	1,212,904	1,002,825	1,076,480	73,655	7.34%
Supplies & Equipment	109,421	182,451	198,277	260,454	245,850	(14,604)	-5.61%
Other Expenditures	5,784	17,803	2,893	8,200	10,800	2,600	31.71%
TOTAL	\$ 5,928,845	\$ 7,138,347	\$ 7,862,641	\$ 8,620,545	\$ 7,463,620	\$ (1,156,925)	-13.42%

The Community Service fund expenditures are projected to decrease by \$1,156,925 or 13.42%. The decrease is mostly driven by assumptions for participation and salary and benefit assumptions. Expenditure changes by category include the following:

1. **Salaries & wages and employee benefits** budget of \$6,130,490 or 82.1% of the Community Service budget reflect:
 - Wage/benefit costs for existing employment agreements including allowances for pay rates, health, dental and other benefits.
 - The cost of statutory benefits (TRA, PERA, FICA, etc.).
 - Preschool teachers are now covered under the EPEA agreement which is set to expire on June 30, 2025.
2. The **purchased services** budget is projected to increase to \$1,076,480 in 2024-25. Items included in this category include contracted services for vendors teaching classes, use of space, registration software, marketing and repairs, transportation, and travel.
3. The **supplies & equipment** budget of \$245,850 decreased by \$14,604 or 5.61%.
4. The **other expenditures** budget of \$10,800 represents an increase of \$2,600 from the prior year.

CAPITAL & BUILDING FUND

CAPITAL & BUILDING FUND REVENUES	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Capital Outlay - Operating Capital	\$ 3,055,842	\$ 3,104,912	\$ 3,497,308	\$ 2,950,789	\$ 2,871,731	\$ (79,058)	-2.68%
Capital Outlay - Long Term Facilities Maint	1,795,514	3,586,499	3,887,752	5,510,126	6,043,455	533,329	9.68%
Capital Outlay - Capital Project Levy	8,173,452	8,157,090	8,006,116	8,381,760	9,725,721	1,343,961	16.03%
Long-Term Facility Maintenance	10,825,613	2,906,417	16,699,453	400,000	50,000	(350,000)	-87.50%
Designing Pathways	110,495	57,327	27,349	-	-	-	0.00%
TOTAL	\$ 23,960,916	\$ 17,812,245	\$ 32,117,978	\$ 17,242,675	\$ 18,690,907	\$ 1,448,232	8.40%

CAPITAL & BUILDING FUND EXPENDITURES	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Operating Capital	\$ 2,948,472	\$ 2,752,384	\$ 2,322,738	\$ 4,362,395	\$ 3,158,311	\$ (1,204,084)	-27.60%
Long Term Facilities Maint (Capital Outlay)	1,795,514	3,586,499	3,887,752	5,510,126	6,043,455	533,329	9.68%
Capital Project Levy	7,209,446	7,642,106	8,509,303	9,187,069	9,318,415	131,346	1.43%
Long-Term Facility Maintenance (LTFM)	10,124,443	6,816,828	6,260,498	3,430,944	9,726,689	6,295,745	183.50%
Designing Pathways	24,486,352	7,783,145	1,212,820	-	-	-	0.00%
TOTAL	\$46,564,227	\$28,580,962	\$22,193,111	\$22,490,534	\$28,246,870	\$ 5,756,336	25.59%

The Capital and Building fund revenues are projected to increase by \$1,448,232 or 8.4%, while expenditures are projected to increase by \$5,756,336 or 25.59%. The Capital and Building fund is made up of four different funding streams: Operating Capital, Long Term Facilities Maintenance Levy, Capital Project Levy (Tech Levy), and Long-term Facility Maintenance Bonds.

- Operating Capital** revenue and expenditures decreased \$79,058 or 2.68% and \$1,204,084 or 27.60%, respectively. Revenues consist mostly of state aid and levy (including **Building Lease Levies**), but also includes a small amount of local revenues from cell tower rent. Each year a capital request process is completed by each site and department. These requests are prioritized, and final recommendations are brought forward for school board approval.
- Long Term Facilities Maintenance (Capital Outlay)** revenue and expenditures both increased \$533,329 or 9.68%. LTFM (Capital Outlay) funding is levy revenue based on the pupil units, average building age and the state designated formula allowance. The expenditure budget includes state-approved Health & Safety projects, along with deferred maintenance projects. These expenditures aim to remove hazardous substances, repair and upgrade fire and life safety codes and improve the management of facilities' health, safety, environmental and air quality. Projects can also include window replacements and mechanical work, roof projects, and district-wide pavement projects. These projects are approved with the Capital Budget in April.
- The **Capital Project Levy (Tech Levy)** revenue and expenditures both increased \$1,343,961 or 16.03% and \$131,346 or 1.43%, respectively. The Levy makes up 96.8% of revenues in this category, with the remaining funds coming from lost/broken tech fees, trade-ins, and e-rate funding. The anticipated expenditures continue the integration of technology into the classroom in early childhood through 12th grade. In the fall of 2022, voters approved to renew the Tech Levy for an additional 10 years.
- The district sold **Long Term Facilities Maintenance (LTFM)** bonds in March 2023 to fund expenditures in fiscal 2023-24 and 2024-25.
- The district sold General Obligation School Buildings Bonds for **Designing Pathways** in July 2019. All Funds have been expended from these bonds.

CAPITAL & BUILDING FUND

Summary of Revenue, Expenditures and Fund Balance

Fiscal Year 2024-25

Description	(A) Operating Capital	(B) Capital Project (Tech Levy)	(C) Long-Term Facility (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%

DEBT SERVICE FUND

DEBT SERVICE FUND REVENUE	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	\$ 10,117,062	\$ 9,130,121	\$ 8,114,588	\$ 7,995,522	\$ 9,412,377	\$ 1,416,855	17.72%
State Sources	1,656	1,593	1,495	-	-	-	0.00%
Other Local Sources	4,758	16,265	80,107	-	-	-	0.00%
Refunding Bond Proceeds	17,272,744	-	481,122	-	-	-	0.00%
TOTAL	\$ 27,396,220	\$ 9,147,979	\$ 8,677,312	\$ 7,995,522	\$ 9,412,377	\$ 1,416,855	17.72%

DEBT SERVICE FUND EXPENDITURES	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Bond Principal	\$ 6,295,000	\$ 6,030,000	\$ 5,110,000	\$ 5,175,000	\$ 5,735,000	\$ 560,000	10.82%
Bond Interest	3,364,800	3,550,711	3,096,156	3,509,039	3,398,006	(111,033)	-3.16%
Other Debt Services	93,816	6,188	6,350	10,000	10,000	-	0.00%
Refunding Payments	16,910,000	-	-	-	-	-	0.00%
TOTAL	\$ 26,663,616	\$ 9,586,899	\$ 8,212,506	\$ 8,694,039	\$ 9,143,006	\$ 448,967	5.16%

The Debt Service fund revenues are projected to increase by \$1,416,855 or 17.72% and expenditures are projected to increase by \$448,967 or 5.16%, respectively. The increase in debt service payments is due to a planned increase of principal payments made in the 2024-25 fiscal year.

The majority of Debt Service fund revenue is generated through the debt service levy. The district is required to levy 105% of the debt service principal and interest payments. The levy also includes adjustments for debt excess adjustments and abatement adjustments. The Informational Tab contains details from property tax levy effective for the fiscal year 2024-25.

Below is a list of the district's outstanding bonded debt as anticipated for June 30, 2024.

Outstanding Bonded Debt (As of 6/30/2024)

	Original Par Amount	Current Outstanding	Final Maturity	Optional Redemption	Callable Coupon Range	Callable Amount	FY25 Principal & Interest
General Obligation (G.O.)							
G.O. Alternative Facilities Bonds, Series 2015A	\$ 10,310,000	\$ 10,310,000	2/1/2028	2/1/2024	3.00% - 3.00%	\$ 10,310,000	\$ 2,989,300
G.O. Facilities Maintenance Bonds, Series 2017A	\$ 10,940,000	\$ 10,940,000	2/1/2032	2/1/2027	3.00% - 4.00%	\$ 10,940,000	\$ 368,038
G.O. Facilities Maintenance Bonds, Series 2019A	\$ 9,995,000	\$ 9,995,000	2/1/2036	2/1/2028	2.88% - 4.00%	\$ 9,995,000	\$ 309,844
G.O. School Building Bonds, Series 2019B	\$ 37,765,000	\$ 34,765,000	2/1/2040	2/1/2028	3.00% - 5.00%	\$ 30,050,000	\$ 2,291,500
G.O. Facilities Maintenance and Refunding Bonds, Series 2020A	\$ 26,285,000	\$ 16,340,000	2/1/2041	2/1/2028	2.00% - 2.13%	\$ 10,925,000	\$ 2,173,475
G.O. Facilities Maintenance and Capital Facilities Bonds, Series 2022	\$ 15,010,000	\$ 15,010,000	2/1/2036	2/1/2031	4.00% - 5.00%	\$ 6,650,000	\$ 1,000,850
Total Outstanding		\$ 97,360,000					\$ 9,133,007

INTERNAL SERVICE FUND

INTERNAL SERVICE FUND REVENUE	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Premiums	\$ 13,164,815	\$ 13,119,360	\$ 13,172,447	\$ 13,320,000	\$ 14,230,000	\$ 910,000	6.83%
Dental Premiums	1,220,873	1,244,958	1,283,973	1,300,000	1,290,000	(10,000)	-0.77%
Interest	2,693	34,705	201,716	-	160,000	160,000	0.00%
TOTAL	\$ 14,388,381	\$ 14,399,023	\$ 14,658,136	\$ 14,620,000	\$ 15,680,000	\$ 1,060,000	7.25%

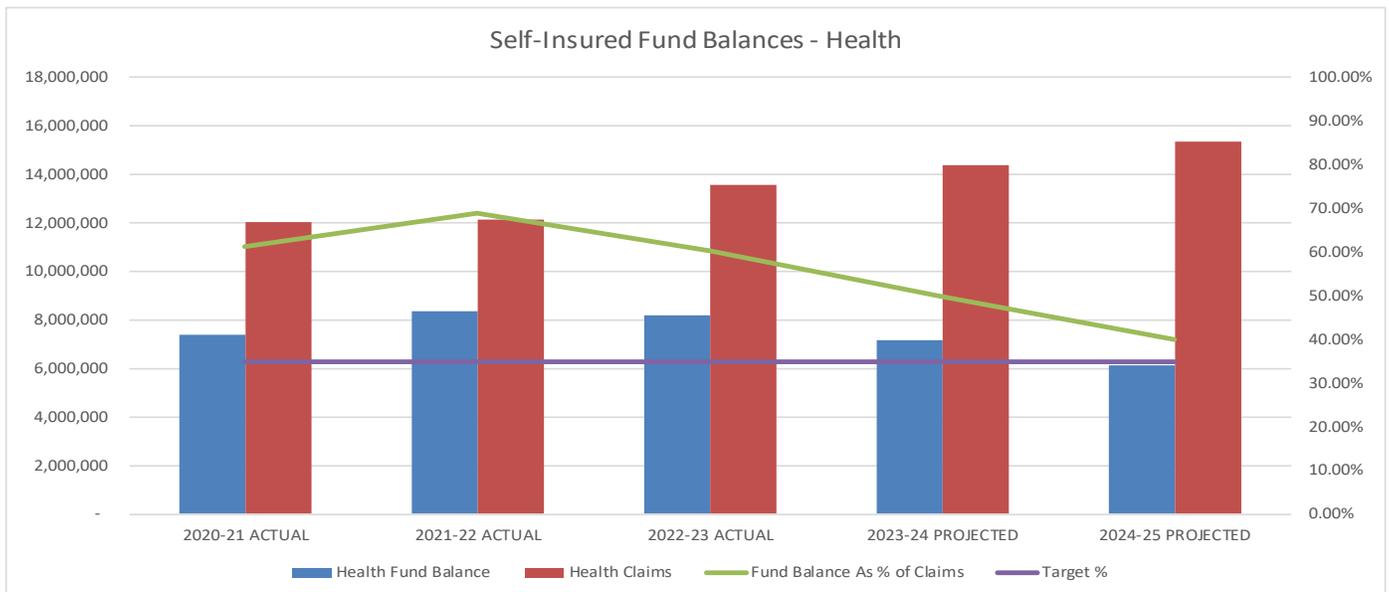
INTERNAL SERVICE FUND EXPENDITURES	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Claims	\$ 12,010,339	\$ 12,160,199	\$ 13,555,207	\$ 14,350,000	\$ 15,365,735	\$ 1,015,735	7.08%
Dental Claims	1,254,520	1,124,861	1,258,820	1,260,000	1,260,000	-	0.00%
TOTAL	\$ 13,264,859	\$ 13,285,060	\$ 14,814,027	\$ 15,610,000	\$ 16,625,735	\$ 1,015,735	6.51%

The Internal Service fund revenues and expenditures are projected to increase by \$1,060,000 or 7.25% and \$1,015,735 or 6.51%, respectively.

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

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

The **Health Fund** was started in the 2016-17 fiscal year. The health fund balance has a target fund balance percentage of 35% and has been able to maintain the percentage or higher since the 2019-20 fiscal year. We are projecting this percentage to be at 40% at the end of the 2024-25 fiscal year. The success of this fund has allowed the district to hold health insurance premiums steady with incremental increases in premium, while some districts are receiving double digit percent increases from their insurance providers. The steady premiums are a great benefit for both employees and administration. Below is a graph showing the health insurance claims for each year and the corresponding fund balance as percentage of claims.



TRUST AND AGENCY FUND

TRUST & AGENCY FUND REVENUE	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Other Post Employment Benefits	\$ 3,458,794	\$ (2,076,955)	\$ 1,096,512	\$ 750,000	\$ 750,000	\$ -	0.00%
TOTAL	\$ 3,458,794	\$ (2,076,955)	\$ 1,096,512	\$ 750,000	\$ 750,000	\$ -	0.00%

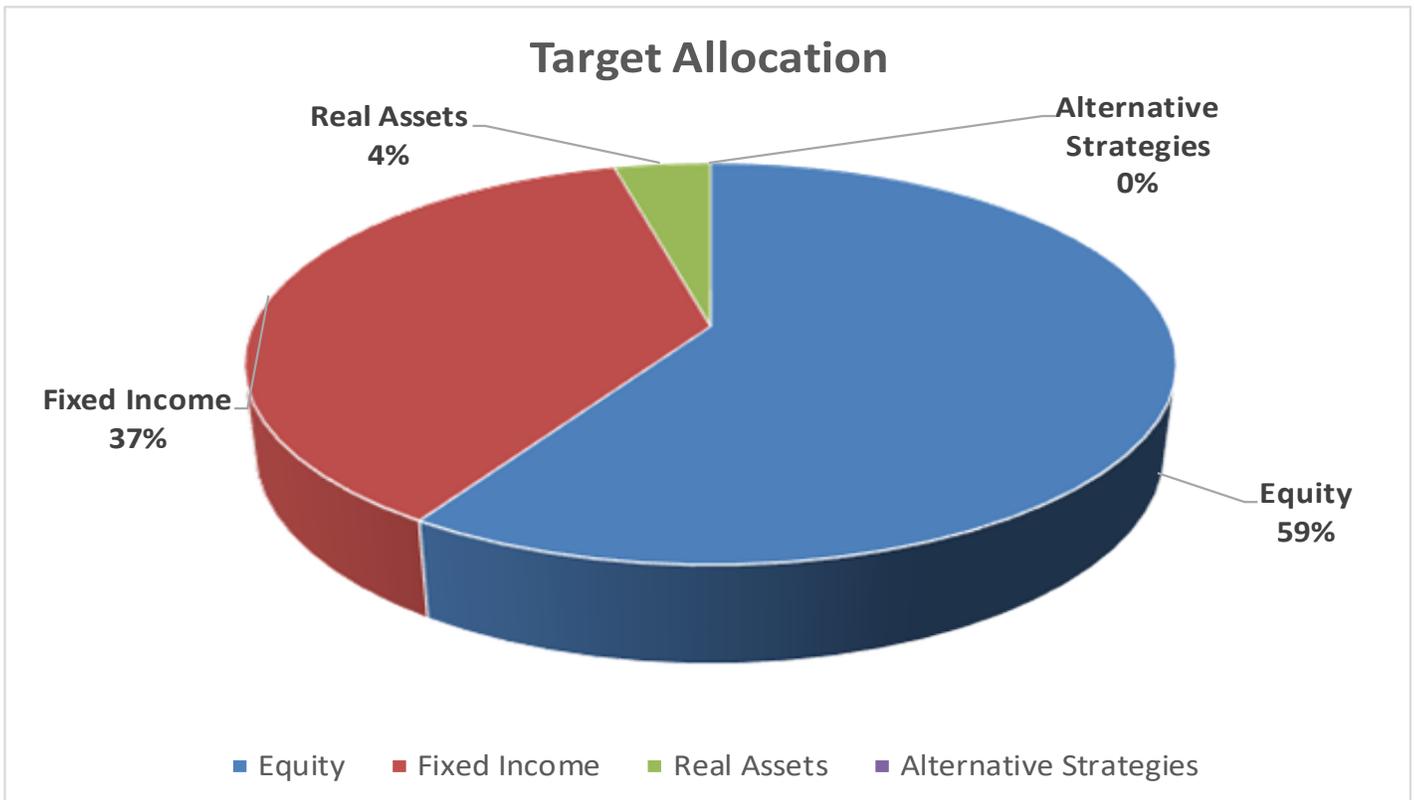
TRUST & AGENCY FUND EXPENDITURES	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Other Post Employment Benefits	\$ 1,042,563	\$ 2,341,026	\$ 1,274,529	\$ 500,000	\$ 1,000,000	\$ 500,000	100.00%
TOTAL	\$ 1,042,563	\$ 2,341,026	\$ 1,274,529	\$ 500,000	\$ 1,000,000	\$ 500,000	100.00%

The Trust and Agency fund revenues are projecting no change and expenditures are projected to increase by \$500,000 for the fiscal year 2024-25. The projected revenues represent the district’s long term goal of 5% return on investment.

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

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

The OPEB Trust has paid out a total of \$13,192,153 in benefits to staff through June 30, 2023, while maintaining a balance in the Trust near or above over the original bond proceeds of \$15 million. On June 30, 2023, the ending value of the trust was \$15,930,958. State statutes governing the OPEB Trust allow the district to invest these funds into a wide range of investment vehicles, which has benefited the district greatly. Below are the current investment allocation targets.



**Eden Prairie Schools
Final Levy Certification Payable 2024**

Categories	2022 Pay 23 FY 24	2023 Pay 24 FY 25	Dollar Change	Comments
1 GENERAL FUND				
2 Equity	\$ 694,298	\$ 729,957	\$ 35,659	FY22 & FY24 positive adjustments
3 Achievement & Integration	524,928	523,757	(1,171)	Similar to last year
4 Alternative Teacher Compensation	840,026	788,258	(51,768)	FY24 negative adjustment
5 Referendum	28,370,409	29,168,475	798,066	2.57% inflation increase (CPI) (FY25) - cumulative 11.87% over 3 years
6 Transition	53,839	56,161	2,322	Similar to last year
7 Re-employment Ins.	282,938	(126,265)	(409,203)	Overlevied in FY24 resulting in a large negative adjustment
8 Safe Schools	496,467	513,303	16,836	Similar to prior years, but includes an FY22 positive adjustment
9 Career Technical	470,060	412,795	(57,265)	35% of estimated expenditures in CTE program
10 Abatement/Other Adjustments	-	-	-	- Abatement activity, underlevy for Pay 24
11 Facilities & Equipment Bond Adjustme	-	(460,425)	(460,425)	Capital facilities bond to pay for the LED lighting upgrade, offset in debt service
12 Building/ Lease	837,758	1,059,350	221,592	Reduced lease costs for the City Center and negative prior year adjustments
13 Operating Capital	1,278,389	1,535,708	257,319	Aging buildings plus a legislative shift from aid to levy
14 Capital Projects	8,111,760	9,415,721	1,303,961	Technology levy, increase in adjusted net tax capacity
15 Long Term Facility Maintenance (LTFM)	5,690,384	6,043,455	353,071	Prior year adjustment for health and safety expenses
16 LEVY TOTAL	\$ 47,651,257	\$ 49,660,251	\$ 2,008,994	4.22%
17 COMMUNITY EDUCATION FUND				
18 Basic Levy	\$ 429,837	\$ 486,267	\$ 56,430	\$6.35 times 2020 EP population plus youth service and after school revenue
19 Early Child & Family	324,779	297,583	(27,196)	FY24 negative adjustment due to smaller population under 5 years of age
20 Home Visiting	10,719	12,359	1,640	0-4 year old, shift from aid to levy
21 Disabled Adults	6,365	9,391	3,026	Based on increased ANTC
22 School-Aged Care	489,782	483,373	(6,410)	Funding for students with disabilities, similar to last year
23 Abatement Adjustment	-	13,539	13,539	Abatement activity
24 COMMUNITY ED FUND LEVY TOTAL	\$ 1,261,482	\$ 1,302,511	\$ 41,029	3.25%
25 DEBT SERVICE FUND				
26 Debt Levy	\$ 2,361,975	\$ 2,406,075	\$ 44,100	Scheduled principal & interest payments
27 Facilities Maintenance Bonds	6,099,720	6,723,158	623,438	Scheduled principal & interest payments
28 Facilities & Equipment Bond Adjustme	-	460,425	460,425	Capital facilities bond to pay for the LED lighting upgrade, offset in general fund
29 Debt Excess	(466,173)	(177,281)	288,892	Calculated using fund balance & projected costs
30 Abatement Adjustment	-	-	-	- Abatement activity, underlevy for Pay 24
31 DEBT SERVICE FUND LEVY TOTAL	\$ 7,995,522	\$ 9,412,377	\$ 1,416,855	17.72%
32 LEVY GRAND TOTAL	\$ 56,908,261	\$ 60,375,139	\$ 3,466,878	6.09%

OTHER HISTORICAL DATA

Basic General Education Funding Formula – The per-pupil-unit allocation used in this budget is \$7,281 for 2024-25. The table below outlines historical per-pupil-unit funding.

Year	Amount	Explanation
1997-98	\$3,581	\$76 increase in funding formula
1998-99	\$3,530	\$79 increase in funding formula, roll out of \$130 for training & experience.
1999-00	\$3,740	\$210 increase in funding formula
2000-01	\$3,964	\$244 increase in funding formula
2001-02	\$4,068	\$104 increase in funding formula
2002-03	\$4,601	\$533 increase in funding formula
2003-04	\$4,601	No increase in funding formula
2004-05	\$4,601	No increase in funding formula
2005-06	\$4,783	4% increase in funding formula
2006-07	\$4,974	4% increase in funding formula
2007-08	\$5,074	2% increase in funding formula
2008-09	\$5,124	1% increase in funding formula
2009-10	\$5,124	No increase in funding formula
2010-11	\$5,124	No increase in funding formula
2011-12	\$5,174	\$50 increase in funding formula
2012-13	\$5,224	\$50 increase in funding formula
2013-14	\$5,302	1.5% increase in funding formula
2014-15	\$5,831	1.5% increase in funding formula + \$25/pupil in the 2014 session
2015-16	\$5,948	2.0% increase in funding formula
2016-17	\$6,067	2.0% increase in funding formula
2017-18	\$6,188	2.0% increase in funding formula
2018-19	\$6,312	2.0% increase in funding formula
2019-20	\$6,438	2.0% increase in funding formula
2020-21	\$6,567	2.0% increase in funding formula
2021-22	\$6,728	2.45% increase in funding formula
2022-23	\$6,863	2.0% increase in funding formula
2023-24	\$7,138	4.0% increase in funding formula
2024-25	\$7,281	2.0% increase in funding formula



June 24, 2024

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

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

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

Eden Prairie's proportionate amount for the upcoming levy is \$100,319.66 compared to \$94,666.27 last year. The amount addresses several deferred maintenance issues with property owned by the Intermediate as seen on the attached 10-year facility plan which was approved by the Intermediate Board and the Business Director's Advisory Committee. The specific building update for next year includes resurfacing parking lot at South Education Center (SEC), replace windows and foundation restoration at West Education Center (WEC), heating, ventilation, and air conditioning (HVAC) replacements in parts of Ann Bremer Education Center (ABEC) & SEC. The 10-year plan includes updates for HVAC, parking lots, roofing, and lighting systems.

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

District Info.	Enter Information	District Info.	Enter Information										
District Name:	Intermediate District #287	Date:	7/31/2024										
District Number:	287	Email:	bcschultz@district287.org										
District Contact Name:	Brian Schultz, Exec. Director of Business Services												
Contact Phone #	763-550-7156												

Expenditure Categories	2024 (base year)	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
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Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.

Finance Code	Category (1)												
347	Physical Hazards	\$30,960	\$30,000	\$22,000	\$22,660	\$23,340	\$24,040	\$24,761	\$25,504	\$26,269	\$25,952	\$26,731	\$27,533
349	Other Hazardous Materials	\$22,000	\$10,000	\$20,800	\$11,424	\$11,767	\$24,120	\$12,483	\$12,858	\$26,244	\$13,641	\$49,050	\$14,472
352	Environmental Health and Safety Management	\$51,658	\$53,724	\$55,873	\$57,549	\$58,988	\$60,758	\$62,277	\$64,145	\$65,749	\$67,721	\$69,076	\$71,148
358	Asbestos Removal and Encapsulation	\$0	\$5,000	\$1,500	\$2,000	\$1,590	\$2,120	\$1,685	\$1,685	\$2,247	\$2,247	\$1,787	\$1,840
363	Fire Safety	\$32,432	\$43,256	\$37,000	\$38,110	\$39,253	\$40,431	\$41,644	\$42,893	\$44,180	\$45,505	\$46,870	\$48,277
366	Indoor Air Quality	\$5,000	\$6,000	\$7,000	\$7,210	\$7,426	\$7,649	\$7,879	\$8,000	\$6,000	\$6,000	\$6,000	\$6,180
Total Health and Safety Capital Projects		\$142,050	\$147,980	\$144,173	\$138,953	\$142,364	\$158,588	\$151,164	\$155,086	\$170,127	\$161,067	\$199,513	\$169,449

Finance Code	Category (2)												
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0											

Finance Code	Category (3)												
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0											

Finance Code	Category (4)												
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$0											

Finance Code	Category (5)												
368	Building Envelope	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$20,000	\$25,000	\$20,000	\$20,000
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$0	\$0	\$20,000	\$20,000	\$20,000	\$10,000	\$20,000	\$20,000	\$10,000	\$10,000	\$10,000	\$35,000
380	Mechanical Systems	\$0	\$0	\$10,057	\$15,000	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$0
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$300,000	\$0
384	Site Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$310,000
Total Deferred Capital Expense and Maintenance		\$0	\$0	\$55,057	\$60,000	\$60,000	\$40,000	\$50,000	\$50,000	\$35,000	\$40,000	\$335,000	\$365,000

Total Annual 10-Year Plan Expenditures		\$142,050	\$147,980	\$199,230	\$198,953	\$202,364	\$198,588	\$201,164	\$205,086	\$205,127	\$201,067	\$534,513	\$534,449
Information Only - Debt Service Payments On Bonds		\$781,068	\$777,020	\$780,770	\$781,620	\$781,620	\$780,770	\$779,070	\$776,520	\$778,120	\$778,620	\$449,120	\$447,320
Total Annual LTFM Expenditures/Required Levy with Debt Service		\$923,118	\$925,000	\$980,000	\$980,573	\$983,984	\$979,358	\$980,234	\$981,606	\$983,247	\$979,687	\$983,633	\$981,769

Fund Balance Section													
Fund 01													
	Beginning Fund Balance 01-467-XX	\$529,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625
	LTFM Fiscal Year Revenue - Levy	\$923,118	\$925,000	\$980,000	\$980,573	\$983,984	\$979,358	\$980,234	\$981,606	\$983,247	\$979,687	\$983,633	\$981,769
	LTFM Fiscal Year Revenue - AID if Applicable	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT if applicable - Special Legislation FY 20 and FY 21	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$1,109,118	\$925,000	\$980,000	\$980,573	\$983,984	\$979,358	\$980,234	\$981,606	\$983,247	\$979,687	\$983,633	\$981,769
Ending Fiscal Year Fund Balance 01-467-XX		\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625
Fund 06													
	Beginning Fund Balance 06-467-XX	\$3,827,242	\$2,632,911	\$1,066,194	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Bonded Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Other Transfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$1,194,331	\$1,566,717	\$1,066,194	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Ending Fiscal Year Fund Balance 06-467-XX		\$2,632,911	\$1,066,194	\$0									

End of worksheet

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

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

_____ introduced the following resolution and moved its adoption:

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

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

1. The School Board of Intermediate School District 287 has approved a long-term facility maintenance program budget for its facilities for the 2025-26 (fiscal year 2026) school year in the amount of \$ 980,000.00 of which District No. 272's proportionate share is \$ 100,319.66, consisting of \$ 20,394.58 for pay as you go projects and \$ 79,925.08 for debt service payments on the 2017B Facilities Maintenance Bonds and the 2022A Facilities Maintenance Bonds. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total

cost of the intermediate school district long-term facility maintenance program times a three year weighted average adjusted pupil units formula. For 2025-26, (FY 2026) the long-term facility maintenance costs shall be funded through annual levy. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for FY 2026 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

4. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.
5. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district plans issued \$4,750,000 Facilities Maintenance Bonds, Series 2022A. Such bonds will be payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.

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

And the following voted against the same:

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

STATE OF MINNESOTA

COUNTY OF HENNEPIN

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

WITNESS MY HAND officially as such Clerk this _____ day of _____, 2024.

Clerk

School District No. _____



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

June 24, 2024

To: Dr. Josh Swanson, Superintendent
From: Andrew Adams, Executive Director of Business Services
Re: 2024-25 School Meal Prices

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

Gov. Tim Walz signed the Free School Meals for Kids bill on Friday, March 17, 2023. This legislation provided state reimbursement for a free breakfast and lunch to all students at schools participating in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) starting the 2023-24 school year. This legislation continues into the 2024-25 school year and supports the district in meeting the nutritional needs of our students.

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

Item	Current Prices	Recommended Prices
Breakfast – 1 st Meal (PreK-12)	Free	Free
Breakfast - 2 nd Meal	\$2.30	\$2.30*
Breakfast - Adult	\$2.30	\$2.30*
Lunch – 1 st Meal (PreK-12)	Free	Free
Lunch - 2 nd Meal (State Requires Price Increase)	\$5.00	\$5.00*
Lunch – Adult (State Requires Price Increase)	\$5.00	\$5.00*
1 st Milk – Student bringing a sack lunch to school	Free	Free
Additional Milk (One carton of milk is included in breakfast/lunch meal)	\$0.55	\$0.55
Bottled Water	\$0.85	\$0.85

* MDE releases guidance setting the Minimum Adult meal prices in the fall of each year.



Eden Prairie School District 272

Ends Policy Monitoring Report

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

Monitoring Timeline: July 2024 to June 2025

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 2024

Evidence: October 2025

Operational Interpretation:

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

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

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

2b. I interpret *academically prepared to progress to multiple opportunities after high school* as the successful completion of coursework built on authentic, rigorous, and personalized learning experiences where students discover, explore, and pursue pathways through the Inspired Journey program. (Note: District Policy 613 far exceeds the Minnesota Department of Education high school graduation requirements.)

Justification:

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

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

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

Each Student Graduates

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

Each Student Is Academically Prepared to Progress to Multiple Opportunities After High School

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

In alignment with our mission to inspire each student and one of our core values that we believe each person has individual gifts, interests, and talents, Eden Prairie Schools honors multiple avenues to demonstrate academic preparedness for post-secondary opportunities. Specifically, we consider

students to be academically prepared if they achieve at least one of the following: (a) meet or exceed a college-readiness benchmark on a college entrance exam, (b) earn credit in a college-level course, and/or (c) earn credit in a Capstone course through the Inspired Journey program.

a. *Standardized College Entrance Assessment*

A college entrance assessment is a standardized achievement test designed to measure a student's current ability in areas such as verbal, math, analytics, and writing skills. A standardized college entrance assessment is designed to be a predictor of post-secondary success, retention, and graduation (Department of Defense, n.d.). These assessments are designed to be a measure of the potential for future success in post-secondary workforce (ACT, 2021). *Eden Prairie Schools considers students to be academically prepared for post-secondary opportunities if they achieve a 21 composite score or greater on the ACT, a college entrance exam offered to all Eden Prairie 11th grade students one time free of charge.*

b. *College-Level Coursework*

Eden Prairie Schools offers multiple opportunities for students to take college-level coursework. [The categorization of "college-level" is used to denote courses that go beyond the expected rigor of high school curriculum. These courses vary in focus and extend beyond the traditional four-year college path.](#) Examples of college-level coursework include Post-Secondary Enrollment Opportunities (PSEO), concurrent college enrollment such as world language courses through College in the Schools, Advanced Placement (AP) courses, and career and technical education (CTE) courses. Students may also earn the Minnesota World Language Proficiency Certificate and Bilingual and Multilingual Seals as an official recognition by the state of Minnesota for proficiency in a language in addition to English. These Seals are generally equivalent to 2-4 semesters of world language college credit.

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

c. *Capstone Completion through the Inspired Journey Program*

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

In Capstone courses, students think and act like professionals in the field as they apply new and prior knowledge and skills. They do so by engaging with resources, tasks, purposes, and

audiences that are authentic to the given profession. Students also engage directly with industry professionals via mentorship, guest instruction, and site visits. *Eden Prairie Schools considers students to be academically prepared for post-secondary opportunities if they earn credit in a Capstone course.*

Citations:

- Department of Defense (n.d.). "Taking College Entrance Exams: My Future: Test Preparation." *My Future*. <https://myfuture.com/college/taking-college-entrance-exams>.
- ACT (2021). "National Research Leader in College and Workforce Readiness." *ACT Research*. <https://www.act.org/content/act/en/research.html>.
- Minnesota Department of Education (n.d.). "Minnesota Bilingual Seals Program." *Minnesota Department of Education*. <https://education.mn.gov/MDE/dse/stds/world/seals/>.

Measurement Plan:

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

Graduation Rates:

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

Indicators of Academic Preparedness for Opportunities after High School:

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

a. Standardized College Entrance Assessment: ACT

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

b. College-Level Coursework

Students who have earned credit in any one or more of the following have completed college-level coursework:

- Post-Secondary Enrollment Options (PSEO) or equivalent program
- Concurrent college enrollment, such as College in the Schools through the University of Minnesota
- Advanced Placement (AP) courses
- Career and technical education (CTE) courses
- Bilingual Seal certification

We have partnerships with these institutions for PSEO, concurrent enrollment, and CTE courses:

- Minnesota State University, Mankato
- University of Minnesota
- Normandale
- Hennepin Technical College

- University of Iowa

PSEO, concurrent enrollment, AP, and CTE courses include:

- Advanced Woodcrafting
- Algebra Trigonometry
- AP AB Calculus
- AP BC Calculus
- AP Biology
- AP Chemistry
- AP Comparative Politics
- AP Computer Science A: Java
- AP Computer Science Principles
- AP Economics
- AP English 10: Seminar
- AP English: Language and Composition
- AP English: Literature & Composition
- AP Environmental Science
- AP Human Geography
- AP Macroeconomics
- AP Microeconomics
- AP Physics I
- AP Psychology
- AP Spanish Literature and Culture
- AP Statistics
- AP US Government
- AP U.S. History 10
- AP World History: Modern
- Calculus III - Multivariable
- Combined AP US Government / AP Comparative Politics
- Education Capstone
- Entrepreneurship Capstone
- French 5 / CIS French 1003
- French 6 / CIS French 1004
- German 4 / CIS German 1003
- German 5 / CIS German 1004
- Introduction to Aeronautics
- Introduction to Engineering Design
- Keyboarding
- Principles of Engineering Capstone
- Spanish 5 / CIS Spanish 1003
- Spanish 6 / CIS Spanish 1004
- Spreadsheets and Databases

c. Capstone Completion through the Inspired Journey Program

Students who have earned credit in a Pathway Capstone course through the Inspired Journey program. The table below details the Pathway Capstone courses offered in grades 9-12 during the ~~2023-2024~~ 2024-2025 school year.

Pathway	Pathway Capstone Courses in 2023-2024 2024-2025
Business & Management	Entrepreneurship; Integrated Marketing & Analytics; Leadership and Management Internship
Human & Public Service	Education Capstone; Civics in ACTION; Artificial Intelligence (EPO) Public Policy and Artificial Intelligence
Natural & Applied Science	Science Research & Design; Biomedical Internship: CNA
Engineering, Technology & Manufacturing	iOS App Development; Advanced Woodcrafting ; Principles of Engineering; Aeronautics
Communication & Arts	Multimedia Story Production Art; Media and Communication; Professional Music

	Performance; Writing/Illustrating for Publication
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Targets:

Graduation Rates: Targets for ~~2023-2024~~ 2024-2025

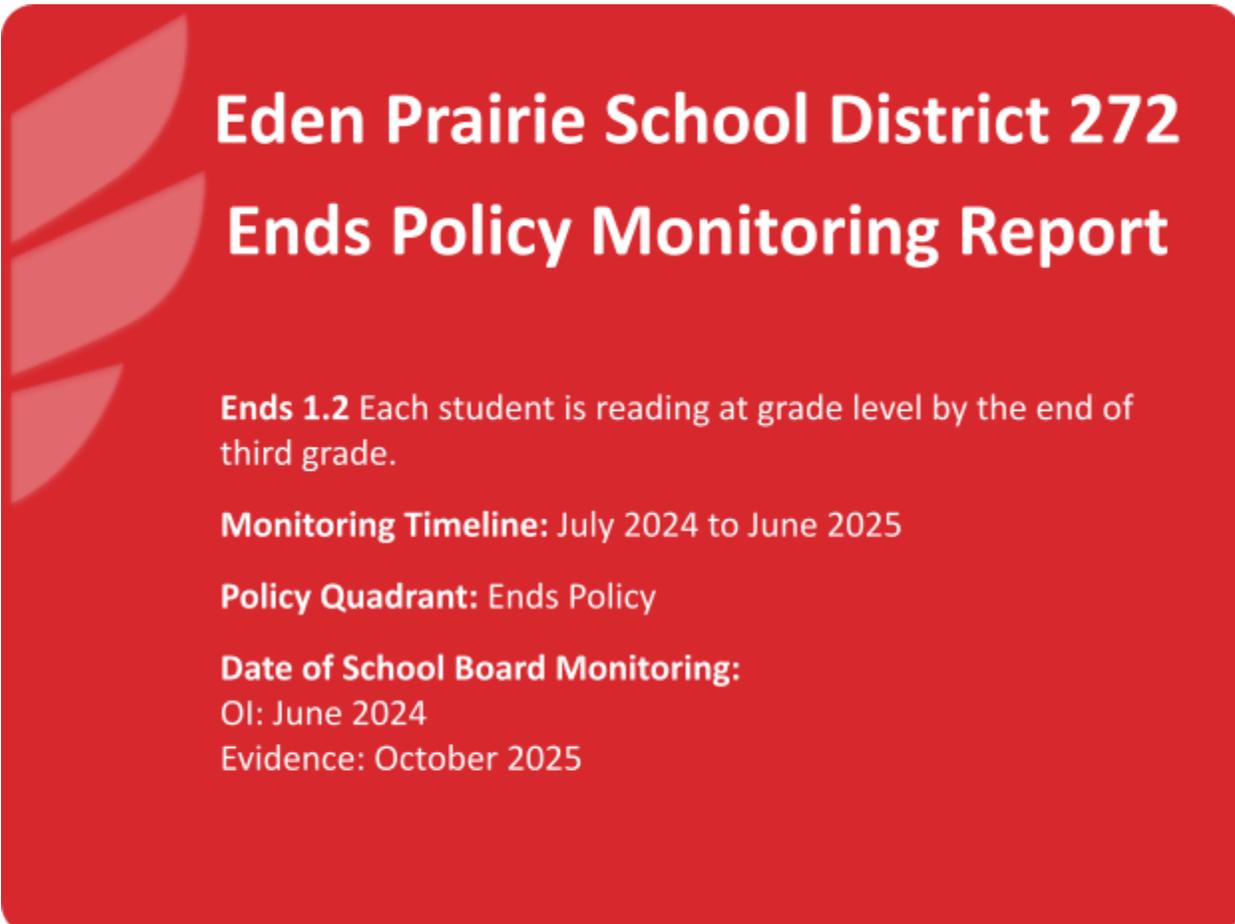
- 4-year graduation rate: 95%
- 7-year graduation rate: 97%

Academically Prepared for Opportunities after High School: Target for ~~2023-2024~~ 2024-2025

- 75% ~~80%~~ of 12th grade students will achieve at least one of the three indicators of post-secondary readiness.

Evidence:

<p>Policy Monitoring FOR BOARD USE ONLY</p> <p>Board policy monitoring motions:</p> <ul style="list-style-type: none">● Operational Interpretation is/is not reasonable.● Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.● Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.
<p>Statement of Assertion</p>
<p>Board Member's Summarizing Notes/Comments</p>



Eden Prairie School District 272

Ends Policy Monitoring Report

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

Monitoring Timeline: July 2024 to June 2025

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 2024

Evidence: October 2025

Operational Interpretation:

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

Justification:

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

Each Student Is Reading by 3rd Grade

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

Eden Prairie Schools' System of Assessment:

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

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

Citations:

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

Measurement Plan:

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

Proficient in Two of Three Aligned Reading Assessments:

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

(1 of 3) (Summative) Minnesota State MCA/MTAS Assessments

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

MCA/MTAS Student Achievement Levels (according to MDE Statewide Testing, n.d.):

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

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

(2 of 3) (Interim) FastBridge aReading Universal Screener/Benchmark Assessment

The FastBridge aReading assessments are based on 10+ years of research built upon the recommendations of the National Reading Panel (2000). The FastBridge reading assessment aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from

the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been cross validated with the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6. aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps.

FastBridge aReading Student Reading Achievement Levels include:

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

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

(3 of 3) (Interim) FastBridge CBM-R Oral Reading Fluency Universal Screener/Benchmark Assessment

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

FastBridge CBM-R Student Reading Achievement Levels include:

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

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

Citations:

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

Targets:

Proficient in Two of Three Aligned Reading Assessments: Target for 2023-2024 2024-2025

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

Evidence:

Policy Monitoring FOR BOARD USE ONLY

Board policy monitoring motions:

- Operational Interpretation is/is not reasonable.
- Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.
- Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.

Statement of Assertion

Board Member's Summarizing Notes/Comments



Eden Prairie School District 272

Ends Policy Monitoring Report

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

Monitoring Timeline: July 2024 to June 2025

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 2024

Evidence: October 2025

Operational Interpretation:

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools and for whom data exists. *Each* also indicates that achievement disparities will not be predictable *between* racial groups and *within* service student groups.
2. I interpret *district growth expectations* to be at least a year's growth in a year's time for students at or above grade level. For students performing below grade level expectations, I interpret this as greater than one year's growth in one year's time. I interpret *not limited to* as including business, fine or applied arts, health, physical education, social studies, technology, and world language.
3. I interpret *proficiency expectations annually in, but not limited to language arts, math, and science*, for each student identified at or above proficiency as measured by content area assessments in English language arts, math, and science.

Justification:

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

Each Student Achieves Growth and Proficiency Expectations Annually

In Eden Prairie, we know that each student must possess strong skills in English language arts, math, and science in order to excel in all other academic areas. In addition to English language arts, math, and science, it is our goal that all students will perform at or above grade level in all content areas, including business, fine or applied arts, health, physical education, social studies, technology, and world language. Measuring the academic achievement of the Minnesota and national standards in these content areas is as important as determining proficiency in the Minnesota Standards in English language arts, math, and science.

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

Eden Prairie Schools' System of Assessment

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

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

- **Interim Assessments:** Evaluate where students are in their learning progress and determine whether they are on track to perform well on future assessments, such as high-stake summative assessments or end-of-course exams. Interim assessments are administered periodically during a course or school year (e.g., three times a year) and are administered separately from the process of instructing students. These assessments provide information regarding a student’s learning trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards), as well as the progress towards those targets (Great Schools Partnership, 2013). Universal screeners are one example of interim assessments, and universal screeners can be used to indicate proficiency at a particular grade and time point. [Another example of an interim assessment is the PreACT which can be used to predict how a 10th grader will do on the ACT as an 11th or 12 grader.](#)
- **Formative Assessments:** Any assessment-collected evidence used to make instructional adjustments, such as progress monitoring assessments and diagnostic assessments.
- **Growth:** For students achieving at or above grade level expectations, at least one year’s growth in one year’s time is required to maintain grade level proficiency. For students performing below grade level, instructional delivery must be modified to ensure they demonstrate more than one year’s-growth in one year’s time in order to “catch up” and meet grade level expectations by the end of the school year. Greater than one year’s growth in one year’s time is called aggressive or accelerated growth.

Citations

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

Measurement Plan:

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

(Summative) Proficiency Assessed by the Minnesota State MCA/MTAS Assessments for Elementary and Middle School

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

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

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

MCA/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, 2023):

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

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

The proportion of students who opt-out or refuse to take the MCA/MTAS assessments at the high school level is high. This decreases the reliability of MCA/MTAS results for grade 10 reading, grade 11 math, and post-biology science in Eden Prairie Schools.

Growth Assessed by the PreACT and ACT for High School

Eden Prairie Schools provides all 11th grade students the opportunity to take the ACT and all 10th grade students an opportunity to take the PreACT. The ACT and PreACT are offered during the standard school day at no cost to the student. Students may take the ACT multiple times throughout high school and typically do so in their 11th and 12th grade years.

Purposes of the ACT:

- College-entrance exam
- Assist students with college and career planning
- Guide students toward college and career readiness

Purposes of the PreACT:

- Predict how students are likely to do on the ACT as an 11th or 12th grader
- Help students consider their options for life after high school
- Help students plan their future course schedules to prepare them for college

The results of the ACT and the PreACT include subject scores and college-readiness benchmarks in the areas of English, Math, Reading, and Science. A composite score and college-readiness benchmark is also

generated from these four subject areas. Students who take the PreACT as 10th graders will receive a predicted score range for how they are likely to do on the ACT as an 11th or 12th grader. A student meeting or exceeding their predicted ACT score indicates the student is on-track and making expected progress.

Subject	PreACT Benchmark (1-35)	ACT Benchmark (1-36)
English	19	18
Math	19	22
Reading	21	22
Science	17	23
Composite	19	21

Students who take the PreACT as a 10th grader and later meet or exceed their predicted ACT score are considered to be learning on-track.

(Interim) Proficiency Assessed by Grades Based on Classroom Assessments

Other curriculum areas include business, fine or applied arts, health, physical education, social studies, technology, and world language. Students are measured in grades 6-12 through classroom assessments to indicate proficiency levels met through a grade-based system. These classroom assessments are aligned to the MN state standards and/or identified national standards.

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

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

Growth Assessed by FastBridge Universal Screener/Benchmark Assessments

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

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

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

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

FastBridge Student Growth Achievement Levels:

- Aggressive Growth: more than one year's growth in one year's time
- Typical Growth: one year's growth in one year's time
- Modest Growth: less than one year's growth in one year's time
- Flat Growth: flat or negative growth in one year's time

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

Growth Assessed by Minnesota State ACCESS for ELLs (ACCESS)/Alternate ACCESS for ELLs

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

The achievement levels on the ACCESS and Alt ACCESS are evaluated for each domain, as well as a composite score of these domains, using the scale below. Students reach proficiency in English in three ways: (1) achieving a composite score of 4.5 or greater *and* achieving scores 3.5 or greater in all four

domains on the ACCESS/Alt ACCESS; (2) achieving a composite score of 4.5 or greater *and* achieving scores 3.5 or greater in three of four domains on the ACCESS/Alt ACCESS *and* meeting additional criteria defined by MDE; or (3) special considerations showing English proficiency through other qualifying assessments.

ACCESS/Alt ACCESS Achievement Levels:

- Level 6: Reaching
- Level 5: Bridging
- Level 4: Expanding
- Level 3: Developing
- Level 2: Emerging
- Level 1: Entering

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

Citations:

- Center on Multi-Tiered System of Supports at the American Institutes for Research (2021). "Academic Screening Tools Chart | Center on Multi-Tiered Systems of Support." *Academic Screening Tools Chart*. <https://mtss4success.org/resource/academic-screening-tools-chart>.
- Minnesota Department of Education (n.d.). "Statewide Testing." *Minnesota Department of Education*. <https://education.mn.gov/mde/fam/tests/>.
- National Governors Association Center for Best Practices & Council of Chief State School Officers (2010). "Common Core State Standards." Washington, DC.
- Minnesota Department of Education (n.d.). "Progress Toward English Language Proficiency." *Minnesota Department of Education*. <https://www.swsc.org/cms/lib/MN01000693/>.
- ACT (n.d.). "College and Career Readiness." <https://www.act.org/content/act/en/students-and-parents.html>.

Targets:

Proficiency Assessed by the Minnesota State MCA/MTAS Assessments: Targets for ~~2023-2024~~ 2024-2025

- The percentage of students (grades 3-8, ~~10~~) proficient in reading will increase two percentage points from the results of the previous year.
- The percentage of students (grades 3-8, ~~11~~) proficient in math will increase two percentage points from the results of the previous year.
- The percentage of students (grades 3-8, ~~HS~~) proficient in science will increase two percentage points from the results of the previous year.

Growth Assessed by the PreACT and ACT for High School: Target for 2024-2026

- 80% of 12th grade students who have completed the PreACT assessment as a 10th grader will meet or exceed their anticipated scores on the ACT.

Proficiency Assessed by Grades Based on Classroom Assessments: Targets for ~~2023-2024~~ 2024-2025

- The average GPA across each curriculum area of business, fine or applied arts, health, physical education, social studies, technology, and world language will increase by 0.1 from the previous year.

Growth Assessed by FastBridge Universal Screener/Benchmark Assessments: Targets for ~~2023-2024~~ 2024-2025

- 40% of students (grades K-5) below grade level in reading will achieve aggressive growth from fall to spring.
- 40% of students (grades K-5) below grade level in math will achieve aggressive growth from fall to spring.

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

Growth Assessed by Minnesota State ACCESS/Alt ACCESS: Targets for ~~2023-2024~~ 2024-2025

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

Evidence:

<p>Policy Monitoring FOR BOARD USE ONLY</p> <p>Board policy monitoring motions:</p> <ul style="list-style-type: none">● Operational Interpretation is/is not reasonable.● Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.● Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.
<p>Statement of Assertion</p>
<p>Board Member's Summarizing Notes/Comments</p>



Eden Prairie School District 272

Ends Policy Monitoring Report

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

Monitoring Timeline: July 2024 to June 2025

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 2024

Evidence: October 2025

Operational Interpretation:

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

Justification:

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

Each Student Exceeds MN Graduation Requirements

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

Each Student Receives a Broad-Based Education

Developing a broad-based education requires extensive study, practice, and thinking in the areas of math and English language arts, in addition to other content areas. Students must have opportunities to read, write, listen, and speak with an authentic purpose and audience. In doing so, students develop the ability to use broad communication/language skills expressively, informatively, and analytically across all content areas. ~~In Eden Prairie Schools, we use a talent development model from elementary to middle to high school that fosters student engagement with rigorous and authentic coursework, thereby ensuring each student receives a broad-based education.~~

~~Examples of opportunities for at the high school level for students to engage in a broad array of rigorous coursework include Post-Secondary Enrollment Opportunities (PSEO), concurrent college enrollment such as world language courses through College in the Schools, Advanced Placement (AP) courses, and career and technical education (CTE) courses. High school students may also earn the Minnesota World~~

Language Proficiency Certificate and Bilingual and Multilingual Seals as an official recognition by the state of Minnesota for proficiency in a language in addition to English.

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

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

In conjunction with talent development throughout all levels, Students can discover their passions and interests through broad-based educational opportunities in the Inspired Journey program. Inspired Journey programming provides authentic learning opportunities for students to discover, explore, and pursue potential future careers. Learning experiences K-12 are clustered across five Pathways that allow students to make connections for deeper learning. Ultimately, students are better able to prepare for their next phases of life.

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

In addition to authentic and rigorous learning through Inspired Journey programming, student participation in extracurricular activities contribute to a broad-based education. Select clubs and activities align to a Pathway and can contribute credit towards a student's completion of a Pathway.

Measurement Plan:

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

Exceeding Minimum Graduation Requirements Assessed by Course Enrollment Credits

- Graduating students who earn greater than 54 credits, above and beyond, Minnesota state minimum graduation requirements.

Talent Development Assessed by Targeting Programming and Coursework **Experiencing an Inspired Journey of Discovery, Exploration, and Pursuit**

Elementary

- ~~Percentage of students in grades 3-5 in elementary Gifted & Talented Programming (i.e., Young Scholars, Key, Mosaic)~~
- ~~Percentage of Students participating in Inspire Choice~~ **Participation in Discovery groups**
- **Exposure to multiple Pathways within the same year**
- ~~Number of students~~ **Completion of Steppingstone projects**
- **Student engagement with an industry professional or site visit**
- Student engagement in ~~Inspire Choice~~ **Discovery groups** collected through survey questions

Middle

- ~~Percentage of students earning credit in one or more enriched, honors, or advanced course~~
- Average GPA for Pathways Exploration courses
- **Completion of Milestone projects**
- Student engagement in Pathway Exploration courses collected through survey questions
- **Student engagement with an industry professional or site visit**

High

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

The tables below detail the Pathway Exploration courses offered in grades 6-8 and the Pathway Capstone courses and ~~qualifying~~ **Pathway-aligned** extracurricular activities offered in grades 9-12 during the ~~2023-2024~~ **2024-2025** school year. **Other clubs and activities at the high school level are not explicitly listed below if they are not specifically aligned to a Pathway.**

GRADES 6-8	
Pathway	Pathway Exploration Courses in 2023-2024 2024-2025
Business & Management	Pathways to Business (Gr 6); Entrepreneurship (Gr 7); Personal & Business Career Literacy (Gr 7); Personal & Business Leadership & Management (Gr 8); Personal & Business Financial Literacy (Gr 8)
Human & Public Service	Note: This area is under focused development for 23-24. Social Studies (6) ; Key Scholars Social Studies (6) ; Key Spanish Social Studies (6) ; Social Studies (7) ; Advanced Social Studies (7) ; Social Studies (8) ; Advanced Social Studies (8)
Natural & Applied Science	Note: This area is under focused development for 23-24. Science (6) ; Advanced Science (6) ; Science (7) ; Advanced Science (7) ; Science (8) ; Advanced Science (8)
Engineering, Technology & Manufacturing	Pathways to Engineering & Technology (Gr 6); Designers & Makers (Gr 7); GreEngineering (Gr 7); Coding & Robotics (Gr 8); Design, Model & Make (Gr 8)
Communication & Arts	Digital Media Arts (Gr 6); Theater Arts (Gr 6); Visual Arts Experience (Gr 6); Art, Media & Culture (Gr 7); Drawing and Painting (Gr 7); Theater Arts (Gr 7); 3D Visual Arts (Gr 8); Theater Arts (Gr 8); Visual Arts & Identity (Gr 8)

GRADES 9-12		
Pathway	Pathway Capstone Courses in 2023-2024 2024-2025	Qualifying Pathway-Aligned Extracurricular Activities in 2023-2024 2024-2025
Business & Management	Entrepreneurship; Integrated Marketing & Analytics	DECA; Computer Science Honors Society; Student Council
Human & Public Service	Education Capstone; Civics in ACTION; Artificial Intelligence (EPO)	Dare 2 Be Real; Student Council; Best Buddies; HOSA; KEY club; Connect 9
Natural & Applied Science	Science Research & Design; Aeronautics	Math Team; Robotics; Science Olympiad; HOSA
Engineering; Technology & Manufacturing	iOS App Development; Advanced Woodcrafting; Principles of Engineering	Computer Science Honor Society; Math Team; Robotics; Science Olympiad; Quiz Bowl
Communication & Arts	Multimedia Story Production	Speech; Fall Musical; Winter Guard; Marching Band; Jazz Band; Chamber Winds; Chamber Orchestra; Chamber Choir; Y's Act

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

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

Targets:

Exceeding Minimum Graduation Requirements: Targets for ~~2023-2024~~ 2024-2025

- 90% of seniors will graduate with more than 54 credits

Talent Development: Targets for ~~2023-2024~~ 2024-2025

Elementary

- ~~25% of students in grades 3-5 will participate in Gifted & Talented Programming~~
- 100% of students will participate in Discovery **groups** (formerly Inspire Choice) programming
- **65% of students will have exposure to multiple Pathways within the same year**
- ~~Baseline data will be collected for the number of students completing a Steppingstone project~~ **100% of 5th grade students will complete a Steppingstone project**
- **Baseline: Student engagement with an industry professional or site visit**
- ~~Baseline data will be collected for student engagement in Inspire Choice~~ **Student engagement in Discovery groups collected through survey questions will increase 2 percentage points from 23-24 results**

Middle

- ~~40% of students in grades 6-8 will earn credit in one or more enriched, honors, or advanced course~~
- ~~Baseline data will be collected for the average GPA for Pathways Exploration courses~~ **will increase 0.1 from 23-24 results**

- Baseline: 8th grade students will complete a Milestone project
- Baseline: Student engagement with an industry professional or site visit
- ~~Baseline data will be collected for student engagement in Pathway Exploration courses~~
Student engagement in Pathway Exploration courses collected through survey questions will increase 2 percentage points from 23-24 results

High

- ~~45% of students will earn credit in one or more college-level course~~
- ~~Baseline data will be collected for the average GPA for Pathways Capstone courses~~ will increase 0.1 from 23-24 results
- ~~Baseline data will be collected for the number~~ 10% of 12th grade students will complete a Pathway (10 credits)
- 100% of students in Capstone courses will engage with an industry professional or site visit
- ~~Baseline data will be collected for student engagement in Pathway Capstone courses~~
Student engagement in Capstone courses collected through survey questions will increase 2 percentage points from 23-24 results
- ~~Baseline data will be collected for student participation in extracurricular activities that are aligned with Pathways~~ will increase by 2 percentage points from 23-24

Evidence:

Policy Monitoring FOR BOARD USE ONLY

Board policy monitoring motions:

- Operational Interpretation is/is not reasonable.
- Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.
- Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.

Statement of Assertion

Board Member's Summarizing Notes/Comments



Eden Prairie School District 272

Ends Policy Monitoring Report

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

Monitoring Timeline: July 2024 to June 2025

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 2024

Evidence: October 2025

Operational Interpretation:

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

Justification:

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

Each Student Has 21st Century Skills

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

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

Collaboration

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

Communication

Students will use effective interpersonal skills to build positive relationships and promote collaborative learning, including being able to communicate interactively and effectively to support individual learning and contribute to the learning of others. Students will communicate effectively in diverse environments showing cultural understanding and global awareness.

Creativity

Students will be able to think creatively and develop new, worthwhile ideas. Learners will work creatively with others as they develop, implement, and communicate new ideas. Students will demonstrate the courage to explore, while viewing failure as an opportunity to learn.

Critical Thinking

Students will be able to collect, assess, and analyze relevant information. Learners will be able to identify, define, and solve authentic problems and reflect critically on learning experiences, processes, and solutions.

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

Each Student Has the Skills Needed to Succeed in the Global Economy

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

Citations:

- Partnership for 21st Century Learning - <http://www.p21.org/>.
- EdLeader21 - <http://www.edleader21.com/>.
- ISTE - Essential Elements of Digital Citizenship
<https://www.iste.org/standards/iste-standards-for-students>
- Personal Goal Setting - AVID - http://www.avid.org/dl/hed/hed_reviewofliterature.pdf.

Measurement Plan:

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

4Cs Proficiency Assessed through Proficiency Scales

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

Eden Prairie's Proficiency Scales:

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

4Cs Assessed through Student Self-Assessment

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

Self-Direction and Personal Motivation Assessed through Goal Setting

Students will set personal and academic goals and/or make an academic plan.

Targets:

4Cs Proficiency: Targets for ~~2023-2024~~ 2024-2025

- 80% of students will be proficient in the area of collaboration
- 80% of students will be proficient in the area of communication
- 80% of students will be proficient in the area of creativity
- 80% of students will be proficient in the area of critical thinking

4Cs Assessed through Student Self-Assessment: Targets for ~~2023-2024~~ 2024-2025

- ~~Baseline data will be collected for student self-assessment on the 4Cs in high school Pathways Capstone courses~~
- Students in Capstone courses will increase their self-assessment on the 4Cs by 5 percentage points from the beginning of the course to the end of the course

Self-Direction and Personal Motivation Assessed through Goal Setting: Targets for ~~2023-2024~~ 2024-2025

- 90% of elementary and middle school students will set personal and academic goals
- 90% of high school students will create a graduation plan through an academic planner tool

Evidence:

Policy Monitoring FOR BOARD USE ONLY
Board policy monitoring motions: <ul style="list-style-type: none">● Operational Interpretation is/is not reasonable.● Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.● Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.
Statement of Assertion
Board Member's Summarizing Notes/Comments



Eden Prairie School District 272

Ends Policy Monitoring Report

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

Monitoring Timeline: July 2024 to June 2025

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 2024

Evidence: October 2025

Operational Interpretation:

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

Justification:

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

Each Student Is a Knowledgeable Citizen and Resident

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

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

Learning to become a **safe, kind, responsible, and** respectful citizen of a school community will contribute towards each student becoming a citizen who contributes positively in their local, national, and global community. Daily interactions among students should be characterized as respectful of one another regardless of ethnicity, race, gender, political beliefs, social philosophies, or other characteristics and opinions.

As with academic achievement, student and staff feedback around citizenship are key metrics. By gathering and acting on student feedback, we foster a sense of ownership, motivation, and responsibility for students' own learning. Student voice also helps us gain valuable insights into students' needs, interests, and aspirations, leading to more personalized and relevant educational experiences.

Ultimately, student engagement feedback cultivates a positive and inclusive learning environment where students feel heard, respected, and valued as active contributors to their own education. Similarly, staff perceptions on the respectful and responsible behavior of students provide an essential perspective of respectful and responsible behavior throughout a school.

Citations:

- Minnesota Learning Law and Democracy Foundation - <http://www.legacy.leg.mn/MN-Civics-Questions.pdf>.
- U.S. Citizenship and Immigration Services - <https://www.uscis.gov/>.
- ISTE Areas of Focus (n.d.). "ISTE Standards: Students." *ISTE*. <https://www.iste.org/standards/iste-standards-for-students>.

Measurement Plan:

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

Civics Assessed by the MN Civics Test and Civics/Government Coursework

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

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

Responsible and Respectful Behavior Assessed through Report Card Standards

~~Students in grades K-5 will be assessed on responsibility and respectful behavior under the personal management report card standards.~~

Safe, Kind, Responsible, and Respectful Behavior Assessed through Student Self-Assessment

Students in grades K-12 will respond to grade-banded surveys created by Eden Prairie Schools students, teachers, and administrators that capture student feedback on whether they perceive their classrooms to be safe, kind, and responsible.

Safe, Kind, Responsible, and Respectful Behavior Assessed through Staff Assessment

Staff will use a custom survey created by Eden Prairie Schools that aligns with the student self-assessment survey to evaluate staff perceptions of student **safe, kind, responsible, and** respectful behavior.

Digital Citizenship Assessed by Proficiency Scales

Student proficiency of digital citizenship is measured through performance assessments embedded into content area assessments. Proficiency scales assess students' knowledge of the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. Topics for teaching,

learning, and assessment include: digital identity management, safe online behaviors, rights and responsibilities in using and sharing intellectual property, and management and security of personal data.

Eden Prairie's Proficiency Scales:

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

Targets:

Civics: Targets for ~~2023-2024~~ 2024-2025

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

~~Responsible and Respectful Behavior Assessed through Report Card Standards: Targets for 2023-2024~~

- ~~75% of elementary students will receive a Proficient score on the end of the year report card for respectful behavior~~
- ~~75% of elementary students will receive a Proficient score on the end of the year report card for responsible behavior~~

Safe, Kind, Responsible, and Respectful Behavior Assessed through Student Self-Assessment: Targets for ~~2023-2024~~ 2024-2025

- ~~Baseline data will be collected for student self-assessment on respectful and responsible behavior~~
- Favorable responses of students' self-assessment on safe, kind, and responsible behavior will increase by 5 percentage points from the beginning of the year to the end of the year

Safe, Kind, Responsible, and Respectful Behavior Assessed through Staff Assessment: Targets for ~~2023-2024~~ 2024-2025

- ~~Baseline data will be collected for staff assessment on respectful and responsible behavior~~
- Favorable responses of staff assessment on students' safe, kind, and responsible behavior will increase by 5 percentage points from the beginning of the year to the end of the year

Digital Citizenship: Target for ~~2023-2024~~ 2024-2025

- 80% of students will be proficient in the area of digital citizenship

Attendance Rate: Target for ~~2023-2024~~ 2024-2025

- ~~The attendance rate will be 95% or above for all schools.~~
- The percentage of chronically absent students will be 15% or less

Evidence:

Policy Monitoring FOR BOARD USE ONLY

Board policy monitoring motions:

- Operational Interpretation is/is not reasonable.
- Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.
- Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.

Statement of Assertion

Board Member's Summarizing Notes/Comments

Resolution of Acceptance of Donations

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

Eden Prairie High School

- Donation of \$100,000.00 from Foundation for Eden Prairie Schools (FEPS), Eden Prairie, MN – funds to be used for the Emerging Technology Lab

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

1. Human Resources – Cabinet
 - a. New Hires
 - b. Change in Assignment
 - c. Resignation/Retirements
2. Human Resources – Principals
 - a. New Hires
 - b. Change in Assignment
 - c. Resignation/Retirements
Monson, Aaron - Elementary Associate Principal, Oak Point Elementary, effective 6/28/2024
3. Human Resources – Administrative/Supervisory/Technical (AST)
 - a. New Hires
Grams Farkas, Tiffany - Early Learning Coordinator, Community Education, effective 7/1/2024
 - b. Change in Assignment
Barnhart, Bryan - From Transportation Coordinator to Director of Transportation, Transportation, effective 6/3/2024
Stage, Danielle - From Instructional Excellence Coordinator, 1.0 FTE, Forest Hills Elementary to Coordinator of PreK-12 Literacy, 1.0 FTE, Administrative Services Center, effective 7/1/2024
Zauhar, Koraida - From Grade 2 Teacher, 1.0 FTE, Eagle Heights Spanish Immersion to Instructional Excellent Coordinator, 1.0 FTE, Eagle Heights Spanish Immersion, effective 7/1/2024.
 - c. Resignation/Retirements
Bormann, Brock - Director of Youth Programs, Community Education, effective 6/28/2024
4. Human Resources – Eden Prairie Supervisors & Specialists (EPSS)
 - a. New Hires
Losey, Jenna - Human Resources Staffing Coordinator, Administrative Services Center, effective 7/1/2024
 - b. Change in Assignment
 - c. Resignation/Retirements
Mitchell, Brandon - Multimedia Storyteller, Administrative Services Center, effective 6/28/2024
5. Human Resources – Licensed Staff
 - a. New Hires/Rehires
Boxum Peggy - Grade 1 Teacher (Long Term Substitute), 1.0 FTE, Prairie View Elementary, effective 4/11/2024 -6/7/2024
Conley, Jacob - Social Studies Teacher, 1.0 FTE, Central Middle School, effective 8/26/2024
Draeger, Lindsey - AVID Elective Teacher, 1.0 FTE, Eden Prairie High School, effective 8/26/2024
Goltz, Nathan - Grade 4 Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/26/2024

SUPERINTENDENT CONSENT AGENDA

Hedges, Chatham - Social Studies Teacher, 1.0 FTE, Central Middle School, effective 8/26/2024

Kammuller, Inga - Social Studies Teacher, 1.0 FTE, Central Middle School, effective 8/26/2024

Leiva, Cynthia - School Counselor, 1.0 FTE, Eden Prairie High School, effective 8/26/2024

Martinez, Danice - Elementary Education Teacher, Spanish Speaking, Eagle Heights Spanish Immersion, effective 8/26/2024

Merrell, Andrea - Early Childhood Special Education Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/26/2024

Rose, Megan - English Teacher, 1.0 FTE, Central Middle School, effective 8/26/2024

b. Change in Assignment

Doran, Judith - From Director of Early Childhood & Early Childhood Special Education, to Speech Language Pathologist, 1.0 FTE, due to position elimination of the director role, effective August 23, 2024

Smith, Tracy - Increasing FTE from .625, World Language - Spanish Teacher at District Wide, to 1.0 FTE World Language - Spanish Teacher at Prairie View Elementary, effective 8/26/2024

c. Resignation/Retirements

Davis, Traci - Special Education Teacher, 1.0 FTE, Prairie View Elementary, effective 6/7/2024

Gajdostik, Eric - Business Teacher, Eden Prairie High School, effective 6/7/2024

Gallagher, Hannah - Special Education Teacher, 1.0 FTE, Eden Prairie Elementary, effective 6/7/2024

Koehn, Jessie - Preschool Teacher, .906 FTE, Community Education, effective 6/7/2024

Pashina, Teresa - Special Education Teacher, 1.0 FTE, TASSEL, effective 6/7/2024

Salley, Emily - Special Education Teacher, 1.0 FTE, Prairie View Elementary, effective 6/7/2024

Waring, Christine - Preschool Teacher, .387 FTE, Community Education, effective, 6/7/2024

Windschitl, Nicolas - Kindergarten Teacher, 1.0 FTE, Prairie View Elementary, effective, 6/7/2024

d. Leaves

6. Human Resources - Classified Staff

a. New Hires/Rehires

BUILDING SERVICES

Crandell, Steven - Day Custodian, Prairie View Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 6/26/2024

Montecillo Jimenez, Alexis - Custodian, Non-licensed, Night, Eden Prairie High School, 8 hours/day, 5 days/week, 260 days/year, effective 5/28/2024

CLASS

FOOD SERVICE

MSEA

PRESCHOOL TEACHERS

TRANSPORTATION

Benbow, Christopher - Bus Driver, Transportation, 5.55 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

SUPERINTENDENT CONSENT AGENDA

b. Change in Assignment

BUILDING SERVICES

CLASS

Behrens, Chad– from Eagle Zone Special Education Paraprofessional, Forest Hills Elementary to, Eagle Zone Program Lead, Prairie View Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 6/10/2024

FOOD SERVICE

El Moustafi, Nadia– Food Service Assistant, Forest Hills Elementary, 4.5 hours/day, 5 days/week, 178 days/year, effective 5/23/2024

MSEA

PRESCHOOL TEACHERS

TRANSPORTATION

c. Resignation/Retirements

BUILDING SERVICES

Gonzalez, Antonio - Custodian, Non-Licensed, Night, Eden Prairie High School, effective 5/30/2024

Leon Delgado, Ricardo - Custodian, Non-Licensed, Night, Eden Prairie High School, effective 6/4/2024

COACHES

FOOD SERVICE

MacTaggart, Cristina– Food Service Assistant, Eden Prairie High School, effective 6/6/2024

Stevens, Jennifer– Child Nutrition Manager, Eden Lake Elementary, effective 6/6/2024

MSEA

Burns, Carrie - Special Education Paraprofessional, Central Middle School, effective 6/6/2024

Cavilee, Brandon - Student Support Monitor, Central Middle School, effective 5/21/2024

Compton, Taylor - Student Support Monitor, Central Middle School, effective 6/6/2024

Moss, Sally - Special Education Paraprofessional, Prairie View Elementary, effective 6/6/2024

Satyanarayana, Uma– Lunchroom Paraprofessional and Eagle Zone Program Assistant, Oak Point Elementary, effective 6/6/2024

PRESCHOOL TEACHERS

TRANSPORTATION

Board Business

General Consent Agenda

Approval of Payments, all funds, May 2024

Check #420476-420830	\$2,052,519.81
Electronic Disbursements	\$ 7,850,592.39
TOTAL	\$ 9,903,112.20

Acknowledgment of Electronic Transfers May 2024

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
4/27/2023	PMA Financial	MNTrust	5.110%	5/24/2024	\$249,828.74
	PMA Financial	MNTrust			
	PMA Financial	MNTrust			
	PMA Financial	MNTrust			
	PMA Financial	MNTrust			

**EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: May-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	\$ 35,880,263	\$ 32,349,076	110.92%	115.31%
021-040	TUITION	128,033	130,000	98.49%	198.42%
041-089	FEES & ADMISSIONS	887,220	701,000	126.56%	149.55%
090-199	MISC REVENUE	1,729,105	1,846,000	93.67%	158.71%
200-399	STATE AID	93,842,866	98,720,241	95.06%	86.46%
400-499	FEDERAL PROGRAMS	126,245	6,278,100	2.01%	11.61%
600-649	SALES	90,392	50,000	180.78%	124.07%
		\$ 132,684,123	\$ 140,074,417	94.72%	90.11%
	CAPITAL OUTLAY	1,401,779	16,842,675	8.32%	1.71%
	STUDENT ACTIVITIES	2,270,008	1,880,000	120.75%	143.98%
	MEDICAL ASSISTANCE	283,274	290,000	97.68%	97.24%
	SCHOLARSHIPS	5,979	8,500	70.34%	58.94%
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	\$ 73,742,969	\$ 88,810,841	83.03%	80.54%
200	BENEFITS	22,647,665	28,249,378	80.17%	79.60%
300	PURCHASED SVCS	12,067,399	13,149,597	91.77%	89.19%
400	SUPPLIES & EQUIPMENT	5,082,858	5,149,984	98.70%	82.30%
800	OTHER EXPENSES	188,702	652,289	28.93%	30.58%
900	TRANSFERS & CONTINGENCY	-	37,384	0.00%	0.00%
		\$ 113,729,593	\$ 136,049,473	83.59%	80.92%
	CAPITAL OUTLAY	12,746,302	19,059,590	66.88%	69.61%
	STUDENT ACTIVITIES	2,111,835	1,880,000	112.33%	143.41%
	MEDICAL ASSISTANCE	189,308	286,361	66.11%	88.67%
	SCHOLARSHIPS	-	11,000	0.00%	0.00%
Expenditure Notes:					

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

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

Core Component: Career Advancement Options

Implementation

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

Yes

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

Impact

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

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

Q Comp coach/observers impact classroom instruction through job-embedded coaching. Each coach/observer has been trained in Cognitive Coaching and engaged in ongoing in-house monthly coaching workshops. Utilizing the Cognitive Coaching framework, coach/observers establish trusting relationships with teachers within an observation cycle. This relationship building helps inspire certified staff to continuously reflect on their practice in order to grow in their craft. Coach/observers approach each conversation through a lens of cultural proficiency and inspiration for each student within our

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

My observer shared several positive things about the way I teach and interact with my students. Many of these things I never really thought about. It was great to hear this feedback and it made me feel really good about how I do my job.

Talking through classroom management ideas with a peer coach (safe space). It was also very valuable to be affirmed and encouraged about the things that were going well in my classroom. We have very little opportunity to receive genuine positive feedback for our work and practice.

The feedback and ideas on how to improve my practice. Also, being able to share what I do in class.

The most valuable component is having a chance to be coached! I appreciate the time carved out for reflection, being able to ask for data to be collected on my behalf, and for a thinking partner on how to improve learning for my students.

The feedback and constructive criticism that is provided after the observation is complete. I always thrive off any suggestions on how to improve my classroom and work really hard to reflect/implement necessary changes.

I greatly value gaining perspectives outside my own classroom. When my peer observer is able to share other ideas they have seen and resources others have used, my own--and our school's--teaching is richer and more robust.

I appreciate the opportunity to share my concerns before and after and also having the observer lift things I didn't/don't see in my own teaching as strengths and areas for growth.

I appreciate when the observer shares their experiences and what they have learned from other teachers. Considering they get to see multiple people teach, they get to see some of the best teaching strategies! I love when they share what they see and what is working best for our students!

Our Professional Learning Community team leads impacted classroom instruction through the facilitation of professional learning collaborative team meetings. They lead data discussions regarding students' work and focus the teams on goal setting, common formative assessments and instructional strategies.

Professional Learning Community Team Leads provide common language at a site, continuity across grade levels, and clear communication between site administrators and licensed staff.

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

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Finally, team goals are reviewed and approved by the Q Comp Steering Committee which is chaired by the Q Comp Coordinator.

During the 2023-2024 school year, Professional Learning Community leads continued to guide grade-level teams in enhancing student growth and proficiency in math and reading. They supported teams by establishing and monitoring ongoing goals aligned with the site improvement plan (SIP). Additionally, leads and coach/observers collaborated to facilitate the regular use of data analysis protocols. This ongoing process involved designing, delivering, adjusting, and assessing instruction based on evolving evidence of student achievement, ensuring that all student groups reached their academic goals.

How did the work of teacher leaders impact student achievement?

A goal of the Q Comp coach/observer program is to enhance student achievement by improving teacher effectiveness. Q Comp coach/observers meet with all tenured teachers twice a year as part of the coaching process. During pre- and post-conference meetings, coach/observers facilitate reflective discussions based on student and teacher data they have collected. This data includes a detailed script of the observed lesson, incorporating dialogue, pictures, videos, sound bites, and sketched visuals. These student-centered discussions enable teachers to differentiate, plan, and analyze their results and effectiveness. Additionally, Q Comp coach/observers engage teachers in conversations about specific students in their classrooms. The script serves as a third point of data, providing statistical and anecdotal evidence for teachers to reflect on their teaching. Coach/observers also assist teachers in identifying evidence that demonstrates students achieved the learning targets and in determining key takeaways to share with their Professional Learning Community regarding the design, delivery, or assessment of the observed lesson.

In 2023-2024, the Q Comp team pursued growth in coaching practices by focusing on building capacity & understanding of culturally conscious practices in both coaching & instruction. This work translated into helping teachers plan engaging lessons, think critically about instruction and the use of data. These conversations specifically addressed the following high leverage coaching practices:

1. Intentional Planning for Rigor
 - Focus on student-led discussions and using formative data to inform instruction.
 - Coach/observers encourage teachers to elevate questions to higher levels of DOK questioning.
2. Post-Observation Conversations
 - Address student engagement.
 - Coach/observers engage in conversations with teachers around expanding their cultural competence both professionally and personally.
3. Charlotte Danielson Domain 3D: Using Assessment in Instruction
 - Reflect on how data is used to inform instruction and discuss these practices with staff.
4. Data Gathering Around Student Voices

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- Coach/observers collected data on student voices as part of their scripts. Teachers reflected on observed trends and were coached on incorporating more student voice in lesson planning and implementation.

- 5. Reflect on how data is used to inform instruction and discuss these practices with staff.
 - Discuss trends noted in observations, particularly those connected to professional development for multilingual students. Focus on supporting more academic talk opportunities through practices such as providing sentence frames, extending partner conversations, and other engagement strategies linked to Charlotte Danielson Domain 3B, 3C, and 2B. Teachers noted the key insight that "the one doing the talking is doing the learning."
- 6. Support for Multilingual Students
 - Coach/observers engaged in reflective conversations with teachers to encourage the use of visuals to accompany focal vocabulary words in the ELA, science and math curriculum to support all learners.

In addition to the coaching conversations, Professional Learning Community team leads continue to enhance instructional effectiveness by bringing student data to collaborative team meetings. These discussions focus on scaffolding lessons to ensure an entry point for each student. Student data and growth remain central to weekly Professional Learning Community discussions. Collaborative team leads also communicate data and goals to the site and steering committee.

Review Findings

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

Q Comp coach/observers and Professional Learning Community leads received training through asynchronous data lead modules and monthly meetings at each site. This included, but was not limited to:

- understanding the elements of effective Professional Learning Communities, and what action steps Professional Learning Communities do to create cultural shifts that will make a difference for student success
- finding ways to implement incremental change
- grow understanding of collaborative cultures in a Professional Learning Community
- revisit the 4 critical questions of a Professional Learning Community
 1. *What do we want students to know and be able to do?*

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2. How will we know?
3. What do we do if they don't learn it right away?
4. What if they already know it?

- build capacity as a Professional Learning Community that collaborates to have a clear understanding of what is essential for students to learn.

This learning was designed using chapters 1-5 of *Learning by Doing A Handbook for Professional Learning Communities at Work* by DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016) and *Learning by Doing: A Handbook for Professional Learning Communities at Work* (3rd ed.). Bloomington, IN: Solution Tree.

Q Comp coach/observers and Professional Learning Community leads participated in the learning series consisting of five asynchronous modules designed for both new and experienced Professional Learning Community Leads who believe in Eden Prairie's Core Value: Continuous learning is essential for personal fulfillment, opportunity and success. Educators new to the Professional Learning Communities or new Professional Learning Community teams will build a common understanding of strong Professional Learning Community practices, and educators experienced in Professional Learning Community work will strengthen professional practices that drive the work of a Professional Learning Community. The aim of these modules is to highlight the strengths and values that intentional Professional Learning Communities, committed to continuous improvement, focus on in and outside of the Professional Learning Community meetings.

In 2023-2024, Q Comp coach/observers and Instructional Coordinators participated in professional development once a month focused on building a deeper understanding of coaching practices. The overarching goal of the year included continued pursuit and growth in our coaching practices. The coaching workshop series was designed for coaches to grow in understanding culturally conscious practices and aligned to a monthly focus area:

- **October:** building an understanding of the three functions of coaching - offering support, creating cognitive challenges, and facilitating professional vision.
- **November:** developing a continuum of healthy and unhealthy coaching practices
- **December:** defining common coaching interactions: calibration, consulting, collaborating and coaching.
- **January:** growing in our understanding of coaching through the adult principles of learning.
- **February:** strengthening the coaching skills of pausing and listening.
- **March:** aligning coaching to our core values and attending to how this aligns with Eden Prairie Core values
- **April:** recognizing our own strengths, our coaching colleagues' strengths, and the strengths staff bring to a coaching cycle/relationship.
- **May:** how the integration of gratitude into coaching cycles can positively impact individuals engaging in a coaching relationship.

Q Comp observers newly hired in the 2023-2024 school year underwent an intensive eight-day Cognitive Coaching training. Additionally, the entire Q Comp observers team met monthly to maintain inter-rater

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reliability and support one another in navigating classroom scenarios. These meetings helped build a common understanding of what constitutes proficient and distinguished lesson components.

In 2023-2024, Q Comp Professional Learning Community team goals continued to emphasize increased rigor through the use of universal screener assessments (FastBridge), proficiency on assessment performance, and course grades (at secondary sites). These goals were aligned with each site's Strategic Improvement Plan (SIP) to support the district's strategic vision to ensure personalized and authentic learning. As we plan for the next year, we aim to continuously enhance support for our collaborative team leads, focusing on the Professional Learning Community process, data analysis, and leadership skills.

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

The Q Comp coach/observers receive peer coaching and meta-coaching and go through the same observation process as other educators. Coach/observers are evaluated on a specific coaching rubric from Charlotte Danielson. In addition, coach/observers receive feedback and evaluations from supervisors and building principals in the form of formative walk-throughs every year and summative evaluations every three years. At team Professional Learning Community meetings, the Q Comp team uses scripts and video lessons to evaluate and increase inter-rater reliability amongst its Coach/observers.

We always strive to continuously improve the support of our collaborative team leads around the Professional Learning Community process, data analysis and leadership skills. In 2023-2024, the district assessment team continued to use a Q Comp Goal Template with high rigor for Professional Learning Community goal setting, The assessment team and the Q Comp coordinator engaged in feedback loops with building principals, site IE teams, and Professional Learning Community supervisors holding Professional Learning Community leads and teams accountable for setting rigorous, yet achievable goals. The Q Comp team members supported Professional Learning Community leads with data analysis and instructional matches to help teams meet goals based on the 2023-2024 template. Due to feedback from the Q Comp Steering Committee, the Professional Learning Community goal template added goals to meet the needs of district elementary specialists and Eden Prairie High School certified staff. These changes allowed more certified staff to have rigorous goals that better aligned with the curriculum, grading practices, and instructional matches.

Recommendations

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

Looking ahead to the 2024-25 school year, our district will continue to leverage professional learning communities (PLCs) as an effective tool to strengthen teacher collaboration, goal setting, and data-driven improvement in student growth. We will maintain the three observation cycles per teacher and

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provide ongoing support for our new teachers through mentors and continuous learning opportunities.

This will be done in alignment with Eden Prairie's core values:

- Each person has intrinsic value.
- Each person has individual gifts, interests, and talents.
- Community benefits when each person contributes.
- Relationships flourish on a foundation of mutual trust and respect.
- Continuous learning is essential for personal fulfillment, opportunity, and success.

Each site in Eden Prairie remains committed to fostering strong partnerships with teacher leaders. Q Comp coach/observers and Professional Learning Community leads will continue to collaborate on building-wide goals to enhance collective efficacy. Q Comp coach/observers will participate in Site Instructional Excellence meetings, team lead meetings, Professional Learning Community lead meetings, and learning modules. This collaborative effort aims to help teachers contribute to the district mission, Site Improvement Plans, site goals, and Professional Learning Community goals, thereby positively impacting student achievement. Creating this unity fosters strong teacher efficacy and aligns with our district's strategic vision.

Core Component: Job-embedded Professional Development

Implementation

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

Yes

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

Impact

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

Teacher learning from both the collaborative teams and other jobs-embedded professional development activities resulted in teachers making meaningful choices about their instruction and assessment in class. The 2023-2024 school year district wide professional development focused on responsiveness, which stems from Eden Prairie's 2023-2028 Strategies and Strategic Results: *Authentic and Personalized Learning*. Professional learning also included many opportunities for voice and choice in the topics most meaningful to each staff member.

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Additionally, there has been a continued focus on multilingual learners (ML) district wide. This has resulted in an increase of professional development provided to teachers who support students identified as Multilingual. This learning was provided in collaboration with Dr. Amy Young a consultant from the Minnesota Department of Educations. Through this collaboration, teachers engaged in planning and preparation sessions that yielded professional development designed and delivered by teacher leaders at some of the elementary and secondary school sites. Additional professional development was provided in district-wide spaces for new staff and mentors as well as during breakout sessions for both elementary and secondary professional development days.

Staff provided positive feedback following these professional development opportunities. The data called for continued opportunities to strengthen what was learned through the content presented. Specific appreciation centered on having choice in what was most meaningful to teachers on the professional development days.

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

Sites have continued to implement Multi-Tiered Systems of Support (MTSS). Under the leadership of Professional Learning Communities (PLCs), there has been a renewed focus on the four critical questions of a Professional Learning Community : 1) What do we want students to know and be able to do? 2) How will we know if they learned it? 3) What do we do if they don't learn it right away? and 4) What if they already know it? Professional Learning Community discussions revolve around student learning data, analyzing student needs, and collaboratively planning to provide the right instructional match for individual students or groups. The data-to-action process has focused on FastBridge progress monitoring data, which has positively impacted students below benchmark. Students who were progress monitored and showed gains in their progress monitoring scores also improved on their benchmark assessments.

Review Findings

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

Under the leadership of Professional Learning Communities, there has been a renewed focus on the four critical questions of a Professional Learning Community: 1) What do we want students to know and be able to do? 2) How will we know if they learned it? 3) What do we do if they don't learn it right away? and 4) What if they already know it? Teachers, Professional Learning Community leads, and others use information from a universal screener (FastBridge) and other formative assessments to identify instructional goals and interventions. During weekly Professional Learning Community meetings, staff review progress monitoring data, identify ongoing student needs, and collaborate to adjust instruction to enhance student achievement.

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Additionally, Professional Learning Community Leads, Q Comp coach/observers, and site administrators together leveraged learning around cultural proficiency. Coach/observers continued engaging peers in conversations about how professional learning informs them about their own culture, the cultures of others, and the school's culture. By collaboratively leveraging the Tools of Cultural Proficiency and sharing responsibility, we will continue to strengthen our district goals. Educational gaps are closed through appropriate uses of cultural, linguistic, learning, and communication styles. In a culturally proficient organization, interactions with employees, clients, and the community are effective and meaningful. Therefore, Q Comp coach/observers, Professional Learning Community Leads, and site administrators remain committed to practices that create a culturally validating environment for both students and staff.

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

Professional Learning Community Leads continue to support their team members in triangulating. This collaborative work is done to ensure each learner is achieving at high levels. Elementary sites completed regular benchmark meetings for reading and math. The professional learning community meeting time is dedicated to looking at data around students at risk and determining individual or classwide instructional matches for reading and math.

In addition, teams regularly communicate with one another about effective teaching and learning strategies. For example, implementation of Collaborative Literacy facilitation techniques, developing higher rigor question prompts, cooperative structures, formative assessments, conferring as well as progress monitoring around conceptual, contextual, and procedural understanding in math are all examples of this work.

Recommendations

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

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

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

The Q Comp Steering Committee recommends continuing the observation model. The committee also has recommended moving to an updated version of the Danielson Framework. This recommendation was provided after the committee reviewed a side-by-side comparison of the 2013 and 2022 Danielson

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Frameworks. The committee concluded that the updated language is better aligned with Eden Prairie's core values, mission, strategic plan and the Cultural Proficiency framework.

Core Component: Teacher Evaluation

Implementation

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

2023-2024 - Yes

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

Impact

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

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

- What is the most valuable component of the observation/evaluation process for you?
- In what way(s) did the observation process impact your practice of equitable instruction?
- What is a component you would add or change about the current observation/evaluation process? Explain.

Teachers reported the impact on instruction and value they find in the observation/evaluation process.

This process helped me to visualize my work.

The Q comp process helped me to understand the process of every kid has different needs with the same expectations.

The Q Comp Observer/Coach gave advice on directing attention based on need and content success of students

Quite a bit of value. We redesigned our teams reading comprehension lessons to better reinforce helpful strategies students could use on the MCA's

It provided extra opportunities to continue to grow in my practice of equitable instruction as well as gave me new ideas on how to grow in my cultural competency.

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The Q Comp coach/observer gave me ideas for how to engage more different styles of learner

The Q Comp process certainly puts equitable instruction top of mind. I always plan to keep it there but I appreciate the added reminder.

Allowed me to have an outside perspective on the culturally relevant teaching practices that I have in place, and how they can still be improved.

Has helped me to develop stronger instructional skills in various rubrics of the Q-Comp layout.

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

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

This year I worked on making sure I was providing students with clearer expectations of outcomes for each lesson, and daily opportunities to reflect on their own progress.

My coach helped me implement (and share with my team) showing students the rubric that will be used to assess them before they complete the work that will be assessed. It is more equitable for each student to know exactly what is expected of them, so that they can strive to meet those expectations. It also makes the feedback on the assessment rubric more meaningful.

I was able to make sure all voices are heard equally

I was able to change some practices I had.

I was able to make sure I had specific students in mind before starting a lesson

Suggestions on ways to solve issues with my teaching methods were things I had not thought of and was able to implement to make my classroom a better environment.

Review Findings

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

Teachers reported, via the survey given by Q Comp coach/observers, that the observation/evaluation process assisted them in self-reflection and improved their instructional practice in several ways.

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Overall, staff highly value the collaboration and feedback from a peer observer and the guidance of reflective questioning to increase awareness and improve equitable instruction. The following responses come directly from educators throughout our K-12 system, Early Childhood, and TASSEL.

The feedback feels extra relevant since I am not necessarily trying anything new day-of... instead getting ideas from the observer on how I actually support students 1:1 and who they see needing extra support. I've been given several suggestions that I have implemented in my daily practice.

"Seeing" your instruction through another teacher's eyes.

Just talking about the lesson with my coach and sharing lesson ideas. Also, the pre-observation provides a time to get ideas from a colleague and grow.

Taking videos to be able to reflect on my teaching

The conversations of just being able to debrief about school in general and concerns questions I might have. I think that it is beneficial to have other opinions and outside eyes.

I felt good leaving conversations with my coach and the support made me feel successful.

The reflection and feedback was really helpful.

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

The collaboration among Q Comp coach/observers, instructional coaches, and coordinators has significantly strengthened and built capacity in coaching skills. Page 5 of this report provides a detailed outline of the 2023-2024 coaching workshop structure. Q Comp coach/observers and Instructional coaches and coordinators participated in monthly professional development sessions focused on deepening their understanding of coaching practices. The overarching goal for the year is the continued pursuit and growth in our coaching practices. Through this collaborative effort, we aim to leverage the Tools of Cultural Proficiency, further strengthening our district goals.

A common practice of the Q Comp observer team is to share coaching strategies and experiences with one another during Professional Learning Community meetings. This reflection builds a shared knowledge base for both new and returning observers. Observers new to their roles attended the 8-day Cognitive Coaching training which provided the entire team with a similar background in best practices and inter-rater reliability in order to provide quality coaching feedback to staff through the observation process. This included the use of lesson scripts to determine if components of the lesson according to the Danielson framework were unsatisfactory, basic, proficient, or distinguished. Observers also

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discussed classroom scenarios to help determine what constitutes proficient and/or distinguished lesson components.

Recommendations

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

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

During the 2024-2025 school year, the Q Comp Steering Committee has recommended the goal to update our observation rubrics to the 2022 version of the Danielson Framework. A proposed timeline and rollout will be developed by the Q Comp Steering Committee in collaboration with the Q Comp coach/observers and coordinator during the 2024-2025 school year.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

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

Yes

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

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

Yes

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

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? %

2023-2024: 67%

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

2023-2024: 98%

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

2023-2024: 99%

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

2023-2024: 93%

Is performance pay awarded for another area (besides school wide goals, measures of student achievement and observation/evaluation results)?

No

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

NA

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

2023-2024: 98%

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

2023-2024: 99%

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

2023-2024: 93%

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Factors considered in all above data included: Not marked proficient in Danielson Domains, did not complete observation cycles, resigned prior to the end of the school year, hired after Oct 1, or under .375 FTE (all per Q Comp Memo of Understanding).

Recommendations

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

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

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

General Program Impact and Recommendations

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

Overall, the impact of the Q Comp program on instruction has been favorable, and we recommend its continuation. Teacher feedback and surveys indicate a positive influence on classroom instruction and student achievement. Examples of this impact include increased capacity to reach specific students due to discussions and dialogue with coach/observers. Our coaching conversations maintain consistent language and provide a common experience that positively impacts classroom instruction.

Q Comp coach/observers are assigned to specific sites, allowing them to become familiar with the vertical articulation of the curriculum and get to know the students. Another benefit of the Q Comp model is that it encourages teachers to engage in reflective thinking about their instruction through face-to-face professional conversations. Trusting relationships with peer coaches and observers empower staff to try new ideas. The Q Comp program uses a valid and reliable rubric, created by

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Charlotte Danielson, to clearly define high-quality teaching expectations, helping staff become more consciously competent in their work.

Through observations, cognitive coaching, and data collection, Q Comp coach/observers continue to encourage and observe instructors enhancing rigor and authenticity, as well as increasing student voice and participation in lessons. The implementation of the Q Comp program promotes teacher reflection and goal setting through a culturally proficient lens. Coach/observers also guide teachers on how to reach a distinguished level of instruction. The Danielson Framework offers many opportunities for growth for both probationary and veteran teachers.

Throughout the 2023-2024 school year, the Q Comp team maintained a focus on responsiveness and academic rigor through Professional Learning Communities and one-on-one coaching. Above all, our program invests in the human element of learning and teaching, recognizing that continuous learning is essential for personal fulfillment, opportunity, and success. Page 5 of this report provides a detailed outline of the 2023-2024 coaching workshop structure. The collaboration of Q Comp coach/observers, instructional coaches, and coordinators has significantly strengthened and built capacity in coaching skills. Q Comp coach/observers and Instructional Coordinators participated in monthly professional development sessions focused on deepening their understanding of coaching practices. The overarching goal for the year is the continued pursuit and growth in our coaching practices.

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

Our spring 2024 assessment scores in Fastbridge indicate pockets of growth and pockets of stagnation. Our 2023-2024 reading and math interim data mirrors the 2022-2023 school year. Due to this pattern, we will continue to assess and improve the Q Comp and Professional Learning Community process to lead to an increase in student achievement by focusing on student-centered collaboration among the Professional Learning Community team members.

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

We recommend the following to the Eden Prairie School district to increase the overall effectiveness of the program:

1. New Q Comp coach/observers continue to participate in the Cognitive Coaching eight-day training
2. Q Comp coach/observer job-embedded training includes multi-monthly collaboration meetings to continue to refine and solidify our inter-rater reliability, coaching to cultural proficiency and enhance feedback.
3. Q Comp coach/observer summer retreat and onboarding training
4. Professional Learning Community team leads, Q Comp coach/observers, and instructional coaches will attend the Professional Learning Community Lead training 2024-2025.
5. Professional Learning Community teams will engage in professional development through using the lens of multi-tiered systems of support to reach each learner in order to provide increased student achievement and eliminate achievement disparities.
6. Update to the 2022 Danielson rubrics and frameworks to strengthen alignment to our mission and core values.

Q Comp Annual Report June 2024

June 24, 2024

To: Dr. Josh Swanson, Superintendent
From: Business Office
Re: 10-Year Facility Plan

The Eden Prairie School Board is required to approve a 10-Year Facility Expenditure Plan each year and submit to the Minnesota Department of Education for approval. The plan is updated annually based on priority need for projects such as maintenance of the interior and exterior of our facilities, roofing, parking lots, flooring, major mechanical systems, and athletic use areas, among others.

The attached 10-year facility plan shows fiscal year 2024-25 spending of \$14,634,100, and 2025-26 spending of \$8,332,733. Each year includes expenditures planned for health and safety projects along with most of the funds being spent on deferred capital and maintenance projects.

The major projects included for fiscal year 2024-25 have already been approved by the board including significant updates to EPHS south entrance and surrounding administrative and instructional spaces, replacing the surfaces in the EPHS Activities Center, HVAC updates, continued restroom remodels, and improving instructional spaces across the district. Other projects included in this plan are standard replacements of the ceiling tiles, interior finishes, paint, hardscapes, and restriping of parking lots and curbs.

In 2025-26, anticipated projects include continued updates to EPHS instructional spaces, restroom remodels, and improving instructional spaces across the district. Other projects include fire alarm replacement cycle, HVAC updates, roofing at Oak Point, building envelope at Eden lake and Cedar Ridge, along with modifications as allowable at the new facility on Byrant Lake.

Approval of this 10-year facility plan allows reporting compliance with the Minnesota Department of Education but does not authorize additional spending. The plan anticipates spending to remain around \$9,000,000 per year.

 Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects								
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2023, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.										
District Info. (REQUIRED) Enter Information		District Info. (REQUIRED) Enter Information								
District Name:	Eden Prairie Schools	Date:	6/19/2024							
District Number:	0272	Email:	kfisher@edenpr.org							
District Contact Name:	Kyle Fisher									
Contact Phone #	952-975-7126									
Fiscal Year (FY) Ending June 30										
Expenditure Categories		2024 (base year)	2025	2026	2027	2028	2029	2030	2031	2032
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.										
Finance Code	Category (1)									
347	Physical Hazards	\$274,997	\$201,800	\$199,200	\$137,700	\$135,200	\$138,200	\$130,200	\$138,200	\$130,200
349	Other Hazardous Materials	\$55,418	\$89,600	\$73,600	\$74,600	\$92,600	\$109,600	\$34,600	\$34,600	\$34,600
352	Environmental Health and Safety Management	\$183,957	\$215,700	\$215,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$225,000
358	Asbestos Removal and Encapsulation	\$48,057	\$35,000	\$30,000	\$30,000	\$35,000	\$30,000	\$30,000	\$35,000	\$30,000
363	Fire Safety	\$173,197	\$113,000	\$108,000	\$101,000	\$113,000	\$98,000	\$101,000	\$113,000	\$98,000
366	Indoor Air Quality	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Total Health and Safety Capital Projects		\$735,626	\$665,100	\$635,800	\$563,300	\$595,800	\$595,800	\$515,800	\$540,800	\$527,800
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue										
Finance Code	Category (2)									
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$275,000	\$0	\$175,000	\$175,000	\$250,000	\$750,000	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$275,000	\$0	\$175,000	\$175,000	\$250,000	\$750,000	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151										
Finance Code	Category 3 (a)									
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$50,000	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$50,000	\$0	\$0	\$0	\$0	\$0
Remodeling for Gender-Neutral Single-User Restrooms										
Finance/Course Codes	Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025									
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	\$0	\$100,000	\$0	\$100,000	\$0	\$100,000	\$0	\$0	\$0
Total Remodeling for Gender-Neutral Single User Projects		\$0	\$100,000	\$0	\$100,000	\$0	\$100,000	\$0	\$0	\$0
Accessibility										
Finance Code	Category (4)									
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects										
Finance Code	Category (5)									
368	Building Envelope	\$38,387	\$324,700	\$15,000	\$1,000,000	\$20,000	\$300,000	\$50,000	\$50,000	\$1,250,000
369	Building Hardware and Equipment	\$867,927	\$1,608,800	\$250,000	\$150,000	\$100,000	\$225,000	\$250,000	\$200,000	\$125,000
370	Electrical	\$606,947	\$314,000	\$150,000	\$450,000	\$100,000	\$60,000	\$50,000	\$125,000	\$30,000
379	Interior Surfaces	\$1,567,550	\$2,887,544	\$500,000	\$500,000	\$550,000	\$550,000	\$550,000	\$550,000	\$600,000
380	Mechanical Systems	\$530,629	\$1,201,500	\$1,300,000	\$300,000	\$2,250,000	\$1,000,000	\$1,250,000	\$350,000	\$350,000
381	Plumbing	\$162,021	\$350,000	\$350,000	\$120,000	\$200,000	\$170,000	\$225,000	\$200,000	\$200,000
382	Professional Services and Salary	\$196,950	\$190,000	\$550,000	\$400,000	\$600,000	\$600,000	\$800,000	\$600,000	\$500,000
383	Roof Systems	\$388,509	\$100,000	\$250,000	\$2,000,000	\$1,000,000	\$300,000	\$450,000	\$3,500,000	\$2,000,000
384	Site Projects	\$2,685,693	\$7,753,500	\$4,331,933	\$3,180,000	\$2,454,194	\$3,000,000	\$5,046,270	\$3,000,000	\$2,470,812
Total Deferred Capital Expense and Maintenance		\$7,044,613	\$14,730,044	\$7,696,933	\$8,100,000	\$7,274,194	\$6,205,000	\$8,671,270	\$8,575,000	\$7,525,812
Total Annual 10-Year Plan Expenditures		\$7,780,239	\$15,770,144	\$8,332,733	\$8,988,300	\$8,044,994	\$7,150,800	\$9,937,070	\$9,115,800	\$8,053,612

		Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	Only	ED - 02478-10
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minneled.				
District Info.		(REQUIRED) Enter information		
District Name:	Eden Prairie Schools			
District Number:	0272			
District Contact Name:	Kyle Fisher			
Contact Phone #	952-975-7126			
Expenditure Categories				
		2033	2034	
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.				
Finance Code	Category (1)			
347	Physical Hazards	\$143,800		\$130,200
349	Other Hazardous Materials	\$52,600		\$69,600
352	Environmental Health and Safety Management	\$215,000		\$210,000
358	Asbestos Removal and Encapsulation	\$30,000		\$35,000
363	Fire Safety	\$101,000		\$113,000
366	Indoor Air Quality	\$10,000		\$10,000
	Total Health and Safety Capital Projects	\$552,400		\$567,800
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue				
Finance Code	Category (2)			
358	Asbestos Removal and Encapsulation	\$0		\$0
363	Fire Safety	\$0		\$200,000
366	Indoor Air Quality	\$0		\$0
	Total Health and Safety Capital Projects \$100,000 or More	\$0		\$200,000
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151				
Finance Code	Category 3 (a)			
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0		\$0
	Total Remodeling for Approved Voluntary Pre-K Projects	\$0		\$0
Remodeling for Gender-Neutral Single-User Restrooms				
Finance/Course Codes	Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025			
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	\$0		\$0
	Total Remodeling for Gender-Neutral Single User Projects	\$0		\$0
Accessibility				
Finance Code	Category (4)			
367	Accessibility	\$0		\$0
	Total Accessibility Projects	\$0		\$0
Deferred Capital Expenditures and Maintenance Projects				
Finance Code	Category (5)			
368	Building Envelope	\$750,000		\$750,000
369	Building Hardware and Equipment	\$100,000		\$100,000
370	Electrical	\$30,000		\$50,000
379	Interior Surfaces	\$600,000		\$600,000
380	Mechanical Systems	\$1,000,000		\$2,000,000
381	Plumbing	\$100,000		\$1,250,000
382	Professional Services and Salary	\$600,000		\$475,000
383	Roof Systems	\$2,500,000		\$2,000,000
384	Site Projects	\$3,589,964		\$2,000,000
	Total Deferred Capital Expense and Maintenance	\$9,269,964		\$9,225,000
Total Annual 10-Year Plan Expenditures		\$9,822,364		\$9,992,800

FY 26 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 5/09/2024																
272 <= Type in School District Number																				
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT																				
Calculations for Ten Year Projection				Pay 24	Change only if requiring levy adjustments	Payable 2024 LLC Certification	Current Estimate													
	LLC #	FY 2024	FY 2025	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034							
27a	LTFM "H&S >100K per site" bonds	765		-	-	-	-	-	-	-	-	-	-							
27b	LTFM "other" bonds for 1A hold harmless	767		1,506,832	2,348,962	2,313,524	3,674,324	5,531,459	5,457,224	5,713,424	5,593,829	4,716,410	4,335,503							
28	Old formula deferred maintenance revenue = (if (22) + (26) = 0, (10) * (\$64 / formula allowance))	416		-	-	-	-	-	-	-	-	-	-							
29	Total old formula revenue = (21)+(24)+(25)+(26)+(26b)+(27)+(27a)+(27b)+(28)	417	11,970,467	11,970,467	11,719,600	11,457,787	11,041,878	10,882,259	11,089,294	10,819,224	11,647,441	10,488,774	10,448,303							
30	Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]	418	11,970,467	11,970,467	11,719,600	11,457,787	11,041,878	10,882,259	11,089,294	10,819,224	11,647,441	10,488,774	10,448,303							
31	District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as positive number	419		-	-	-	-	-	-	-	-	-	-							
32	District LTFM Revenue (30) - (31)	420	11,970,467	11,970,467	11,719,600	11,457,787	11,041,878	10,882,259	11,089,294	10,819,224	11,647,441	10,488,774	10,448,303							
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)	421	94,666	94,666	-	-	-	-	-	-	-	-	-							
34	Grand Total LTFM Revenue (32) + (33)	422	12,065,133	12,065,133	11,719,600	11,457,787	11,041,878	10,882,259	11,089,294	10,819,224	11,647,441	10,488,774	10,448,303							
Aid and Levy Shares of Total Revenue																				
35	For ANTC & APU, three year prior date		2022	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031							
36	Three year prior Ag Modified ANTC	35	156,493,608	156,493,608	165,951,568	172,589,631	179,493,216	186,672,944	194,139,862	201,905,457	209,981,675	218,380,942	227,116,180							
37	Three year prior Adjusted PU (New Weights)	54	9,819.36	9,819.35	9,913.07	9,760.75	9,726.86	9,839.42	9,839.42	9,839.42	9,839.42	9,839.42	9,839.42							
38	ANTC / APU = (36) / (37)	424	15,937.25	15,937.26	16,740.69	17,682.00	18,453.36	18,971.94	19,730.82	20,520.05	21,340.85	22,194.49	23,082.27							
39	State average ANTC / APU with ag value adjustment	425	12,230.05	12,230.05	13,617.01	14,207.10	14,848.85	15,443.00	16,061.00	16,703.00	17,371.00	18,066.00	18,789.00							
40	Equalizing Factor = 123% of (39)	426	15,042.96	15,042.96	16,748.92	17,474.73	18,264.09	18,994.89	19,755.03	20,544.69	21,366.33	22,221.18	23,110.47							
41	Local (levy) share of Equalized Revenue (lesser of 1 or (38) / (40))	427	100.00%	100.00%	99.95%	100.00%	100.00%	99.88%	99.88%	99.88%	99.88%	99.88%	99.88%							
42	State (aid) share of Equalized Revenue (1 - (41))	428	0.00%	0.00%	0.05%	0.00%	0.00%	0.12%	0.12%	0.12%	0.12%	0.12%	0.12%							
43	Equalized Revenue (lesser of (34) or (6) * (8))	423	3,682,048	3,696,206	3,738,981	3,738,981	3,738,981	3,738,981	3,738,981	3,738,981	3,738,981	3,738,981	3,738,981							
44	Initial LTFM State Aid (42) * (43)	429	-	-	1,837	-	-	4,518	4,582	4,484	4,459	4,491	4,562							
45	Old formula Grandfathered Alternative Facilities Aid	431	-	-	-	-	-	-	-	-	-	-	-							
46	Total LTFM State Aid (Greater of (44) or (45))	432	-	-	1,837	-	-	4,518	4,582	4,484	4,459	4,491	4,562							
47	Total LTFM Levy (34) - (46) (including coop/intermediate)	435	12,065,133	12,065,133	11,717,762	11,457,787	11,041,878	10,877,742	11,084,712	10,814,740	11,642,982	10,484,283	10,443,740							
Debt Service Portion of Revenue (non-grandfather districts)																				
49	Subtotal Debt Service Revenue from above = (12) - (13) + (17) + (20a) + (24)	763+764+765+766		5,092,037	5,077,905	5,075,963	2,422,560	-	-	-	-	-	-							
50	Existing LTFM bonds excluding bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab	767		1,506,832	2,348,962	2,313,524	3,674,324	5,531,459	5,457,224	5,713,424	5,593,829	4,716,410	4,335,503							
50b	New LTFM bonds excluding bonds on line 17 (principal + interest)*1.05			-	-	-	-	-	-	-	-	-	-							
51	Total Debt Service Revenue = (49) + (50) + (50b)	768		6,598,869	7,426,867	7,389,487	6,096,884	5,531,459	5,457,224	5,713,424	5,593,829	4,716,410	4,335,503							
52	Equalized debt Service Revenue (lesser of (43) or (51))	436		3,696,206	3,738,981	3,738,981	3,738,981	3,738,981	3,738,981	3,738,981	3,738,981	3,738,981	3,738,981							
53	Debt Service Aid = (52) * (42)	438		-	1,837	-	-	4,518	4,582	4,484	4,459	4,491	4,562							
54	Equalized Debt Service Levy = (52) - (53)	439		3,696,206	3,737,143	3,738,981	3,738,981	3,734,463	3,734,399	3,734,496	3,734,522	3,734,490	3,734,418							
55	Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))	440		2,902,663	3,687,886	3,650,506	2,357,903	1,792,478	1,718,243	1,974,443	1,854,848	977,429	596,522							
General Fund Portion of Revenue (non-grandfather districts)																				
57	Total General Fund Revenue = (34) - (51)	441		5,466,264	4,292,733	4,068,300	4,944,994	5,350,800	5,632,070	5,105,800	6,053,612	5,772,364	6,112,800							
58	General Fund Equalized Revenue = (43) - (52)	442		-	-	-	-	-	-	-	-	-	-							
59	Total General Fund Aid = (46) - (53)	443		-	-	-	-	-	-	-	-	-	-							
60	General Fund Equalized Levy = (58) * (41)	444		-	-	-	-	-	-	-	-	-	-							
61	General Fund Unequalized Levy = (57) - (58)	445		5,466,264	4,292,733	4,068,300	4,944,994	5,350,800	5,632,070	5,105,800	6,053,612	5,772,364	6,112,800							
62	Total General Fund Levy = (60) + (61)	446		5,466,264	4,292,733	4,068,300	4,944,994	5,350,800	5,632,070	5,105,800	6,053,612	5,772,364	6,112,800							



**2024-2025 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form**

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2024. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of Eden Prairie High School (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, ~~184~~ advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Eden Prairie High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Dennis Stubbs

(Designated School Board Member – please print)

dennis_stubbs@edenpr.k12.mn.us

Email Address

Joe Perkl

(Designated School Representative – please print)

joseph_perkl@edenpr.k12.mn.us

Email Address

208.02 ACTIVITY REPRESENTATIVES

Joe Perkl

(Boys Sports – please print)

Sasha Warbritton

(Speech – please print)

Joe Perkl

(Girls Sports – please print)

Mike Whipkey

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Dennis Stubbs

(Board Member—please print)

Kjersten Welter

(Parent—please print)

Elijah Rumph

(Student—please print)

Marissa Brandt

(Faculty Member—please print)

Joe Perkl

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: Abby Libsack
(Clerk/Secretary - Local Governing Board)

Print Name: Dr. Josh Swanson
(Superintendent or Head of School)

Signed: _____
(Clerk/Secretary - Local Governing Board)

Signed: _____
(Superintendent or Head of School)

Date: _____

Date: _____



June 24, 2024

To: Dr. Josh Swanson

From: Shawn Hoffman-Bram, Executive Director of Community Education

Re: 2024 Joint Powers Agreement Metro South

This is the Metro South Annual Agreement Renewal. Metro South is a formal collaborative between the districts of Eden Prairie, Edina, Bloomington, and Richfield. This collaborative provides services to adults in each community in the areas of GED, Adult Diploma, English Language and Citizenship. The agreement to provide these services is approved on an annual basis.

Memorandum of Understanding 2023-2025
Read Act: Letter of Agreement - Read Act Implementation Plan

WHEREAS, the District and Union are parties to a collective bargaining agreement (CBA) for the period from July 1, 2023, through June 30, 2025, and;

WHEREAS, the State of Minnesota has passed educational policy statutes that will require certified staff to receive concentrated training during the 2024-2025, 2025-2026, and 2026-2027 school years, mandated by the READ Act; and

WHEREAS, completion of this work may require scheduling and work outside of the designated contract duty day and outside of the designated contract work year;

THEREFORE, the parties agree to the following:

Subdivision 1: Affected Staff for Phase 1

This Memorandum of Understanding is applicable to the following Eden Prairie Schools certified staff:

- a. PreK through grade 12 reading intervention teachers;
- b. PreK through grade 3 classroom teachers;
- c. Grade 4-5 teachers are optional
- d. Special Education teachers in grades PreK-12
- e. Certified staff who select literacy materials for the school district
- f. Elementary multi-language educators

Subdivision 2: Training Options and Accompanying Stipend

Certified staff identified to complete this training in OL&LA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE) training will provide notice to the district of which option they choose to complete this coursework following four options:

Phase 1 Staff: (Beginning 24-25 school year)

1. Option A:

- a. Forty (40) hours of asynchronous training falling between June and November 2024, to be completed outside the contract duty day.
- b. Fourteen (14) hours of combined asynchronous and live training falling on two professional development days (August and November 2024)
- c. A total stipend in the amount of \$1,200 will provided for those participating in Option A
- d. The stipend will be awarded in partial payouts within thirty (30) days of completion of each module within Option A.

2. Option B:

- a. Thirty-nine (39) hours of asynchronous training falling between July and November 2024, to be completed outside the contract duty day.
- b. Fourteen (14) hours of combined asynchronous and live training falling on two professional development days (August and November 2024)
- c. One (1) hour of training to be used for READ Act training during designated PLC time between September and November 2024.
- d. A stipend in the amount of \$1,170 will provided for those participating in Option B
- e. The stipend will be awarded in partial payouts within thirty (30) days of completion of each module within Option B.

3. Option C:

- a. Thirty-two (32) hours of asynchronous training falling between August 2024 and April 2025, to be completed outside the contract duty day.
- b. Twenty-one (21) hours of combined asynchronous and live training falling on three professional development days (August and November 2024, and April 2025)
- c. One (1) hour of training to be used for READ Act training during designated PLC time between September 2024 and April 2025.
- d. A stipend in the amount of \$960 will provided for those participating in Option C
- e. The stipend will be awarded in partial payouts within thirty (30) days of completion of each module within Option C.

4. Option D:

- a. Asynchronous training totalling 54 hours will be completed on designated professional learning days, including workshop week, fall, and spring professional development days.
- b. Training will continue over the course of 2 full school years (2024-25 and 2025-26), plus one additional PD day during workshop week of the third school year (2026-2027).
- c. Required synchronous/live training will occur at specific times during designated professional development days
- d. No stipend will be provided for those participating in Option D

Subdivision 3: Previously Acquired Qualifying Training

1. Stipend Payout:

- a. Individuals who have already completed qualified training under the provisions of the READ Act need not participate in the Eden Prairie “CORE” training options.
- b. In recognition of training already completed state requirements, staff will receive a stipend in the amount of \$1,200 upon the receipt of appropriate documentation, unless a stipend has already been awarded to the individual for the training. This is applicable to employees who received qualifying READ Act training as an Eden Prairie employee.

2. Participation in Eden Prairie Read Act “CORE” / OL&LA Training:

- a. Staff who have already completed LETRs training will be provided the opportunity to participate in the Eden Prairie “CORE” OL&LA training.
 - b. An additional stipend corresponding to Options A-C will be provided.
3. Staff who enter Eden Prairie Schools with partial completion of “CORE” training:
- a. Staff who are new to Eden Prairie Schools with partial completion of qualified training will have a choice of training options that fit the timing of their employment start date and training already completed; not all training options will be available due to calendar timing and status of hours already completed. The parties will work with individuals to determine the training options that best fit their schedule and needs.
 - b. Staff will be awarded a stipend based on the modules completed at Eden Prairie Schools and the training option selected.

Subdivision 4: Continuing Education Credits and Semester University Credits

1. Continuing Education Credits:
- a. Upon successful completion of each READ Act Module, the equivalent number of hours required to complete the module, including both asynchronous and synchronous live training sessions, will be entered into the Eden Prairie Schools TalentEd Perform database.
 - b. Upon the completion of all modules, each staff member who participated in Eden Prairie Schools “CORE” training will have a total 54 hours of literacy CEUs applied, regardless of which training option is chosen.
2. Semester University Credits:
- a. In partnership with Concordia University St. Paul, staff may elect to seek university credit in lieu of receiving a stipend.
 - b. Staff electing this option will complete all requirements of the Eden Prairie Schools READ Act training as well as the requirements outlined in Concordia University’s course syllabus.
 - c. One (1) semester credit will be awarded to individuals who successfully complete all coursework for credit. This credit may be applied to a lane change.
 - d. This one (1) semester credit is offered for a one-time amount of \$145, paid by the teacher.

Subdivision 5: Duration and enforceability

This Memorandum of Understanding expires on June 30, 2025, and it shall have no force or effect thereafter, unless so agreed in writing by the Association and the School District. This Memorandum of Understanding does not establish a past practice or precedent, nor shall it apply to the interpretation or application of language in the Association’s Master Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

EPEA Representative

**Eden Prairie Independent School
District No. 272**

EPEA Lead Negotiator – Charles Cooper

Board Chair – Aaron Casper

EPEA President – Dominic Kirkpatrick

Executive Director of Human Resources
Thomas May

Date Ratified by School Board: June 24, 2024



**Eden Prairie School Board
Community Linkage Committee Meeting Minutes
Applebee's Restaurant, 8421 Joiner Way, Eden Prairie, MN
Thursday, June 20, 2024**

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

Members in Attendance: Steve Bartz, Charles "CJ" Strehl, Dennis Stubbs

Meeting Convened: 9:00 pm

1. Agenda approved
2. Inspiring News draft discussion and review
3. Measuring What Matters E.L. 2.5- Prudent Fiscal Management Draft
4. Lunch With Students – CLC did not reach out to district to plan due to other district priorities
5. CLC plans to meet July 18, 2024

Meeting Adjourned: 9:55 p.m.

Inspiring News: It Takes All of Us

Be Safe, Be Responsible, Be Kind. If you have spent time in Eden Prairie Schools, you have heard these six simple words, forming the foundation of our behavioral expectations. This credo is reinforced daily throughout our student's early school experiences, underpinning our district's commitment to create the foundational expectation for positive educational experiences. In Eden Prairie we have high academic and behavioral expectations; however, recent feedback from parents and teachers indicate room for improvement.

All of us have a role to play in creating the desired climate and culture our schools require to achieve excellent outcomes. This begins with clear direction from the school board, consistent and thoughtful enforcement by district administration and teachers, supportive parents/guardians, and engaged students and community members. An environment where staff and students feel respected and safe is foundational to achieving academic success.

The school board emphasizes to students, administration, staff, and the community that we expect the student handbook rules to be implemented promptly, consistently, and fairly by our administration and teachers. We strive for an environment where students and staff treat each other with respect and dignity.

As a district, clear communication and enforcing the handbook rules across all school locations and functions is crucial. Unacceptable behavior must be addressed, not excused. We expect our students to respect themselves, their peers, and their teachers.

Parents and guardians play a vital role in supporting and modeling the behavioral expectations set by the district. These expectations are weaved into daily student life, from resolving disagreements and confrontations respectfully, being on time and in the classroom, adhering to the school dress code, and being polite and respectful to each other. We ask parents and guardians to partner with us to reinforce that school rules should be followed. This can start with a simple question to your child each day: "How did you live out being safe, responsible, or kind today?"

As a community, we have a responsibility to prepare the next generation to be productive, responsible, and kind citizens. To reinforce our sense of community and enhance student experiences, there are many avenues for community members to share their experience and skills. You are invited and encouraged to explore volunteer opportunities, vocational collaboration, and internships through our Inspired Journey program and student mentoring.

We have amazing parents, students, teachers, support staff, and community members supporting Eden Prairie Schools. It takes all of us to champion a culture that elevates academic excellence in Eden Prairie Schools and a strong sense of community through safe, responsible, and kind schools. As we begin the 2024-2025 school year, please join us as we work to promote a climate of respect and community.

Measuring What Matters: Executive Limitation 2.5

Introduction

The Eden Prairie School Board annually evaluates Financial Planning and Budgeting by monitoring Executive Limitations Policy 2.5. This policy states: “The Superintendent shall not cause or allow financial planning and budgeting for any fiscal year or the remaining part of any fiscal year to deviate materially from the School Board’s Ends priorities, risk financial jeopardy, or fail to be derived from a multi-year plan.” During the monitoring process, the Superintendent provides evidence that the district is compliant with the policy.

The process to approve the Eden Prairie Schools District Budget and manage financial risk is presented in the Policy Monitoring Report and includes the following components:

- 2.5.1: There will be no financial plan that: Risks incurring those situations or conditions described as unacceptable in the School Board policy “Financial Condition and Activities.”
- 2.5.2: Neglects to present, no later than the third quarter of the current fiscal year, the assumptions, any material reinvestment of unbudgeted revenues or savings, and a timeline for the next annual budget.
- 2.5.3: There will be no financial plan that: Allows the year-end unassigned general fund balance to fall below 8% of expenditures.
- 2.5.4: There will be no financial plan that: Allows the year-end unassigned general fund balance to fall below 8% of expenditures.

Measuring What Matters: Executive Limitation 2.5

Budget Timeline

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

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

8

Hyperlink above table

Measuring What Matters: Executive Limitation 2.5

Assertion:

Effective budgeting is a function of rigorous budget development and the approval process detailed in the Budget Events Timeline **linked here**. On Dec. 11, 2023, the school board evaluated compliance of policy E.L. 2.5, and concurred with the Superintendent that the district is in compliance with these policies.

School Board's Perspective on Financial Management:

Over the last decade, Eden Prairie Schools implemented strategies and processes to ensure continued financial health to successfully accomplish district goals and initiatives. Each year through a comprehensive budgeting process, financial committees, and strategic reviews, the School Board partners with the administration to optimize resource allocation for today and tomorrow. The 2024-2025 process recently culminated with the approval of the budget on June 24, 2024.

Thoughtful planning and prudent fiscal management have positioned our district to succeed across variable state funding allocations. Furthermore, our conservative operating model has provided unique flexibility and options to lower both our cost base and overhead and create opportunistic long-term investments. This approach has resulted in more dollars flowing to the classroom and lower taxes than most metro districts (*see chart*).

In 2023, you may have read about the MN legislature passing significant funding for schools. Although Eden Prairie Schools received additional funding from the state, there were new significant unfunded mandates and expenses. Nonetheless, our conservative approach combined with recent referendum support from our community and new state funding, has provided the financial strength to stay true to our mission. While most peer suburban districts had to layoff teachers/staff, increase class sizes, or cut programming, our balanced fiscal approach has allowed Eden Prairie Schools to:

- Maintain lower class sizes in grades 2,3,5,6 (targets reduced by two students per class).
- Reward and recognize all staff groups with competitive employment agreements. These contracts maintain Eden Prairie as a top destination for teachers/staff.
- Extend our investment in reading supports to help kids recover from COVID learning-loss.
- Improve student & staff well-being by extending mental health supports.
- Maintain Eden Prairie's low tax rates relative to our metro peers. Overall school taxes have remained flat over the last 5 years (when controlling for property value increases). *See Chart*
- Initiate plans for expanded TASSEL, Inspired Journey/Capstone programming, and alternative learning programs through acquisition of an existing private property- capitalizing on the significant commercial real estate downturn.
- Keeping the 2022 referendum promise- maintaining 5-year fiscal responsibility and stability.

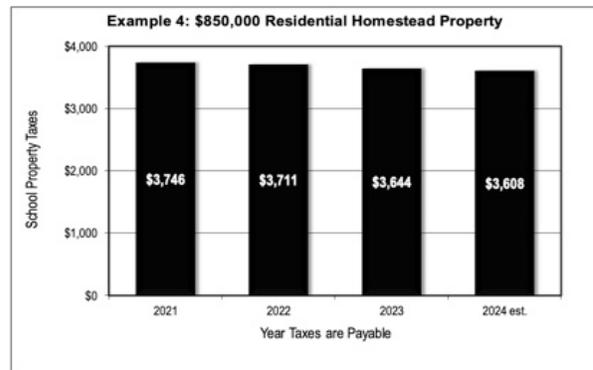
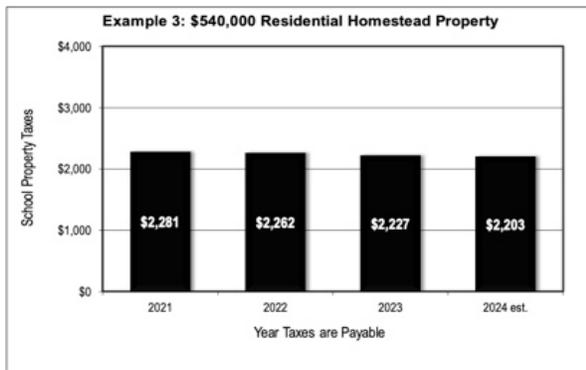
We believe this allocation of resources balances the needs of our students, staff, and taxpayers and embodies the high standards and values of our community- delivering significant value for all our customers. Further, it balances the demands of today with the uncertainty and requirements of tomorrow. Our district has achieved this financial success through a history of prudent financial and risk decisions, successful long-term fiscal strategy and execution, commitment to cost controls, partnership with our unions, and community support through taxes, volunteering, and giving.

Measuring What Matters: Executive Limitation 2.5

Our district is in an enviable position, one that few **if any** in Minnesota enjoy: the ability to fund critical educational strategies and maintain small class sizes, avoid staff cuts, expand/invest in new programs, and maintain reasonable tax rates for our residents. As we approach the new school year, although we face challenges and uncertainty, you can be proud that your district is built on a solid foundation of academic excellence, extraordinary teachers/staff, and fiscal stewardship.

Estimated Changes in School Property Taxes, 2021-24

Based on No Changes in Property Value

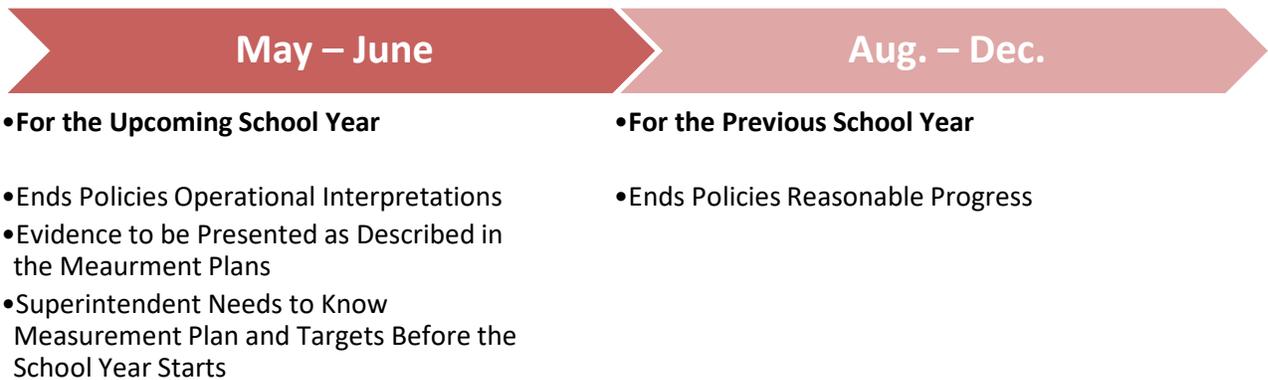


Eden Prairie School Board Ends Policy Monitoring Process

The Board is accountable to the state and District owners for the District’s performance. The Board is responsible for setting **Ends Policies** which state the results for students the Board expects to see accomplished by the District through the effective utilization of available resources.

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

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



The Board monitors the Ends Policies in two phases, in accordance with Governance Process 4.2.3:

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

In October, for the previous school year (Sept-June), the Board monitors the Superintendent’s **assertion** of making **expected progress, or not**, toward achievement of the Ends Policies for the previous school year. (See below.)

Eden Prairie School Board Ends Policy Monitoring Process

For the Upcoming School Year

Operational Interpretation (OI):

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

The OI includes the Superintendent's:

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

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

If the OI is voted **reasonable**, the OI constitutes the basis for the Superintendent's assertion of **expected progress** toward achievement of the Ends. If the entire OI, or a portion of it, is voted **not reasonable**, further monitoring of the policy ceases, there is no vote on the evidence, and the Superintendent commits to bring back a revised OI for a revote, within a time period acceptable to the Board.

Sample Motions for the reasonableness of the Operational Interpretation:

"I move that the Operational Interpretation **is reasonable**" or
"I move that the Operational Interpretation is **not reasonable**."

Evidence: data that justifies the Superintendent's assertion of expected progress
If the Board votes that the Operational Interpretation is **reasonable**, the Board makes a motion, seconds, discusses and votes whether the measurement plan provides **evidence** which **supports** or does **not support** the Operational Interpretation.

If the evidence is voted as **supporting** the OI, it constitutes the data that justifies the Superintendent's **assertion of expected progress** toward achievement.

If the entire evidence, or a portion of it, is voted as **not supporting** the OI, the Superintendent commits to bring back revised evidence, within a time period acceptable to the Board, for a revote.

Sample Motions for the Evidence supporting the Operational Interpretation:

"I move that the Evidence **supports** the Operational Interpretation" or
"I move that the Evidence **does not support** the Operational Interpretation."

Eden Prairie School Board Ends Policy Monitoring Process

Following the End of the Prior School Year

Superintendent's assertion:

Following the end of the prior school year, the Superintendent drafts Ends Policies Monitoring Reports, and presents them to the Board in October of the current school year.

The Superintendent asserts that the evidence either **demonstrates expected progress** or **does not demonstrate expected progress** toward achievement of the Ends.

If the Superintendent asserts that the report **does not** demonstrate expected progress, the report should include a commitment as to when in the future the Board can expect the evidence to demonstrate expected progress. This may include a brief plan showing the Superintendent has a process in place. The Board does not "approve" the plan.

Board acceptance of Ends Policies Monitoring Reports:

Prior to a Board Meeting at which an Ends Policy will be monitored, the Superintendent sends the Monitoring Report with assertion to the Board. The Board may then ask **clarifying questions of the Superintendent**, but not offer an opinion, regarding the Superintendent's Ends Reports assertion.

Following a time for questions at the Board table, a motion is made, seconded and discussed, the Board votes to accept or not accept the Superintendent's monitoring report, with the assertion that the evidence either **demonstrates** or **does not demonstrate** expected progress toward achievement of the Ends Policy.

Sample Motions for Ends Policies Monitoring Reports:

"I move to **accept** the Superintendent's Monitoring Report for Policy xx.xx with the assertion that the evidence **demonstrates** expected progress" *or*

"I move to **NOT accept** the Superintendent's Monitoring Report for Policy xx.xx with the assertion that the evidence **demonstrates** expected progress" *or*

"I move to **accept** the Superintendent's Monitoring Report for Policy xx.xx with the assertion that the evidence **does not demonstrate** expected progress" *or*

"I move to **NOT accept** the Superintendent's Monitoring Report for Policy xx.xx with the assertion that the evidence **does not demonstrate** expected progress."

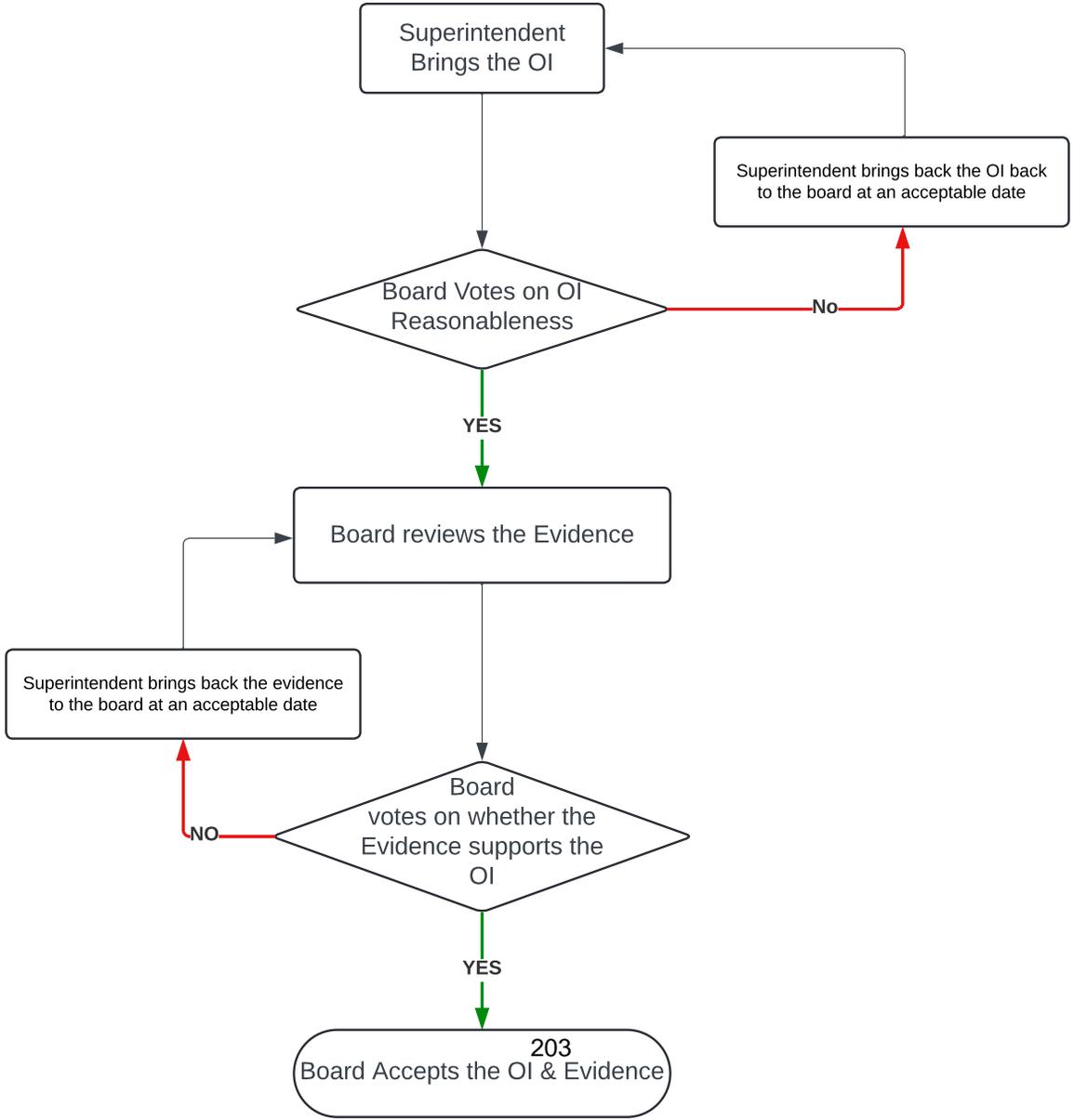
Board Member tips for monitoring an Ends Policy Monitoring Report:

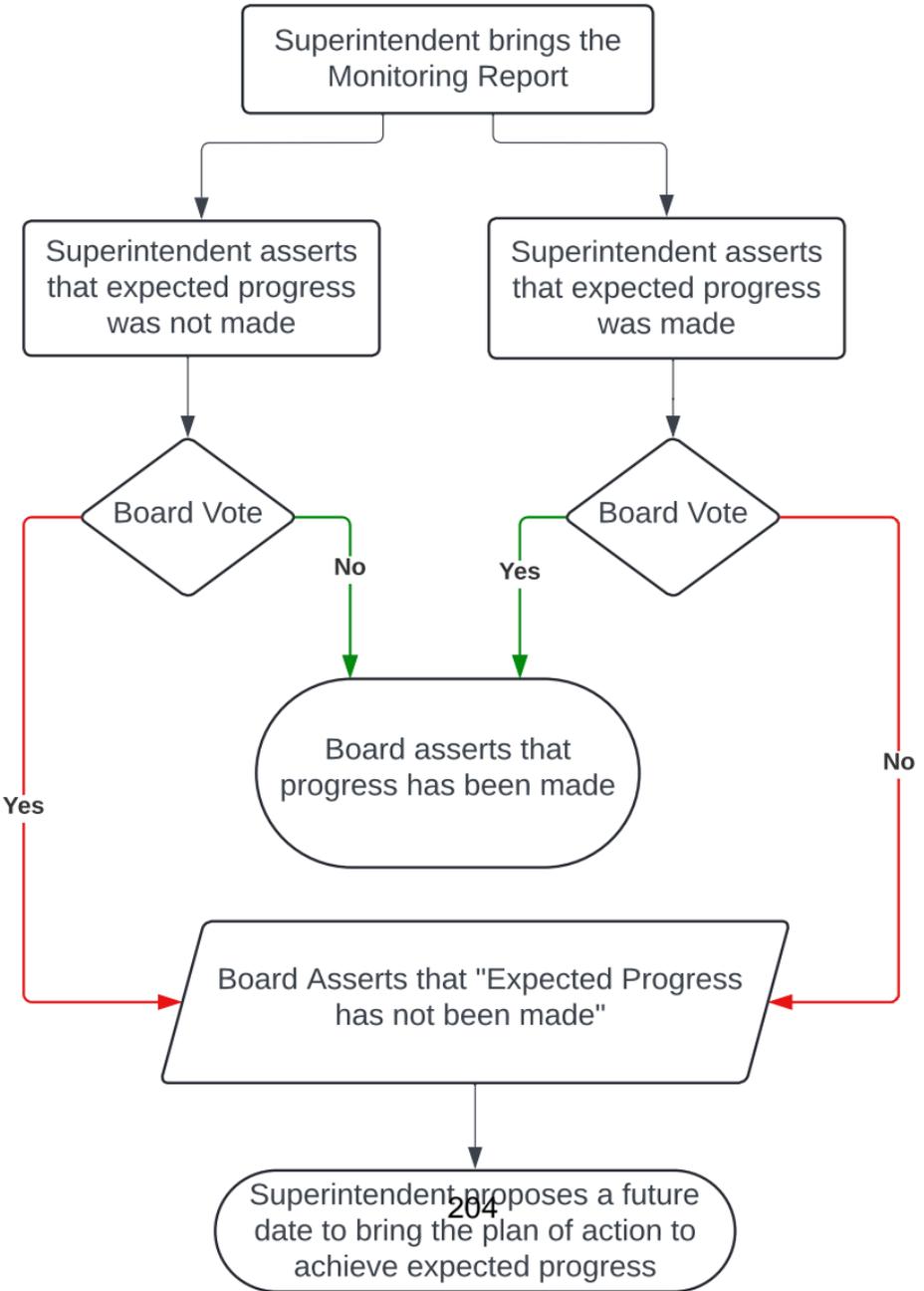
- In the Operational Interpretation for a long-term End, consider what reasonableness will look like in stages.
- Look for the use of rates, ratios, percentages, comparisons and trends over time.
- Look for **verifiable evidence** of expected progress towards the achievement of Ends rather than the Superintendent's opinion or belief.
- Look for evidence that the End is **actually being achieved**, rather than what is being done to try to achieve it.
- If the Board votes that a policy did not demonstrate expected progress, the board should expect, within an agreed upon timeframe, the Superintendent to share the District's plan to achieve progress in the future.

Superintendent tips for drafting Ends Policy Monitoring Reports:

- Place raw numbers in context.
- Provide the best evidence you have, even if not perfect, and discuss limitations. Identify a date by which better evidence will be available.
- Summarize relevant evidence in key categories to provide "governance-friendly" information that gives evidence of expected progress and trends.
- Make sure assertions are clearly visible in the report.
- When asserting **not meeting expected progress toward achievement**, include a commitment as to when in the future the Board can expect the evidence to demonstrate expected progress, and a brief plan showing there is has a process in place.

Ends Policy Monitoring Process Flowchart





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

Date of Meeting/Workshop	Changes Requested
Monday, July 22, 2024 (7:30 a.m.)	
Monday, August 26, 2024	
Monday, September 9, 2024 – Workshop	- ADD: Discussion: School Board Member Long-term Absence
Monday, September 23, 2024	
Monday, October 14, 2024 (5:00 p.m.) – Joint Meeting with Eden Prairie City Council	
Monday, October 14, 2024 (6:30 p.m.) – Workshop	
Monday, October 28, 2024	
Tuesday , November 12, 2024 – Special Business Meeting (Canvass Elections)	
Tuesday , November 12, 2024 – Workshop	
Monday, November 25, 2024	
Monday, December 9, 2024	
Monday, January 6, 2025 (6:00 p.m.) Annual Org. Meeting	
Monday, January 6, 2025 (6:30 p.m.) – Workshop	
Monday, January 27, 2025	
Monday, February 10, 2025 – Workshop	
Monday, February 24, 2025	
Monday, March 10, 2025 – Workshop	
Monday, March 24, 2025	
Monday, April 14, 2025 – Workshop	
Monday, April 28, 2025	
Monday, May 12, 2025 - Workshop	
Tuesday , May 27, 2025	
Monday, June 9, 2025 – Workshop	
Monday, June 23, 2025	
Placeholder – General Board Work	
Placeholder – Policy Review	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

June 24, 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 • Student Handbooks • Ends Policy Monitoring Process • CLC: Inspiring News Top Discussion – 1st Draft (2023-2024) • Confirm agenda for
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 <i>DRAFT</i> Topic for Inspiring News for September 2024	<ul style="list-style-type: none"> • Monthly Reports • EPS 10-Year Facilities Maintenance Plan • Q-Comp Annual Report • Summary Update of General District Policies • Annual Review of District Mandated Policies • MSHSL Resolution for Membership 		
Post Meeting Board Workshop Mon, Jun 24, 2024							<ul style="list-style-type: none"> • School Board Meeting Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

APPROVED – June 24, 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) 		207
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	<ul style="list-style-type: none"> •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 •Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

APPROVED – June 24, 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"> •Policy Monitoring: GP’s: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 •<i>School Board Member Long-term Absence Discussion</i> •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 	

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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<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							209
Monday, October 14, 2024, 5:00 PM – Eden Prairie School District (Hosting)							
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 •GP 4.0 Global Governance Commitment •GP 4.1 Governing Style 		<ul style="list-style-type: none"> •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 Integration Summary Report 	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<ul style="list-style-type: none"> •GP 4.2 School Board Job Products •GP 4.3 Annual Work Plan •GP 4.9 Governance Investment 						
Post Meeting Board Workshop Mon, Oct 28, 2024							•School Board Mtg. Self-Assessment
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 				210
Board Workshop Tues, Nov 12, 2024* 6:15 PM <i>*Veterans Day, Mon, Nov 11, 2024</i>							<ul style="list-style-type: none"> •Review of School Board Treasurers Mid-Year Report •Discuss January 2025 inspiring News Topic •Confirm agenda for next Board Workshop
School Board “New Director Orientation” Session Date/Time/Location TBD							
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	•Record of Board Self-Evaluation	<i>Draft:</i> January 2025 Inspiring News	Monthly Reports	Incidental: - READ Act	
Post Meeting Board Workshop							•School Board Mtg. Self-Assessment

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Mon, Nov 25, 2024							
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 • <i>Closed Session:</i> Review of FY 2023-24 Superintendent Annual Review -Minnesota Statute 13D.05, Subd. 3 • Record of Board Self-Evaluation 	<ul style="list-style-type: none"> • 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 style="color: red; font-style: italic;">Note: Recognition of Outgoing Board Members</p>	211
Post Meeting Board Workshop Mon, Dec 9, 2024							<ul style="list-style-type: none"> • School Board Mtg. Self-Assessment

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
****2025**** Annual Organizational Meeting Mon, Jan 6, 2025 6:00 PM			<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) 		212
Board Workshop Mon, Jan 6, 2025 6:30 PM Convene following the Annual Organizational Meeting							<ul style="list-style-type: none"> • 2025 Committees & Outside Organization Discussion • Budget: 5-Year Financial Forecast • Discuss April 2025 Inspiring News Topic

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 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)	213
Post Meeting Board Workshop Mon, Jan 27, 2025							School Board Meeting Self-Assessment
Board Workshop <i>Governance Training</i> 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

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline Confirm agenda for next Board Workshop 214
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

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	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 • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 24, 2025 6:00 PM		<ul style="list-style-type: none"> • FY 2025-26 Capital Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Approval for April 2025 Inspiring News • Approval for June 2025 Community Magazine Joint Messaging 	<ul style="list-style-type: none"> • Monthly Reports • Resolution to Release Probationary Teachers 		215
Post Meeting Board Workshop Mon, Mar 24, 2025							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 14, 2025 6:00 PM							<ul style="list-style-type: none"> • FY 2025-2025 Annual Work Plan Calendar Discussion

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> • Discussion/Review all items in Placeholder area on “Work Plan Changes Document.” • FY 2025-2026 School Board Meeting Calendar Discussion 216 • 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 		<ul style="list-style-type: none"> • Monthly Reports 		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			<ul style="list-style-type: none"> • <u>Closed Session:</u> Negotiation Strategy (Minnesota Statute 13D.03, Subdivision.1) • 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 Tues, May 27, 2025* 6:00 PM *Memorial Day on Mon, May 27, 2025		<ul style="list-style-type: none"> • FY 2025-26 Budget – First Reading • FY 2025-26 School Meal Prices - DRAFT 	<ul style="list-style-type: none"> • Approval of FY 2025-26 School Board Work Plan • Approval of FY 2025-26 School Board Budget • Record of Board Self-Evaluation 		<ul style="list-style-type: none"> • Monthly Reports 		
Post Meeting Board Workshop Tues, May 27, 2025							• School Board Meeting Self-Assessment
Board Workshop Mon, June 9, 2025 6:00 PM							<ul style="list-style-type: none"> • General Fund Budget Q&A • All Ends 1.1 – 1.6 OI's

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> • Discuss September 2025 Inspiring News Topic • 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 		218
Post Meeting Board Workshop Mon, Jun 23, 2025							<ul style="list-style-type: none"> • School Board Meeting Self-Assessment