



MEETING AGENDA

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

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

Call to Order - School Board

Steve Bartz, Aaron Casper, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

Board Member Debjyoti "DD" Dwivedy will join meeting remotely from 401 MLC/USA,MMC-SWA, Unit 61276, APO AE 09309

2. Pledge of Allegiance

3. Agenda Review and Approval: (Action)

Approval of the agenda for Monday, September 23, 2024, meeting of the School Board of Independent School District 272, Eden Prairie Schools.

Motion _____ **Seconded** _____

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

4. Approval of Previous Minutes: (Action)

Approval of the UNOFFICIAL Minutes of the Regular School Board Meeting on August 26, 2024, and the Workshop Notes on September 9, 2024:

Motion _____ **Seconded** _____

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

A. August 26, 2024 Regular Business Meeting Minutes 10

B. September 9, 2024 Workshop Notes 14

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

A. Cedar Ridge Elementary - *Starting the Year Strong with Eagle Pride*

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

7. Announcements: 6:35 PM (Information)

8. Superintendent's Incidental Information Report: 6:40 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. FY 2023-24 Year-end Preliminary Financial Report 15

B. FY 2024-25 Preliminary Enrollment Report 19

C. Kindergarten Marketing for 2025-2026 26

9. Board Work: 7:10 PM (Action)

A. Decision Preparation

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

1) Approval of Preliminary FY2025-26 Levy - **Presentation Uploaded (Action)**

Motion _____ **Seconded** _____

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

- a. Executive Summary 42
- b. Tax Levy Comparison 44
- c. Tax Levy Presentation Pay 25 45

C. Policy Monitoring **(Action)**

1) Ends 1.1 through 1.6 Evidence (FY 2023-24) - **Presentation Uploaded (Action)** 63

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

- a. Ends Policy 1.1 - Each student graduates and is academically prepared to progress to multiple opportunities after high school. 91

Evidence Motion _____ **Seconded** _____

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

- b. Ends Policy 1.2 - Each student is reading at grade level by the end of third grade. 99

Evidence Motion _____ **Seconded** _____

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

- c. Ends Policy 1.3 - Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math and Science. 106

Evidence Motion _____ **Seconded** _____

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

- d. Ends Policy 1.4 - Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements. 117

Evidence Motion _____ **Seconded** _____

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

- e. Ends Policy 1.5 - Each student has the 21st century skills needed to succeed in the global economy. 126

Evidence Motion _____ **Seconded** _____

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

- f. Ends Policy 1.6 - Each student has the knowledge that citizens and residents of the United States need to contribute positively to society. 133

Evidence Motion _____ **Seconded** _____

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

2) Executive Limitations (EL's) (Action)

a. EL 2.3 Treatment of Parents: The Superintendent shall not allow a culture or district practice that fails to proactively engage parents of district students in a respectful partnership that supports the successful education of their child. (Action)

OI Motion _____ Seconded _____

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

Evidence Motion _____ Seconded _____

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

(1) EL 2.3.1 Furthermore, the Superintendent shall not: Impede the flow of timely, adequate, and easily accessible information about the district in general and their child, in particular.

OI Motion _____ Seconded _____

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

Evidence Motion _____ Seconded _____

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

(2) EL 2.3.2 Furthermore, the Superintendent shall not: Allow an environment where concerns or inquiries directed to the Superintendent are not acknowledged and subsequently handled by the district in a timely, respectful manner.

OI Motion _____ Seconded _____

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

Evidence Motion _____ Seconded _____

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

(3) EL 2.3.3 Furthermore, the Superintendent shall not: Set school policies or make major decisions without appropriate input and representation from district parents.

OI Motion _____ Seconded _____

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

Evidence Motion _____ Seconded _____

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

b. EL 2.6 Financial Management and Operations: The Superintendent shall not cause or allow the development of financial jeopardy or a material deviation of actual expenditures from the current budget without School Board approval. (Action)

OI Motion _____ Seconded _____

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

Evidence Motion _____ Seconded _____

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

(1) EL 2.6.1 Furthermore, the Superintendent shall not: Allow payroll or debts to be settled in an untimely manner.

OI Motion _____ **Seconded** _____

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

Evidence Motion _____ **Seconded** _____

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

(2) EL 2.6.2 Furthermore, the Superintendent shall not: Allow payments or other government-ordered payments or filings to be overdue or inaccurately filed.

OI Motion _____ **Seconded** _____

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

Evidence Motion _____ **Seconded** _____

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

(3) EL 2.6.3 Furthermore, the Superintendent shall not: Use contingency funds greater than \$100,000 without informing the School Board.

OI Motion _____ **Seconded** _____

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

Evidence Motion _____ **Seconded** _____

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

(4) EL 2.6.4 Furthermore, the Superintendent shall not: Acquire, encumber, or dispose of real property without School Board approval.

OI Motion _____ **Seconded** _____

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

Evidence Motion _____ **Seconded** _____

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

(5) EL 2.6.5 Furthermore, the Superintendent shall not: Lease real property or remodel leased real property without School Board approval.

OI Motion _____ **Seconded** _____

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

Evidence Motion _____ **Seconded** _____

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

(6) EL 2.6.6 Furthermore, the Superintendent shall not: Allow receivables to remain unpursued after a reasonable grace period.

OI Motion _____ **Seconded** _____

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

Evidence Motion _____ **Seconded** _____

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

(7) EL 2.6.7 Furthermore, the Superintendent shall not: Allow fee-based relationships in excess of \$175,000 annually to continue beyond 3 years without a formal review that includes an analysis of contract fees and performance.

OI Motion _____ **Seconded** _____

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

Evidence Motion _____ **Seconded** _____

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

c. EL 2.2 Treatment of Students: The Superintendent shall not cause or allow an educational environment that is unsafe, unwelcoming, inequitable, disrespectful, unnecessarily intrusive, or that otherwise inhibits the effective learning needs of each student.

174

OI Motion _____ **Seconded** _____

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

Evidence Motion _____ **Seconded** _____

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

(1) EL 2.2.1 Furthermore, the Superintendent shall not: Allow students to be unprotected against violence harassment.

OI Motion _____ **Seconded** _____

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

Evidence Motion _____ **Seconded** _____

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

3) All Board Management Delegation Policies (BMD's) **(Action)**

a. BMD 3.0 - Single Point of Contact: The School Board's sole official connection to the district, its achievement, and its conduct will be through the Superintendent. Therefore, the School Board does not direct or evaluate any other district employees.

180

Motion _____ **Seconded** _____ Board behavior is/is not fully compliant.

Steve Bartz Yes___ No___ Kim Ross Yes___ No___

Aaron Casper Yes___ No___ Charles Strehl Yes___ No___

Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___

Debjyoti Dwivedy Yes___ No___

b. BMD 3.1 - Unity of Control: The School Board will direct the Superintendent only through official School Board action. 181

Motion _____ **Seconded** _____ Board behavior is/is not fully compliant.

Steve Bartz Yes___ No___ Kim Ross Yes___ No___

Aaron Casper Yes___ No___ Charles Strehl Yes___ No___

Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___

Debjyoti Dwivedy Yes___ No___

c. BMD 3.2 - Delegation to the Superintendent: The School Board will instruct the Superintendent through written policies that prescribe the district ends to be achieved and describe district situations and actions to be avoided, allowing the Superintendent to use any reasonable interpretation of these policies. 182

Motion _____ **Seconded** _____ Board behavior is/is not fully compliant.

Steve Bartz Yes___ No___ Kim Ross Yes___ No___

Aaron Casper Yes___ No___ Charles Strehl Yes___ No___

Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___

Debjyoti Dwivedy Yes___ No___

d. BMD 3.3 - Superintendent Accountability & Performance: The School Board will view the Superintendent performance as identical to district performance on the School Board's Ends and Executive Limitations policies. 184

Motion _____ **Seconded** _____ Board behavior is/is not fully compliant.

Steve Bartz Yes___ No___ Kim Ross Yes___ No___

Aaron Casper Yes___ No___ Charles Strehl Yes___ No___

Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___

Debjyoti Dwivedy Yes___ No___

4) Governance Process Policies: 4.4, 4.5, 4.6, 4.7., 4.8, 4.10 (Action)

a. GP 4.4 - Officer Roles: Officers of the School Board are empowered with specific responsibilities delegated to them by the School Board or by state statute. Officers are elected following nominations during the first meeting in January. The following outlines their responsibilities. 187

Motion _____ **Seconded** _____ Board behavior is/is not compliant.

Steve Bartz Yes___ No___ Kim Ross Yes___ No___

Aaron Casper Yes___ No___ Charles Strehl Yes___ No___

Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___

Debjyoti Dwivedy Yes___ No___

b. GP 4.5 - School Board Members Code of Conduct: The School Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as School Board members. 189

Motion _____ **Seconded** _____ Board behavior is/is not compliant.

Steve Bartz Yes___ No___ Kim Ross Yes___ No___

Aaron Casper Yes___ No___ Charles Strehl Yes___ No___

Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___

Debjyoti Dwivedy Yes___ No___

c. GP 4.6 - Process of Addressing School Board Member Violations: The School Board and each of its members are committed to faithful compliance with the provisions of the School Board's policies. 194

The School Board recognizes that alleged willful and or continuing policy violations must be addressed. Each member is responsible for promptly initiating the process outlined below.

Motion _____ **Seconded** _____ Board behavior is/is not compliant.

Steve Bartz Yes___ No___ Kim Ross Yes___ No___

Aaron Casper Yes___ No___ Charles Strehl Yes 6 No___

Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___
Debjyoti Dwivedy Yes___ No___

d. GP 4.7 School Board Committee Principles: School Board committees, when used, will be assigned so as to reinforce the wholeness of the School Board’s job and so as never to interfere with delegation from School Board to Superintendent. Accordingly: 195

Motion _____ **Seconded** _____ Board behavior is/is not compliant.

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

e. GP 4.8 - School Board Committee Structure: A School Board-level committee is created by a majority vote of the School Board to assist in the completion of School Board business. Each committee submits a yearly plan of action to the Board, submits minutes of meetings in a timely manner, and reports progress during Board business meetings. The only School Board committees are those that are set forth in this policy. 196

Motion _____ **Seconded** _____ Board behavior is/is not compliant.

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

f. GP 4.10 - Operation of the School Board Governing Rules: The purpose of this policy is to provide governing rules for the conduct of meetings of the School Board. An orderly School Board meeting allows School Board members to participate in discussion and decision of school district issues. Rules of order allow School Board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner. 198

Motion _____ **Seconded** _____ Board behavior is/is not compliant.

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

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

1) 2023-24 Record of Board Policy Monitoring - Governance Policies - BMD's & GP's *(No Updates)* 199

2) 2023-24 Record of Board Policy Monitoring - Executive Limitation - EL's **(Action)** 205

Motion _____ **Second** _____

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

3) 2023-24 Record of Board Policy Monitoring - Ends (1.1 - 1.6) *(No Updates)* 206

10. Superintendent Consent Agenda: **8:40 PM (Action)**

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

Motion _____ **Seconded** _____

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

A. Acceptance of Donations 208

B. Monthly Reports

1) Human Resources Report 209

2) Business Services Reports

a. Board Business 215

b. Financial Report - Monthly Revenue/Expense Report

(1) June 2024	216
(2) July 2024	217
(3) August 2024	218
C. Memo to the Board - Summary of District Policies - See Appendix "A" (Individual Detail Listing of Policies)	219
1) District Policy 503 - Student Attendance	
2) District Policy 509 - Enrollment of Nonresident Students	
3) District Policy 535 - Service Animals	
4) District Policy 616 - School District System Accountability	
5) District Policy 620 - Credit for Learning	
6) District Policy 721 - Uniform Grant Guidance Policy Regarding Federal Revenue Resources	
7) District Policy 722 - Public Data and Data Subject Requests	
11. Board Action on Committee Reports & Minutes: <u>8:45 PM</u>	
A. Board Development Committee	
B. Community Linkage Committee	
C. Negotiations Committee	
D. Policy Committee	
12. Other Board Updates (AMSD, BrightWorks, ISD 287, MSHSL): <u>8:55 PM</u> (Information)	
A. AMSD (Association of Metropolitan Schools) - <i>Abby Libsack/Kim Ross</i>	
B. BrightWorks (formerly ECSU) - <i>Dennis Stubbs</i>	
C. ISD 287 (Intermediate School District 287) - <i>Kim Ross</i>	
D. MSHSL (Minnesota State High School League) - <i>Dennis Stubbs</i>	
13. Board Work Plan: <u>9:10 PM</u> (Action)	
A. Work Plan "Change" Document (Action)	221
Motion _____ Seconded _____	
Steve Bartz Yes___ No___ Kim Ross Yes___ No___	
Aaron Casper Yes___ No___ Charles Strehl Yes___ No___	
Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___	
Debjyoti Dwivedy Yes___ No___	
B. 2024-25 Board Annual Work Plan (Information)	222
14. Adjournment: (Action)	
Motion _____ Seconded _____ to adjourn at _____ PM	
Steve Bartz Yes___ No___ Kim Ross Yes___ No___	
Aaron Casper Yes___ No___ Charles Strehl Yes___ No___	
Abby Libsack Yes___ No___ Dennis Stubbs Yes___ No___	
Debjyoti Dwivedy Yes___ No___	
15. Appendix "A" (Reference Item 10,B)	
A. District Policy 503	234
B. District Policy 509	245
C. District Policy 535	250
D. District Policy 616	258
E. District Policy 620	261
F. District Policy 721	268

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

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

1. CONVENE: 6:00 PM

Call to Order - School Board Roll Call

Present: Steve Bartz, Aaron Casper, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

Not Present: Debjyoti "DD" Dwivedy

Present: Superintendent Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval – Motion by Kim Ross, **Seconded** by D. Stubbs to approve the agenda for the Monday, August 26, 2024, meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed Unanimously

4. Approval of Previous Minutes – Motion by D. Stubbs, **Seconded** by S. Bartz to approve the UNOFFICIAL Minutes of the School Board Regular Meeting for the June 24, 2024, and the July 22, 2024 Meetings – Passed Unanimously

5. Public Comment – None to report

6. Announcements – None to report

7. Board Work

A. Decision Preparation

B. Required Board Action

C. Policy Monitoring

1) EL 2.1 Emergency Superintendent Succession

OI Motion by S. Bartz, **Seconded** by K. Ross, OI is reasonable – Passed Unanimously

Evidence Motion by S. Bartz, **Seconded** by D. Stubbs, accept Superintendent’s assertion of compliance – Passed Unanimously

2) EL 2.2 Treatment of Students

OI Motion by K. Ross, **Seconded** by A. Casper, OI is reasonable for EL 2.2, EL2.2.2 and EL 2.2.4 through EL 2.2.10 – Passed Unanimously

Evidence Motion by K. Ross, **Seconded** by A. Casper, accept Superintendent’s assertion of compliance for EL 2.2, EL 2.2.2 and EL 2.2.4 through EL 2.2.10 – Passed Unanimously

a. EL 2.2.1 - Allow student to be unprotected against violence or harassment.

OI Motion by K. Ross, **Seconded** by A. Casper, OI is reasonable – Passed 5-1; Yes (5) – AL, KR, AC, DS, ST; No (1) – CS

Evidence Motion by K. Ross, **Seconded** by A. Casper, accept Superintendent’s assertion of compliance, Yes (3) – AL, KR, AC; No (3) – CS, DS, SB

b. EL 2.2.3 - Unfairly or inequitably identify and address student behavior violations.

OI Motion by C. Strehl, **Seconded** by A. Casper, OI is reasonable – Passed Unanimously

Evidence Motion by K. Ross, **Seconded** by A. Casper, accept Superintendent’s assertion of compliance – Passed 5-1; Yes (5) – AL, KR, AC, DS, SB; No (1) – CS

Motion by A. Casper, **Seconded** by S. Bartz to recess at 7:09 PM; resumed at 7:26 PM

3) EL 2.7 Asset Protection

OI Motion by A. Casper, **Seconded** by K. Ross, OI is reasonable for EL 2.7 through EL 2.7.12 with the exception of EL 2.7.6 – Pass Unanimously

Evidence Motion by A. Casper, **Seconded** by S. Bartz, accept Superintendent’s assertion of compliance for EL 2.7 through EL 2.7.12 with the exception of EL 2.7.6 – Passed Unanimously

- a. EL 2.7.6 - Endanger the district's public image, its credibility, or its ability to accomplish ends.

OI Motion by K. Ross, **Seconded** by D. Stubbs, OI is reasonable, Passed Unanimously

Evidence Motion by K. Ross, **Seconded** by S. Bartz, accept Superintendent's assertion of compliance, Passed 5-1; Yes (5) – AL, KR, AC, DS, SB; No (1) – CS

- 4) Ends 1.6 - Monitoring Measuring Plan

Motion by S. Bartz, **Seconded** by A. Casper, accept that evidence of Measurement Plan supports OI – Passed Unanimously

D. Record of Board Self-Evaluation

- 1) 2024-25 Record of Board Policy Monitoring - *Board-Management Delegation (BMD) & Governance Policies (GP) (No Updates)*

- 2) 2024-25 Record of Board Policy Monitoring - *Executive Limitations (No Updates)*

- 3) 2024-25 Record of Board Policy Monitoring - *Ends*

Motion by K. Ross, **Seconded** by A. Libsack, approve as presented – Passed Unanimously

8. **Superintendent Consent Agenda – Motion** by A. Casper, **Seconded** by S. Bartz, approve as presented with the exception of item B-6, District Policy 506 – Passed Unanimously

A. Monthly Reports

- 1) Human Resources Report

- 2) Business Services Reports

a. Board Business

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

- 1) Memo to the Board - Summary - District Policies

- 2) District Policy 102 - Equal Educational Opportunity

- 3) District Policy 413 - Harassment & Violence

- 4) District Policy 418 - Drug Free Workplace

- 5) District Policy 419 - Tobacco Free Environment

- ~~6) District Policy 506 – Student Discipline~~

- 7) District Policy 507 - Corporal Punishment

- 8) District Policy 512 - School-Sponsored Student Publications and Activities

- 9) District Policy 513 - Student Promotion, Retention and Program Design

- 10) District Policy 515 - Protection and Privacy of Student Records

- 11) District Policy 515-F - Public Notice

- 12) District Policy 516 - Student Medication

- 13) District Policy 521 - Student Disability Nondiscrimination

- 14) District Policy 522 - Title IX Nondiscrimination Policy, Grievance Procedure and Process

- 15) District Policy 532 - Use of Peace Officer & Crisis Teams to Remove Students with IEP from School Grounds

- 16) District Policy 607 - Organization of Grade Levels

- 17) District Policy 609 - Religion and Cultural Observance

- 18) District Policy 624 - Online Instruction

- 19) District Policy 708 - Transportation of Nonpublic School Students

- 20) District Policy 709 - Student Transportation Safety Policy

C. Approval of Agreement: Classified and Administrative Support Staff (CLASS)

D. Seek Bid: Valley View Property Remodel

9. **Approval of Updated District Policy 506 – Student Discipline – Motion** by A. Casper, **Seconded** by S. Bartz to approve as presented – Passed Unanimously

10. **Superintendent's Incidental Information**

A. Superintendent Update

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

A. Board Development Committee

B. Community Linkage Committee

- 1) CLC Minutes for July 18, 2024 Meeting

Motion by A. Casper, **Seconded** by S. Bartz, accept as presented – Passed Unanimously

2) Approval of September 2024 MWM Prudent Fiscal Management

Motion by S. Bartz, **Seconded** by D. Stubbs, approve draft with recommended edits – Passed Unanimously

C. Negotiations Committee

D. Policy Committee

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

A. AMSD – Josh provided update to Board

B. BrightWorks – N/A

C. ISD 287 – Kim provided update to Board

D. MSHSL - Dennis provided update to Board

E. MSBA Summer Seminar – Kim provided update to Board

13. Board Work Plan

A. Work Plan "Changes" Document – **Motion** by A. Casper, **Seconded** by C. Strehl, approve as presented – Passed Unanimously

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

Date of Meeting/Workshop	Changes Requested
Monday, September 9, 2024 – Workshop	- CHANGE: <i>Workshop time should be 6:00 p.m.</i>
Monday, September 23, 2024	- ADDED: -Ends 1.1 – 1.6 Evidence (FY 2023-24) Moved from October 28, 2024 Meeting -Monitor Evidence Assertion of Compliance for EL 2.2 and EL 2.2.1
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	- REMOVED: <i>Ends 1.1 – 1.6 Evidence (FY 2023-24) Moved to the September 23, 2024 Mtg.</i>
Tuesday, November 12, 2024 – Special Business Meeting (<i>Canvass Elections</i>)	
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	

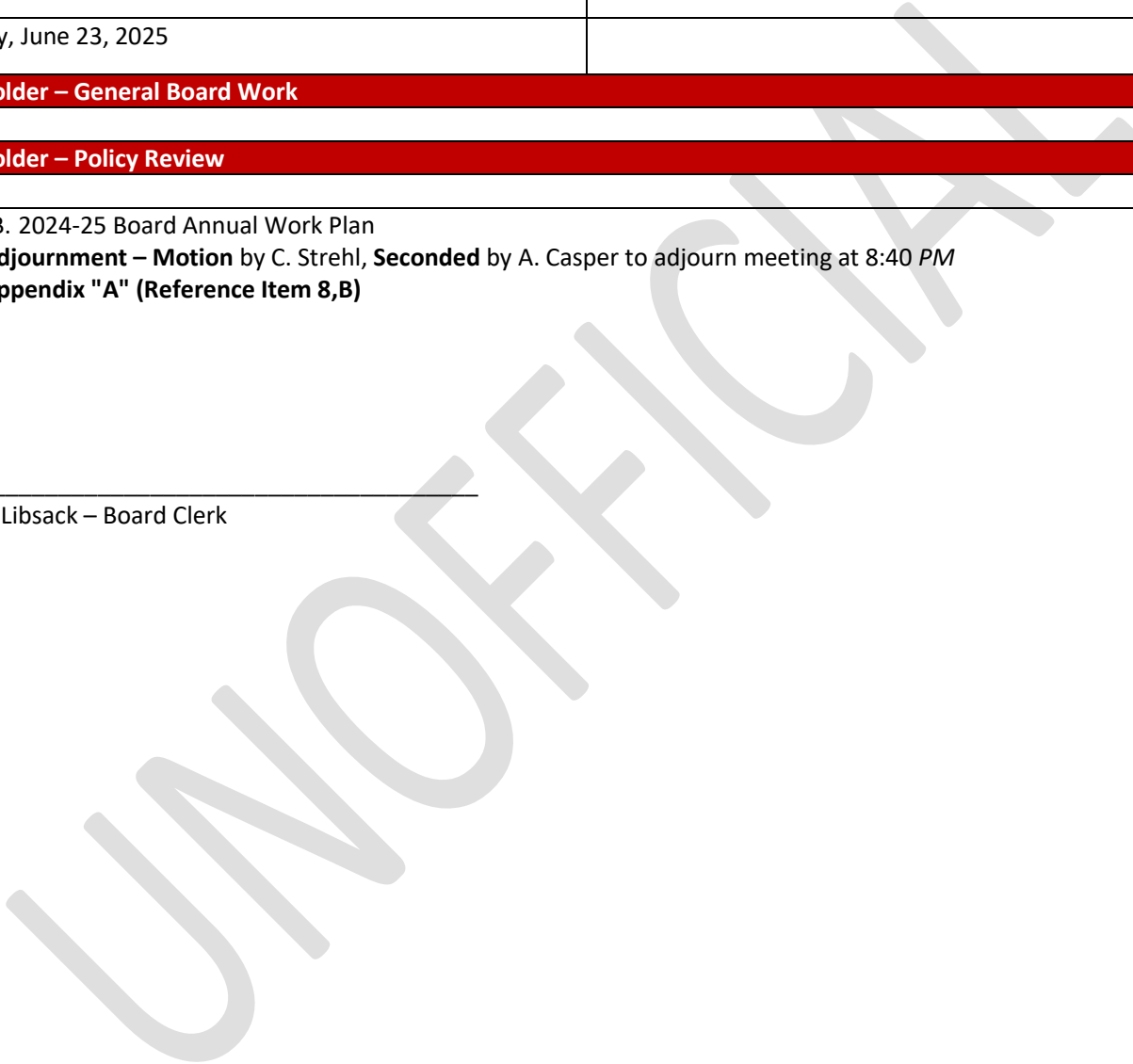
Monday, March 24, 2025	
Monday, April 14, 2025 – Workshop	
Monday, April 28, 2025	
Monday, May 12, 2025 – Workshop	
Tuesday , May 27, 2025	
Monday, June 9, 2025 – Workshop	
Monday, June 23, 2025	
Placeholder – General Board Work	
Placeholder – Policy Review	

B. 2024-25 Board Annual Work Plan

14. **Adjournment – Motion** by C. Strehl, **Seconded** by A. Casper to adjourn meeting at 8:40 PM

15. **Appendix "A" (Reference Item 8,B)**

Abby Libsack – Board Clerk





School Board Workshop Notes- Monday, September 9, 2024

1. CONVENE – 6:03 PM

School Board Members Present: Steve Bartz, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs and Board member Debjyoti "DD" Dwivedy joining remotely

2. Morris Leatherman Survey presentation

3. Policy Monitoring: Review of BMD's 3.0, 3.1, 3.2 and 3.3

4. Policy Monitoring: Review of GP's 4.4, 4.5, 4.6, 4.7, 4.8 and 4.10

5. Work Plan "Change" Document

- a. Placeholder/discussion request- EL monitoring process review (Director Bartz referred this to the Policy Committee)

6. 2024-25 School Board Annual Work Plan- no changes

7. Adjourned at 7:03PM



Board Clerk

Financial Report

FY 2023-24



EDEN PRAIRIE SCHOOLS

FY 23-24 General Fund Overview

General Fund Unassigned	Budget	Actual	\$ Variance	% Variance
Revenues	\$140,074,417	\$142,852,333	\$2,777,916	1.98%
Expenditures	\$136,049,473	\$138,771,435	(\$2,721,962)	(2.00%)
Variance	\$4,024,944	4,080,898	\$55,954	1.39%
Fund Balance \$	\$21,115,208	\$21,171,161	\$55,954	0.26%
Fund Balance %	15.5%	15.3%		(0.20%)

Note: 6/30/2023 Audited Fund Balance \$17,090,264

FY 23-24 Fund Balance Overview

Fund	Audited Fund Balance 6/30/2023	Budget	Preliminary Balance 6/30/2024	\$ Variance
General Fund - Assigned	\$8,539,904	\$8,539,904	\$ 7,272,478	(\$1,267,426)
Capital Outlay	\$3,529,837	\$1,312,922	\$2,456,144	\$1,143,222
Food Service	\$1,601,422	\$1,723,573	\$1,725,687	\$2,114
Community Education	\$3,007,541	\$3,113,528	\$3,736,205	\$622,676
Building Construction	\$12,707,632	\$9,676,689	\$13,205,535	\$3,528,846
Internal Service	\$8,838,708	\$7,848,708	\$8,840,567	\$991,860
OPEB Trust	\$14,656,429	\$14,906,429	\$15,752,854	\$846,425
Total	\$52,881,473	\$47,121,753	\$52,989,470	\$5,867,717

Financial Next Steps

- FY 24-25 Preliminary Enrollment Report - September 23
- FY 25-26 Preliminary Levy Approval - September 23
- FY 23-24 Financial Statement Acceptance - November 25
- FY 25-26 Tax Levy Approval - December 9
- 5-Year Long-Range Financial Projection - January 6
- FY 24-25 Mid-Year Budget Update - January 27

Preliminary Enrollment Report

September 2024

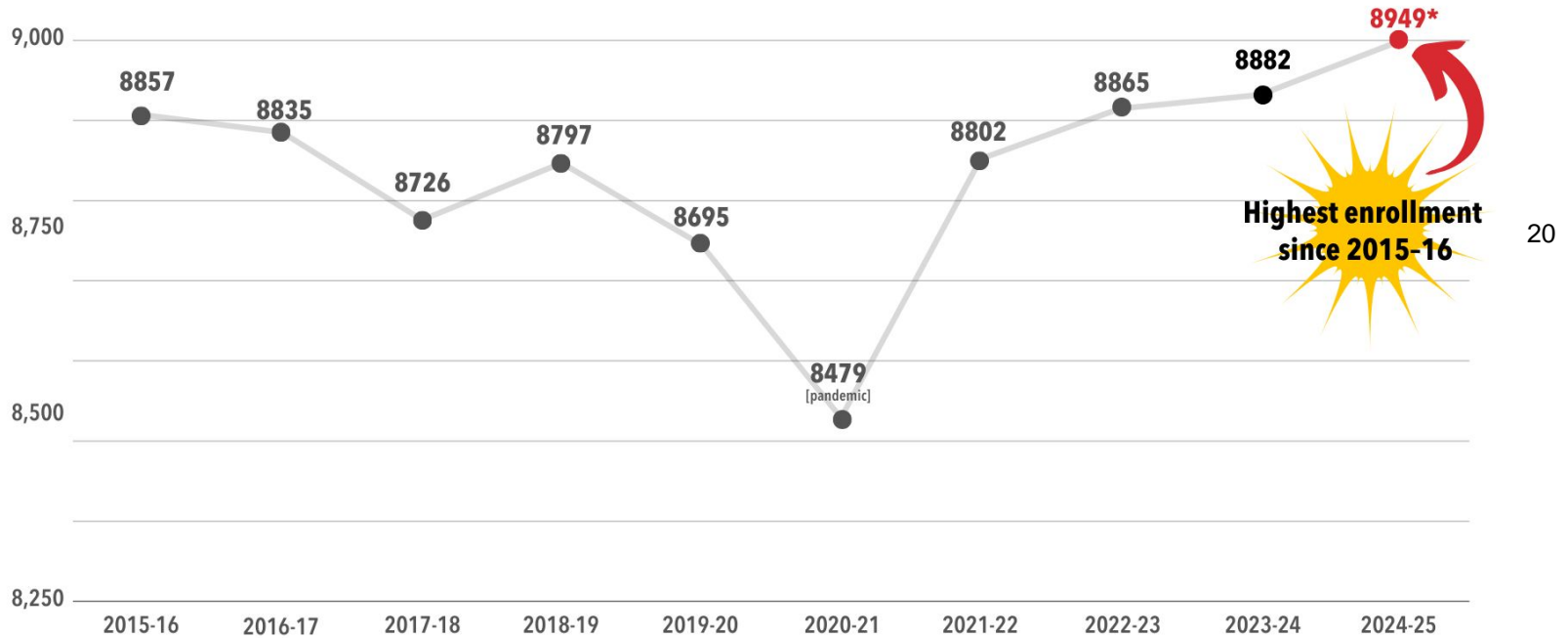


EDEN PRAIRIE SCHOOLS



Enrollment by year (K-12)

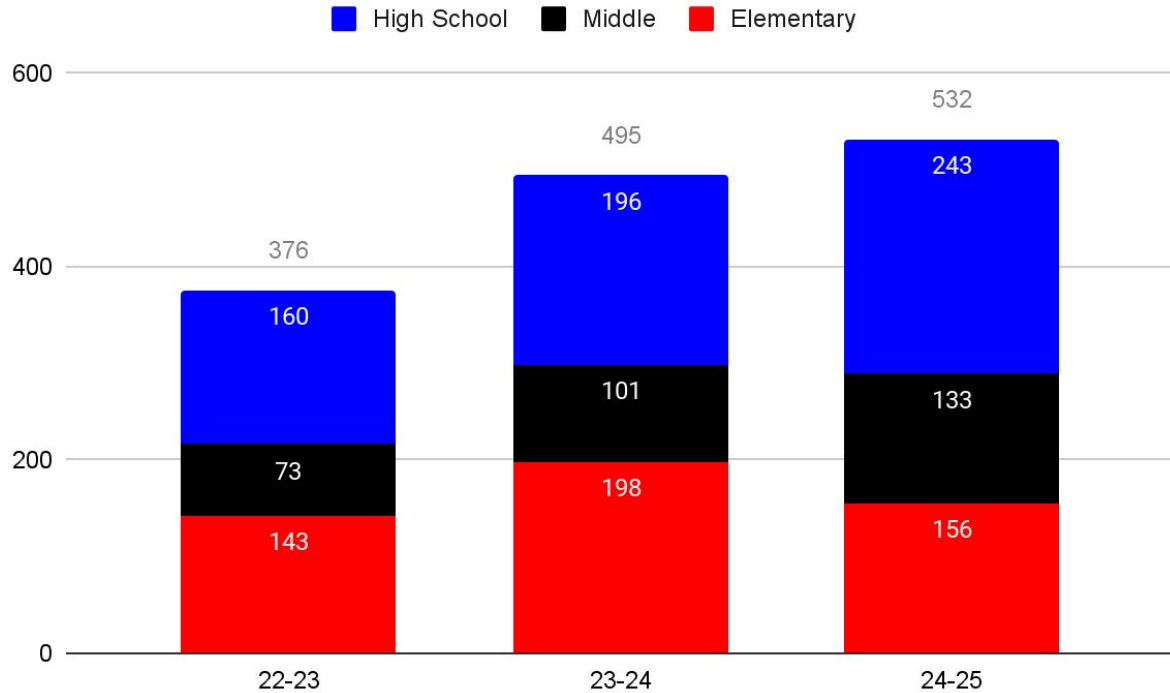
Data based on October 1 student seat count



*Data based on September 18, 2024 student seat count



EPO enrollment (Full time)





Fall 2024 themes

Enrollment is the highest in 10 years

- Up 67 students from 2023-24
- Up 25 students from budget projection
- Preliminary numbers do not include unprocessed withdrawals or future-start date enrollments

22

EP Online has 532 students

- 532 full time and 267 part time
- Additional onboarding dates added in August/September
- Dedicated marketing and outreach support since April 2023
 - Personalized experience from inquiry to enrollment
 - Real person when you call with questions
- Conducted market research in 2023 to continue improving offerings and outreach
 - Targeted marketing based on EPO differentiators



Fall 2024 themes

Ongoing Cabinet alignment and strategic marketing/outreach efforts

- Research-based efforts noted in March 2023 presentation are showing outcomes
- Focus on customer service and response for family inquiries
- Outreach events in community (Everything Spring Expo, PeopleFest, KidStock, Harvest to Halloween at the Barn, etc.)
- Cabinet and principal support for personal outreach, pop-up events
- Alignment of data collection and review

23

Redesign of kindergarten marketing piloted in 2023-24

- Kindergarten events more experiential and connected to schools

Impact of 100 Years campaign

- Better engagement and connection with families = better retention



Next Steps

Enrollment Analytical (October 28)

- Official October 1 enrollment count
- First look at trends/themes

Long-Range Financial Projection (January 6)

- 5-Year Forecast

2024-25 Mid-Year Budget Update (January 27)

- Adjust expenditure budget

2025-26 Enrollment Projection & Beyond (January 27)

- Project next year enrollment

Thank you!

25



EDEN PRAIRIE SCHOOLS



2025-26
kindergarten
marketing



EDEN PRAIRIE SCHOOLS



Goals of reimagined K marketing

Create more experiential opportunities for students and families

Reduce burden on schools

Stay competitive with neighboring districts

Increase attendance at events

Better align with our vision for engagement through the Inspired Journey lens

- Opportunities to discover, explore, and pursue



2022-23 events

<u>Event</u>	<u>Boundary school attendance (avg.)</u>
November - Principal presentation and tour; Virtual option	12 families
January - Parent Panel, school tour	10 families
May - Open House	35 families
August - KinderCamp	54 families



2023-24 pilot of new events

October – Kindergarten Kickoff: Virtual presentation and parent panel

November – Kindergarten Adventure Day

January – Kinder KidFlick

February-April; At least two more already-planned school events

August – KinderCamp



2022-23 vs. 2023-24 events

<u>2022-23 Event</u>	<u>Attendance/RSVPs (avg. per school)</u>	<u>2023-24 Event</u>	<u>Attendance/RSVPs (avg. per school)</u>
-	-	October Kindergarten Kickoff	28 families ³⁰
November event	12 families	Kindergarten Adventure Day	37 families
January event	10 families	Kinder KidFlick	22 families
May event	35 families	May events at schools	Vary by school
August - KinderCamp	54 students	KinderCamp	56 students

Key events



VIRTUAL KINDERGARTEN KICKOFF

Meet the principal, a teacher, and current kindergarten parents to have your questions answered!



KINDERGARTEN ADVENTURE DAY

Enjoy a bus ride, lunch, classroom storytime, and playground fun at your future school.



KINDER KIDFLICK

Bring your blankets and pillows for a special movie night at your school! While you watch one of your favorite movies, you'll also meet our amazing kindergarten teachers and see all of your new friends.

You're invited to Kindergarten Adventure Day!

Nov. 1-9, 10 a.m.-12 p.m.



EDEN PRAIRIE SCHOOLS
Inspiring each student every day*

It's time to climb on board the big yellow school bus and take a trip to school! Play on the playground, listen to a special story in a real kindergarten classroom and enjoy³ school lunch with your new friends.







Welcome to
Cedar Ridge Elementary's
**Kinder
KidFlick!**

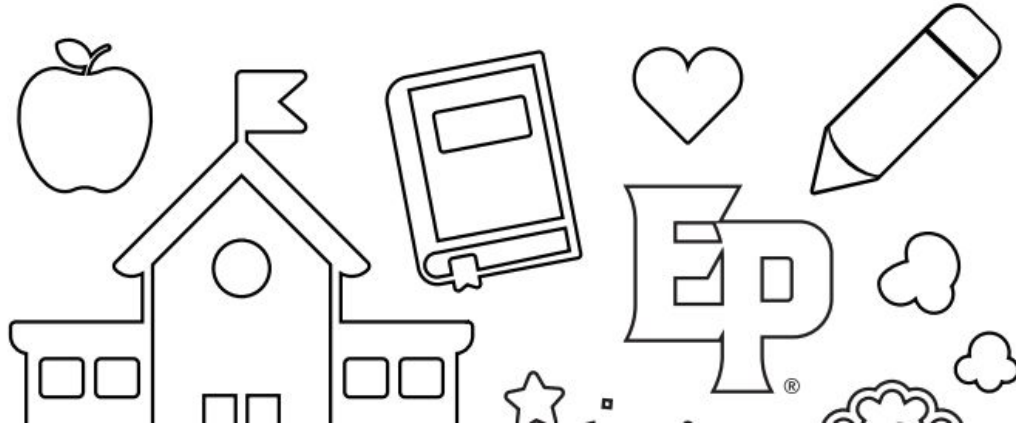
Kindergarten passport

EDEN PRAIRIE SCHOOLS

'S

WRITE YOUR NAME HERE.

KINDERGARTEN PASSPORT



Kindergarten passport



KINDER KIDFLICK

Jan. 18, 5:30-7:30 p.m.

Bring your blankets and pillows for a special movie night at Eden Lake! While you watch one of our favorite movies, you'll also meet our amazing kindergarten teachers and see all of your new friends from Eden Lake.



FAMILY FUN NIGHT
Feb. 2, 6:30-8:30 p.m.
Oh, what a night: dancing, open gym, bingo & prizes!



BOOK FAIR

**May 7-8,
3:30-6 p.m.**

Visit, shop, and tour our school while the book fair is open.

FAMILY PICNIC

May 23, 5-7 p.m.

Join staff, students and families for a playground picnic to celebrate the end of the school year!



CULTURE WEEK ASSEMBLY

**Dec. 1, daytime
(time TBD)**

Come celebrate the rich diversity of our Prairie View community!



KINDER KIDFLICK

Jan. 25, 5:30-7:30 p.m.

Bring your blankets and pillows for a special movie night at Prairie View! While you watch one of our favorite movies, you'll also meet our amazing kindergarten teachers and see all of your new friends from Prairie View.



FAMILY FITNESS NIGHT

March 8,

**5-6 p.m. -or-
6:30-7:30 p.m.**

Get moving with other students and families while learning how to stay healthy.



Additional marketing strategies

Outreach at preschool conferences

Personalized mailers to all incoming kindergarteners

Marketing emails and recurring messages

Popsicles with the Principal/summer events

Personal phone calls by school leaders

Kidstock summer event outreach



Pilot outcomes

Increased attendance at events earlier in the process

More enrollments completed earlier in the process

Teachers required to attend fewer events

Stronger buy in from principals and schools because of co-creation



Pilot outcomes

Exceptional feedback about event experiences

How helpful was this event as you learn about your school and/or Eden Prairie Schools?

97% helpful or very helpful

How likely are you to enroll³⁹ in Eden Prairie Schools after attending this event?

97% likely or very likely



Pilot outcomes

“This was such a great experience! **My son will not stop talking about it** and made us both so excited for that transition next year.”

“A wonderful event and so organized which I appreciate. **Everyone was so kind helpful and friendly** warm and welcoming. Great job everyone for organizing!!”

“Please bring this back again next year! **It was such a powerful experience** for both myself and my incoming kindergartener.”



Updates for 2025-26

Continue with three anchor events

- Use debriefs from last year to make improvements

More intentionally track data (a family's attendance event-to-event, for example)

- Enhanced outreach with more personalization
- Scheduled communication to maintain connection with families

Add a July event for ongoing engagement with families

Exploring a mirrored approach at CMS and EPHS



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

September 23, 2024

To: Dr. Josh Swanson, Superintendent
From: Andrew Adams, Executive Director of Business Service Re:
Preliminary Tax Levy

Dear Superintendent Swanson,

Eden Prairie Schools, along with all school districts across the state continue to work with the Minnesota Department of Education (MDE) on the preliminary levy certification. At the time of this memo, we are still waiting for final numbers from MDE.

The levy is not final at this point, and we are asking the school board to approve this preliminary levy at the 'maximum.' This is a customary practice among school districts and is recommended by MDE to allow the Business Office to continue working with the Department to finalize the amounts that will appear on truth in taxation notices in November.

The preliminary levy for taxes payable in 2025 is required to be school board approved by September 30th and we will provide numbers and comparative data at the September 23rd board meeting. We do know there will be a levy increase due to a few items:

- The real estate market increase we've experience over the last couple of years continues to drive increases to the capital project levy (technology levy). The increase for Pay 2025 is \$677,000.
- The operating referendum passed by the community in November 2022 includes an inflationary adjustment, this year of 1.02%, which generates a levy increase of approximately \$983,000.
- The District purchased the property at 11840 Valley View Road and financed the purchase through a Certificate of Participation (COP) which resulted in a \$1.1 million increase in lease levy.
- The District reduced the LTFM levy by \$1.9 million in alignment with the purchase of the Valley View Property to meet the board promise related to state approved projects.
- The principal and interest payments on the school district debt are \$726,000 higher than the previous year, as scheduled and planned for in the long-term financing plan for the district.

The combination of these items will result in an overall levy increase for Eden Prairie Schools. Specific details will be presented at the board meeting on September 23rd.

At the September 23rd School Board meeting, we propose the school board approve the preliminary tax

levy at the maximum for taxes payable in 2025 for Independent School District #272.

Eden Prairie Schools
Final Levy Certification Payable 2025

Categories	2023 Pay 24 FY 25	2024 Pay 25 FY 26	Dollar Change	Comments
1 GENERAL FUND				
2 Equity	\$ 729,957	\$ 790,423	\$ 60,466	FY23 & FY25 net positive adjustment
3 Achievement & Integration	523,757	511,372	(12,386)	FY23 & FY25 net negative adjustment
4 Alternative Teacher Compensation	788,258	807,896	19,637	FY23 & FY25 net positive adjustment
5 Referendum	29,168,475	30,151,524	983,049	1.02% inflation increase (CPI) (FY26)
6 Transition	56,161	57,894	1,732	Similar to last year
7 Re-employment Ins.	(126,265)	(39,412)	86,853	Overlevied in FY23 resulting in a large negative adjustment
8 Safe Schools	513,303	515,683	2,380	Similar to prior years and includes an FY23 positive adjustment
9 Career Technical	412,795	433,686	20,890	35% of estimated expenditures in CTE program
10 Abatement/Other Adjustments	-	867,030.87	867,031	Abatement activity, underlevy in Pay 24 levy cycle
11 Facilities & Equipment Bond Adjustment	(460,425)	(456,750)	3,675	Capital facilities bond to pay for the LED lighting upgrade, offset in debt service
12 Building/ Lease	1,059,350	1,872,819	813,469	COP Payments offset by Pay 22 negative adjustment
13 Operating Capital	1,535,708	1,624,335	88,627	Aging buildings plus a legislative shift from aid to levy
14 Capital Projects	9,415,721	10,093,029	677,308	Technology levy, increase in adjusted net tax capacity
15 Long Term Facility Maintenance (LTFM)	6,043,455	4,160,228	(1,883,227)	Planned reduction in LTFM Levy in alignment with State approved projects
16 LEVY TOTAL	\$ 49,660,251	\$ 51,389,756	\$ 1,729,505	3.48%
17 COMMUNITY EDUCATION FUND				
18 Basic Levy	\$ 486,267	\$ 486,267	\$ -	Similar to prior years
19 Early Child & Family	297,583	329,883	32,300	FY24 negative adjustment due to smaller population under 5 years of age
20 Home Visiting	12,359	12,939	580	Similar to prior years
21 Disabled Adults	9,391	8,761	(630)	Similar to prior years
22 School-Aged Care	483,373	470,123	(13,250)	Funding for students with disabilities, similar to last year
23 Abatement Adjustment	13,539.29	6,379	(7,160)	Abatement activity
24 COMMUNITY ED FUND LEVY TOTAL	\$ 1,302,511	\$ 1,314,353	\$ 11,842	0.91%
25 DEBT SERVICE FUND				
26 Debt Levy	\$ 2,406,075	\$ 2,434,950	\$ 28,875	Scheduled principal & interest payments
27 Facilities Maintenance Bonds	6,723,158	7,420,361	697,203	Scheduled principal & interest payments
28 Facilities & Equipment Bond Adjustment	460,425	456,750	(3,675)	Capital facilities bond to pay for the LED lighting upgrade, offset in general fund
29 Debt Excess	(177,281)	(93,230)	84,051	Calculated using fund balance & projected costs
30 Abatement Adjustment	-	193,456.81	193,457	Abatement activity, underlevy in the Pay 24 cycle
31 DEBT SERVICE FUND LEVY TOTAL	\$ 9,412,377	\$ 10,412,288	\$ 999,911	10.62%
32 LEVY GRAND TOTAL	\$ 60,375,139	\$ 63,116,397	\$ 2,741,258	4.54%

**Preliminary
Tax Levy
September 2024**



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Tonight's Outcome

The school board approves language to allow management to continue working with the Minnesota Department of Education (MDE) to establish levy parameters that will be used in property tax statements distributed in November.

46

The school board is not setting the tax levy tonight. That will occur on December 9, 2024.



Property Tax Background

- Every owner of taxable property pays property taxes for the various “taxing jurisdictions” (county, city or township, school district, special districts) in which the property is located
- Each taxing jurisdiction sets its own tax levy, often based on limits in state law
- County sends out bills, collects taxes from property owners, and distributes funds back to other taxing jurisdictions

47



Payable in 2025 Tax Levy

Schedule of events in approval of district's Payable 2025 tax levy

- September 6: Dept. of Education prepared and distributed first draft of levy limit worksheets setting maximum authorized levy ⁴⁸
- September 23: School board approves proposed levy amounts at the maximum
- Mid-November: County mails “Proposed Property Tax Statements” to all property owners
- December 9: Public hearing on proposed levy
- December 9: Following hearing school board will certify final actual levy amounts



Overview of Levy Changes

Fund	Pay 24	Pay 25	\$ Change	% Change
General Fund	\$49,660,251	\$51,389,756	+ \$1,729,505	+ 3.48%
Community Education	1,302,511	1,314,353	+ 11,842	+ 0.91%
Debt Service	9,412,377	10,412,288	+ 999,911	+ 10.62%
Total	\$60,375,139	\$63,116,397	+ \$2,741,258	+ 4.54%

Note: These are estimates



Overview of Aid Changes

Fund	FY24	FY25	\$ Change	% Change
General	\$ 94,457,623	\$ 103,244,538	+ \$8,786,915	+ 9.30%
Community Education	398,140	447,292	+ 49,152	+ 12.35%
Total	\$ 89,228,632	\$ 94,917,390	+ \$5,688,757	+ 6.38%



Explanation of Levy Changes

General Fund

Category:	Operating Referendum & Local Optional Revenue ⁵¹
Change:	+ \$983,049
Use of Funds:	General operating expenses
Reasons for increase:	
	Funding based on estimated inflation, FY26 1.02%



Explanation of Levy Changes

General Fund

Category:	Building / Lease Levy	52
Change:	+ \$813,469	
Use of Funds:	To pay for leases of instructional spaces	

Reasons for increase:

The District purchased the Valley View property and increased lease levy obligations by \$1.1 million through issuance of Certificates of Participation (COPs). Offset by Intermediate Dist 287 Lease Levy, City Center Lease and Graduation venue expirations, and a Pay 22 negative adjustment.

Explanation of Levy Changes

General Fund

Category:	Capital Projects (Technology Levy)	53
-----------	------------------------------------	----

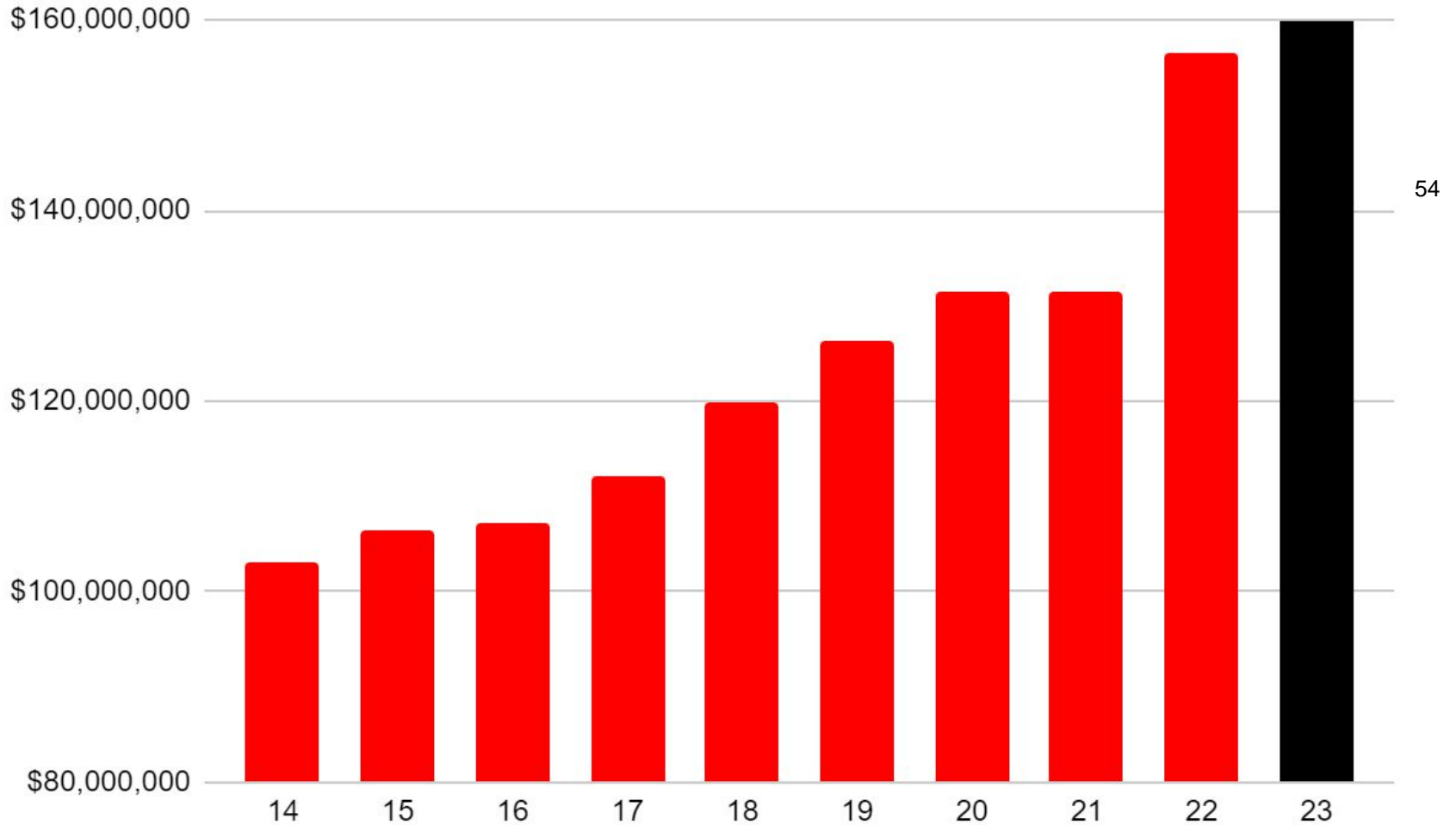
Change:	+ \$677,308
---------	-------------

Use of Funds:	General operating expenses
---------------	----------------------------

Reasons for increase:

The capital projects levy is based on net tax capacity (ANTC)

Adjusted Net Tax Capacity (ANTC)



Explanation of Levy Changes

General Fund

Category:	Long Term Facility Maintenance (LTFM)	55
Change:	-\$1,883,227	
Use of Funds:	Deferred capital and maintenance, approved health and safety, increased accessibility to school facilities.	

Reasons for decrease:

Decrease is the result of a committed reduction aligned with the purchase of the Valley View Property to meet the board promise of reducing the LTFM Pay As You Go Levy and related state approved projects.



Explanation of Levy Changes

Debt Service Fund	
Category:	Facilities Maintenance Bonds 56
Change:	+ \$726,078
Use of Funds:	Principal and Interest Payments
Reasons for increase:	
	Planned increase in the principal and interest payments on the old alternative facilities bonds and the newer long-term facilities maintenance bonds.

Overview of Levy Changes

Fund	Pay 24	Pay 25	\$ Change	% Change
Voter Approved	\$ 33,662,029	\$ 35,252,031	+ \$1,590,002	+ 4.72%
Other	<u>26,713,110</u>	<u>27,864,366</u>	<u>+ \$1,151,256</u>	<u>+ 4.31%</u> ⁵⁷
Total	\$ 60,375,139	\$ 63,116,397	+ \$2,741,258	+ 4.54%



Tax Levy Comparisons

Local Taxing Jurisdictions Proposed Levies:

58

- City of EP: 5.8%
- Hennepin County: 5.5%
- Eden Prairie Schools: 4.54%



Tax Impact

Eden Prairie Public School District No. 272

September 23, 2024

Property Taxes - Actual for Payable 2024 and Estimates for Payable 2025

59

		Actual Taxes Payable in 2024	Preliminary Estimate of Taxes Payable in 2025	Estimated Change in Annual Taxes	Estimated % Change
Type of Property	Estimated Market Value	Estimated Annual School District Property Taxes *			
Residential Homestead	\$250,000	\$985	\$1,007	\$22	2.2%
	350,000	1,408	1,448	40	2.8%
	450,000	1,825	1,890	65	3.6%
	538,000	2,201	2,295	94	4.3%
	545,000	2,233	2,328	95	4.3%
	650,000	2,710	2,827	117	4.3%
	750,000	3,165	3,301	136	4.3%
850,000	3,620	3,776	156	4.3%	

Key Assumptions:

1. Preliminary Pay 2025 RMV is estimated to change by 1.17% and NTC by -0.23% as compared to taxes payable 2024.
2. Assumes no change in the value of individual parcels of property from 2024 to 2025 taxes. If the value of a parcel changed, the change in taxes will be different than shown above.
3. Taxes payable in 2025 are based on latest estimates of proposed levy, as of the date above.

* The Homestead Market Value Exclusion was modified starting with 2024 assessments (taxes payable in 2025) during Minnesota's 2023 legislative session. The change provides additional property tax relief for residential homestead properties with a value greater than \$76,000 and less than \$517,200.



Summary

- Property value growth is driving a \$677,000 increase to the voter approved Capital Project Levy
- Voter approved operating referendum includes an inflationary increase of 1.02%⁶⁰
- Scheduled principal & interest payments on debt are \$726,000 higher than Pay24
- Strong enrollment continues to drive many levy increases
- Property tax impact is 4.3%:
 - \$545,000 home is \$95/year
 - \$350,000 home is \$40/year

Tonight's Action

- We propose the school board approve the preliminary levy at the maximum for taxes payable in 2025 for Independent School District #272.

61



THANK YOU

62



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Ends 2023–2024 Monitoring Report

September 23, 2024



EDEN PRAIRIE SCHOOLS

ENDS POLICY 1.1

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

64



EDEN PRAIRIE SCHOOLS

Inspiring each student every day™



Ends Policy 1.1

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

Target:

- EPHS 4-year graduation rate: 95%

Grad Rate

Prepared for Post-HS

EPHS 4-Year and 7-Year Overall Graduation Rate					
	2020	2021	2022	2023	2024 Preliminary
4-Year	95%	94%	94%	94%	94% 65
7-Year	96%	96%	98%	98%	n/a



Ends Policy 1.1

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

Target:

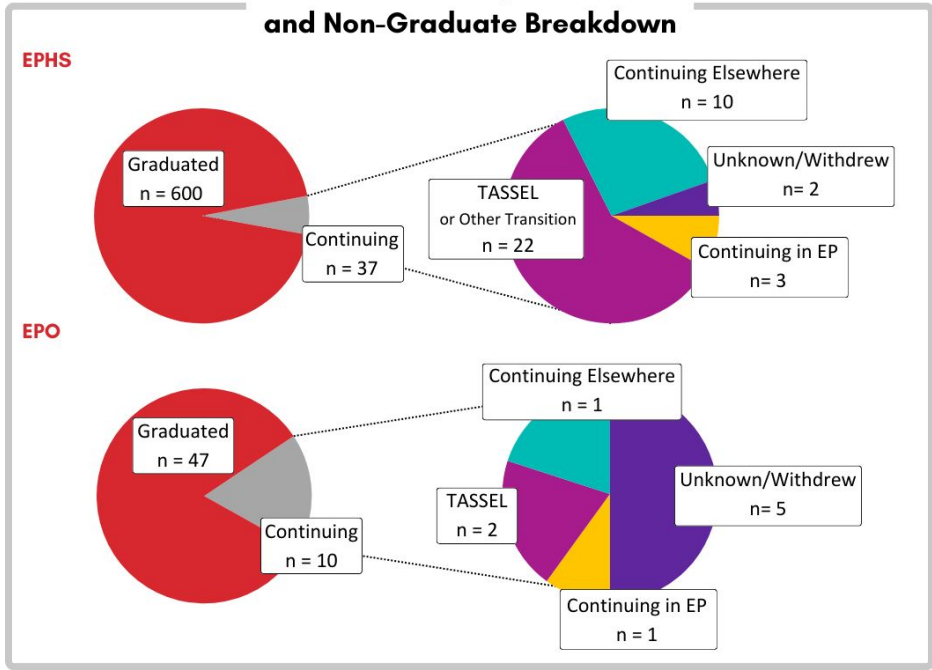
- EPHS 4-year graduation rate: 95%

Grad Rate

Prepared for Post-HS



2024 Preliminary Graduate and Non-Graduate Breakdown





Ends Policy 1.1

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

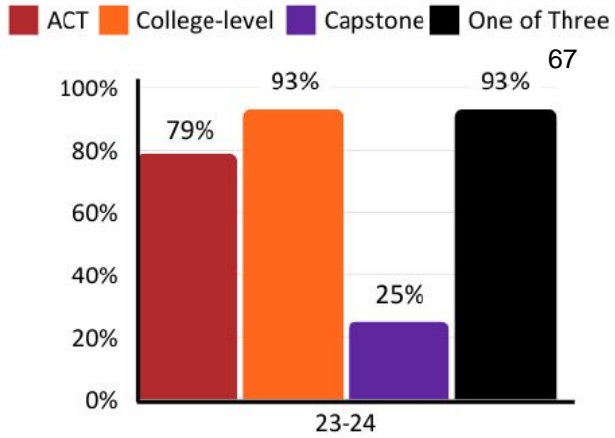
Target:

- 12th graders meeting 1 of 3 indicators: 75%

Grad Rate

Prepared for Post-HS

Post-Secondary Readiness



ENDS POLICY 1.2

Each student is reading at grade level by the end of 3rd grade.

68



EDEN PRAIRIE SCHOOLS

Inspiring each student every day™

Ends Policy 1.2 Each student is reading at grade level by the end of 3rd grade.

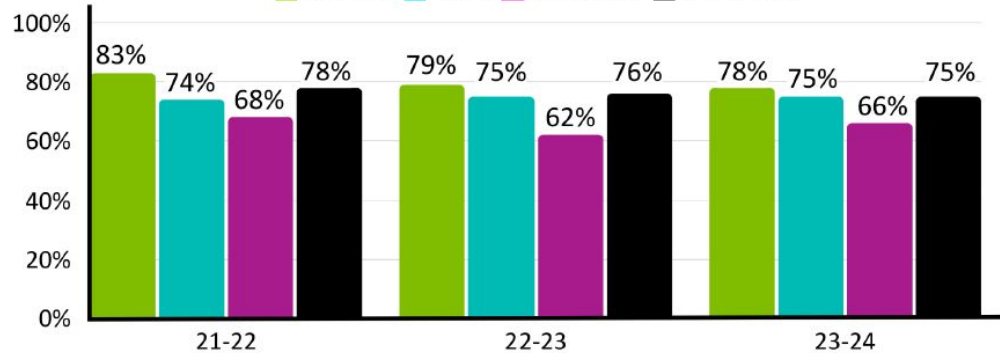
Targets:

- 3rd graders meeting 2 of 3 indicators: 80%

2 of 3 Reading



Reading by 3rd Grade



ENDS POLICY 1.3

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

70



EDEN PRAIRIE SCHOOLS

Inspiring each student every day™



Ends Policy 1.3

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

Targets:

- Reading aggressive growth: 40%
- Math aggressive growth: 40%

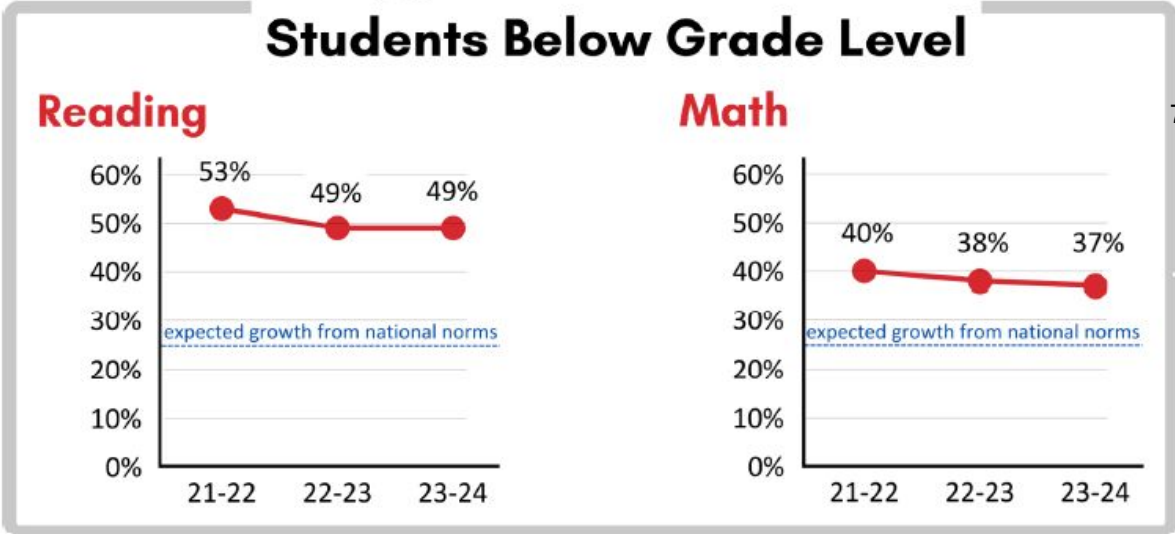
ELEMENTARY:
Aggressive
Growth

ACCESS/Alt.
ACCESS Growth

MCA/MTAS

SECONDARY:
Course Grades

Aggressive Growth for Students Below Grade Level





Ends Policy 1.3

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

ELEMENTARY:
Aggressive
Growth

ACCESS/Alt.
ACCESS Growth

MCA/MTAS

SECONDARY:
Course Grades

Targets:
• ML students meeting growth target: 33%

ML Students Meeting ACCESS Growth Target			
	21-22	22-23	23-24
Overall	31%	31%	33%



Ends Policy 1.3

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

Targets:

- Reading proficiency: 66%
- Math proficiency: 61%
- Science proficiency: 55%

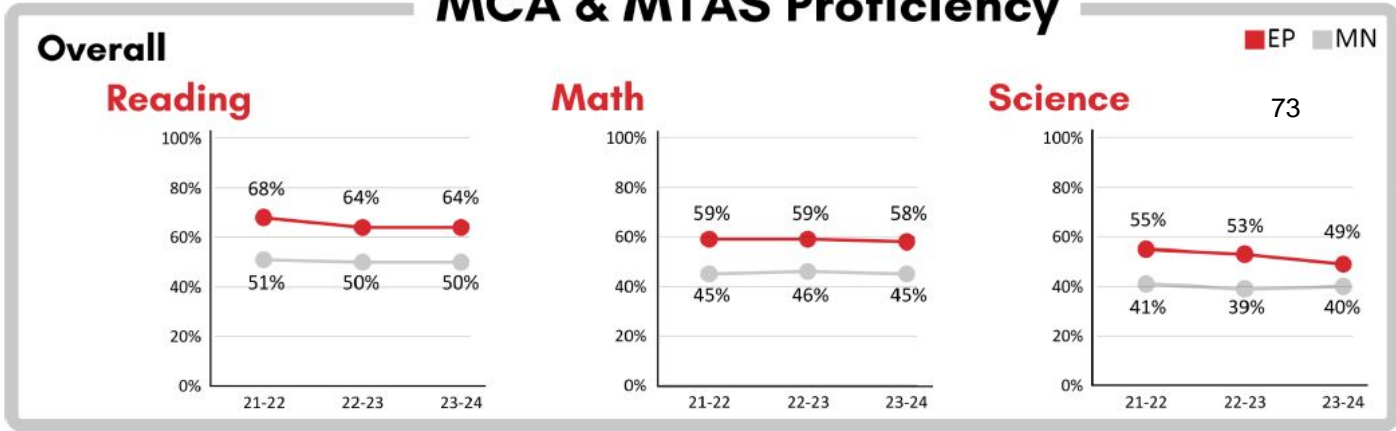
ELEMENTARY:
Aggressive
Growth

ACCESS/Alt.
ACCESS Growth

MCA/MTAS

SECONDARY:
Course Grades

MCA & MTAS Proficiency





Ends Policy 1.3

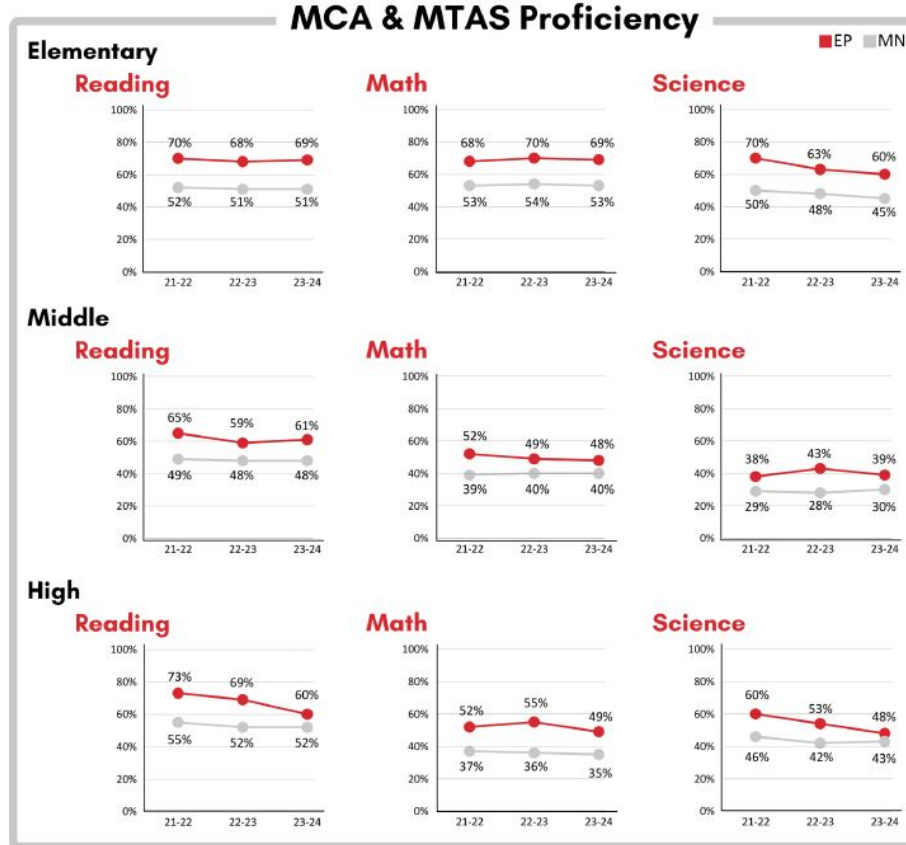
Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

ELEMENTARY:
Aggressive
Growth

ACCESS/Alt.
ACCESS Growth

MCA/MTAS

SECONDARY:
Course Grades





Ends Policy 1.3

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

Target:

- Average GPA: 3.47

ELEMENTARY:
Aggressive
Growth

ACCESS/Alt.
ACCESS Growth

MCA/MTAS

SECONDARY:
Course Grades

Average GPA in Select Curriculum Areas			
	21-22	22-23	23-24
Overall	3.43	3.37	3.39

Average GPA by Select Curriculum Areas and Level						
	Middle School			High School		
	21-22	22-23	23-24	21-22	22-23	23-24
All	3.31	3.24	3.34	3.54	3.53	3.45
Business	n/a	2.91	3.12	3.60	3.58	3.53
Fine or Applied Arts	3.35	3.35	3.47	3.70	3.70	3.65
Health	2.92	2.97	2.98	3.57	3.50	3.47
Physical Education	3.74	3.40	3.49	3.80	3.67	3.58
Social Studies	3.27	3.14	3.25	3.42	3.43	3.30
Technology	2.99	3.34	3.50	3.41	3.46	3.32
World Language	3.28	3.24	3.30	3.48	3.48	3.51

ENDS POLICY 1.4

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

76



EDEN PRAIRIE SCHOOLS
Inspiring each student every day™



Ends Policy 1.4

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

Targets:

- Students graduating with >54 credits: 90%

Exceeding MN
Grad Reqs

ELEMENTARY:
Talent Development

MIDDLE:
Talent Development

HIGH:
Talent Development

Students Graduating with >54 Credits			
	21-22	22-23	23-24
Overall	91%	92%	93%



Ends Policy 1.4

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

Exceeding MN Grad Reqs

ELEMENTARY:
Talent Development

MIDDLE:
Talent Development

HIGH:
Talent Development

Targets:

- Grades 3-5 students in GT programming: 25%
- Participating in Discovery programming: 100%
- Completing a Steppingstone project: Baseline
- Student engagement in Inspire Choice: Baseline

Talent Development: Elementary

	21-22	22-23	23-24 ⁸
Gifted & Talented Programming (Grades 3-5)	12%	29%	29%
Discovery Group Participation	--	100% of CR and EL students	100%
Steppingstone Project Completion	--	--	100% of 5th grade CR and EL students
Discovery Group Engagement	--	--	87% positive engagement



Ends Policy 1.4

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

Exceeding MN Grad Reqs

ELEMENTARY:
Talent Development

MIDDLE:
Talent Development

HIGH:
Talent Development

Targets:

- Earning credit in enriched, honors, or advanced course: 40%
- Pathway Exploration course GPA: Baseline
- Student engagement in Pathway Exploration courses: Baseline

Talent Development: Middle			
	21-22	22-23	23-24
Enriched, Honors, and Advanced Coursework	45%	49%	54%
Exploration Course GPA	--	--	3.40
Exploration Course Engagement	--	--	77% positive engagement



Ends Policy 1.4

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

Exceeding MN
Grad Reqs

ELEMENTARY:
Talent Development

MIDDLE:
Talent Development

HIGH:
Talent Development

Targets:

- Earning credit in college-level course: 45%
- Pathway Capstone course GPA: Baseline
- Student engagement in Pathway Capstone courses: Baseline
- Students completing a Pathway: Baseline
- Participating in extracurricular activities aligned with Pathways: Baseline

Talent Development: High			80
	21-22	22-23	23-24
College Level Coursework	76%	78%	76%
Capstone Course GPA	--	--	3.72
Pathway Completion	--	--	62 students
Pathways Capstone Engagement	--	--	94% positive engagement
Pathways Extracurriculars	--	--	85 students

ENDS POLICY 1.5

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

81



EDEN PRAIRIE SCHOOLS
Inspiring each student every day™



Ends Policy 1.5

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

Targets:

- Collaboration: 80%
- Creativity: 80%
- Communication: 80%
- Critical Thinking: 80%

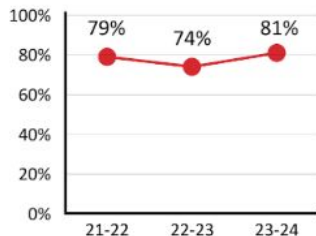
4Cs Proficiency

4Cs Self-Assessment

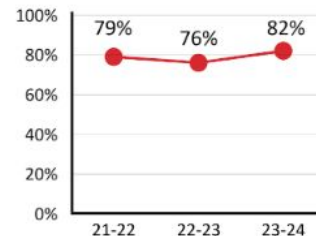
Goal Setting

4Cs Proficiency

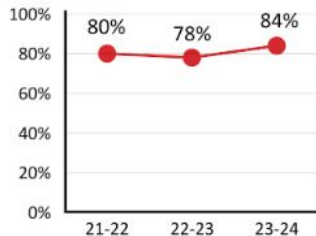
Collaboration



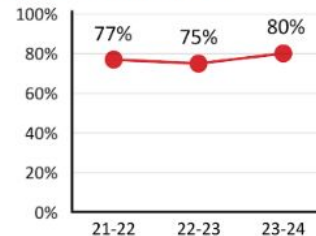
Communication



Creativity



Critical Thinking





Ends Policy 1.5

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

Targets:

- Collaboration: Baseline
- Communication: Baseline
- Creativity: Baseline
- Critical Thinking: Baseline

4Cs
Proficiency

4Cs
Self-Assessment

Goal Setting

Capstone Student 4Cs Proficiency (Self-Assessment)	
	23-24
Collaboration	84%
Communication	84%
Creativity	89%
Critical Thinking	96%



Ends Policy 1.5

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

Targets:

- K-5 students setting personal and academic goals: 90%
- 6-8 students setting personal and academic goals: 90%
- 9-12 students creating a graduation plan: 90%

4Cs
Proficiency

4Cs
Self-Assessment

Goal Setting

Student Goal Setting			
	21-22	22-23	23-24
Elementary	100%	97%	100%
Middle <input type="checkbox"/>	79%	100%	100%
High	98%	99%	97%

ENDS POLICY 1.6

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

85



EDEN PRAIRIE SCHOOLS

Inspiring each student every day™



Ends Policy 1.6

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

MN Civics

Respect & Responsibility -
K-5 Report Cards

Respect & Responsibility -
Student and Staff
Feedback

Attendance

Digital
Citizenship

Targets:

- Passing MN Civics test: 95%
- Earning credit in government course: 95%

High School Civics			
	21-22	22-23	23-24
Passing MN Civics Test	100%	100%	97%
Earning Credit in Government Course	100%	100%	98%

Ends Policy 1.6

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

Targets:

- Respectful behavior: 75%
- Responsible behavior: 75%

MN Civics

Respect & Responsibility -
K-5 Report Cards

Respect & Responsibility -
Student and Staff
Feedback

Attendance

Digital
Citizenship

K-5 Respectful and Responsible Behavior (via Report Cards Strands)

	21-22	22-23	23-24
Respectful	79%	76%	78%
Responsible	78%	73%	76%



Ends Policy 1.6

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

MN Civics

Respect & Responsibility - K-5 Report Cards

Respect & Responsibility - Student and Staff Feedback

Attendance

Digital Citizenship

Targets:

- Student self-assessment: Baseline
- Staff assessment: Baseline

K-12 Respectful and Responsible Behavior (via Feedback Surveys)	
	23-24
Student Self-Assessment	96%
Staff Assessment	84%



Ends Policy 1.6

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

MN Civics

Respect & Responsibility -
K-5 Report Cards

Respect & Responsibility -
Student and Staff
Feedback

Attendance

Digital
Citizenship

Target:
• Attendance rate: 95%

K-12 Attendance Rate			
	21-22	22-23	23-24
Overall	93%	93%	93%



Ends Policy 1.6

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

Targets:

- Digital citizenship proficiency: 80%

MN Civics

Respect & Responsibility -
K-5 Report Cards

Respect & Responsibility -
Student and Staff
Feedback

Attendance

Digital
Citizenship

Digital Citizenship Proficiency			
	21-22	22-23	23-24
Overall	76%	79%	82%



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Eden Prairie Schools Ends Monitoring Cover Sheet FY 2023-2024

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

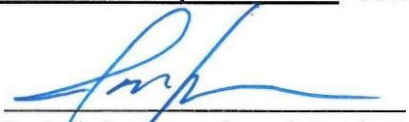
Date of Operational Interpretation Monitoring: June 26, 2023

Date of Evidence Monitoring: September 23, 2024

Assertion of Expected Progress by the Superintendent:

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

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

Signed 
Dr. Josh Swanson, Superintendent

Date: September 11, 2024



Eden Prairie School District 272 Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 26, 2023

Evidence: September 23, 2024

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. 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: 1) meeting or exceeding a college-readiness benchmark on a college entrance exam; 2) earning credit in a college-level course; and/or 3) earning credit in a Capstone course through the Inspired Journey program by the end of 12th grade.

1) *Standardized College Entrance Assessment:*

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

2) *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

3) *Capstone Completion through the Inspired Journey Program:*

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

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

Targets

Graduation Rates: Targets for 2023-2024

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

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

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

Evidence

Graduation Rates

EPHS 4-Year and 7-Year Overall Graduation Rate					
	2020	2021	2022	2023	2024 Preliminary
4-Year	95%	94%	94%	94%	94%
7-Year	96%	96%	98%	98%	n/a

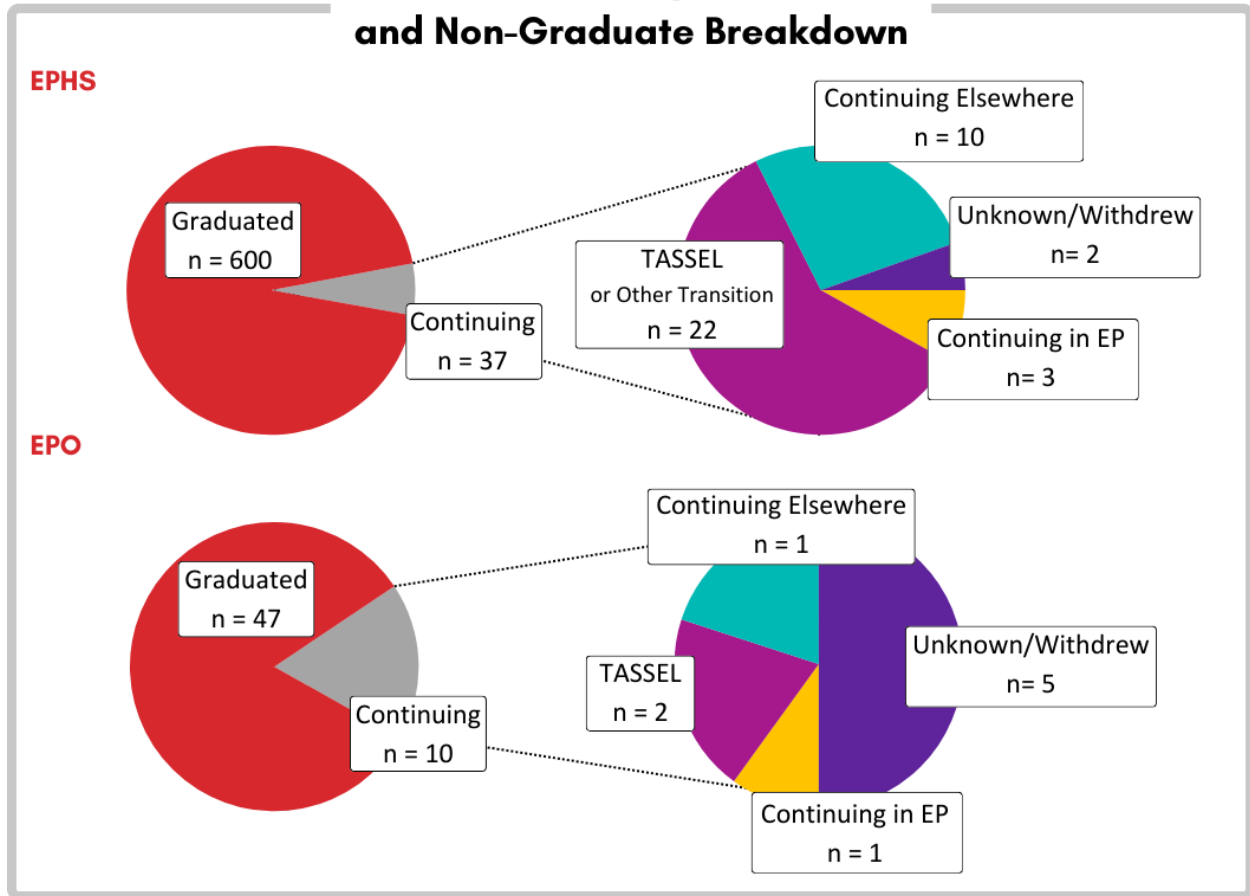
EPHS 4-Year Graduation Rate by Student Group					
	2020	2021	2022	2023	2024 Preliminary
Overall	95%	94%	94%	94%	94%
Asian	100%	95%	99%	98%	96%
Black or Afr. Am.	88%	90%	90%	90%	94%
Hispanic/Latino	83%	82%	90%	90%	84%
Two or more races	97%	100%	93%	94%	94%
White	97%	95%	95%	96%	95%
ML	74%	75%	79%	84%	82%
SpEd	68%	71%	69%	70%	62%
FRP	85%	87%	87%	88%	91%

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

EPO 4-Year Graduation Rate by Student Group			
	2022	2023	2024 Preliminary
Overall	78%	50%	82%
Asian	<10	<10	<10
Black or Afr. Am.	<10	<10	75%
Hispanic/Latino	<10	<10	<10
Two or more races	<10	<10	<10
White	100%	56%	90%
ML	<10	<10	<10
SpEd	<10	<10	85%
FRP	<10	46%	88%

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

2024 Preliminary Graduate and Non-Graduate Breakdown

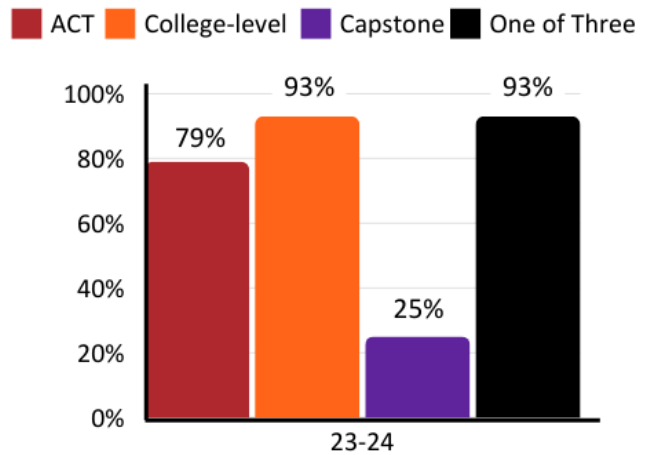
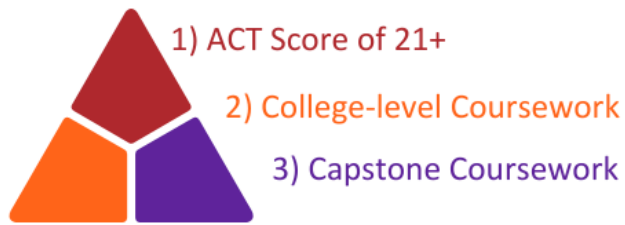


Academically Prepared for Opportunities after High School

Students Demonstrating Post-Secondary Readiness					
	Overall	Non-ML & Non-SpEd	ML	SpEd	FRP
Overall	93%	96%	88%	66%	89%
Asian	99%	99%	<10	<10	100%
Black or Afr. Am.	88%	93%	92%	47%	89%
Hispanic/Latino	90%	96%	85%	<10	89%
Two or more races	88%	91%	<10	<10	75%
White	96%	98%	<10	73%	91%

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

Post-Secondary Readiness



Board Policy Monitoring

Monitoring Motions

- 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

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.1.

Board Member's Summarizing Notes/Comments



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Eden Prairie Schools Ends Monitoring Cover Sheet FY 2023-2024

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

Date of Operational Interpretation Monitoring: June 26, 2023


Date of Evidence Monitoring: September 23, 2024

Assertion of Expected Progress by the Superintendent:

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

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

Signed



Dr. Josh Swanson, Superintendent

Date: September 11, 2024



Eden Prairie School District 272 Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 26, 2023

Evidence: September 23, 2024

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.

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) *(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) *(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:

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

The FastBridge Curriculum-Based Measurement for Reading (CBMR) 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. CBMR 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 CBMR 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 CBMR, 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

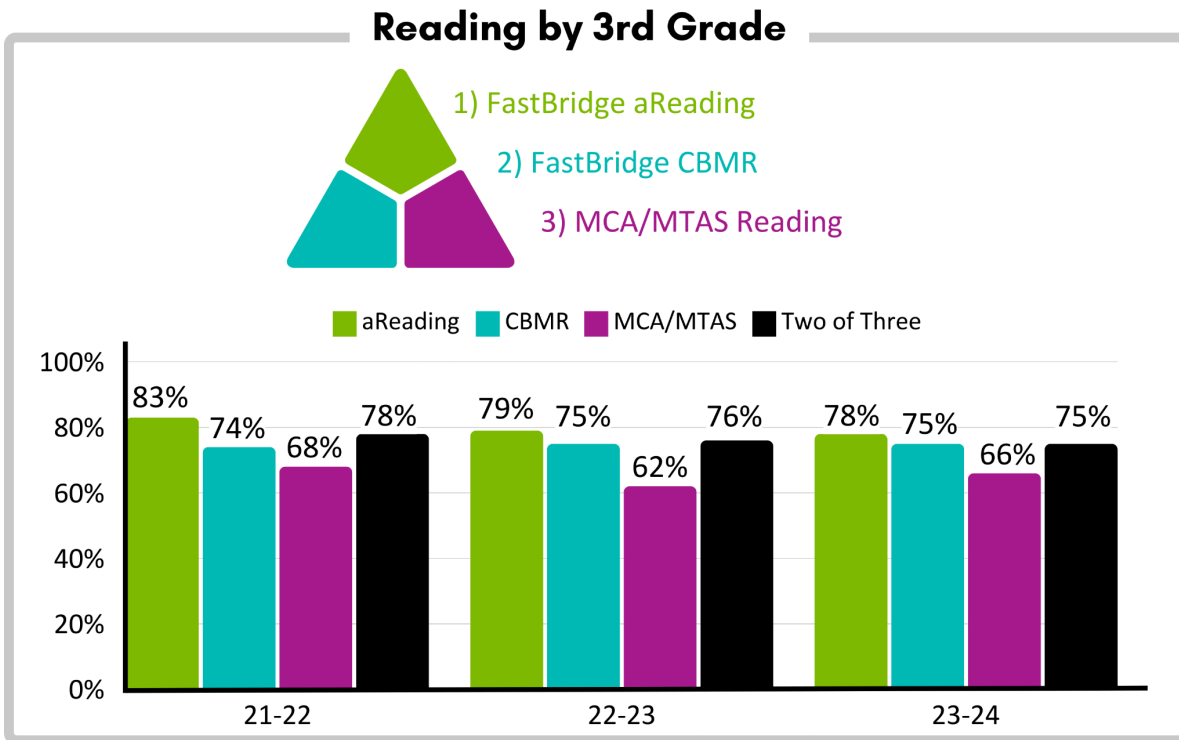
Proficient in Two of Three Aligned Reading Assessments: Target for 2023-2024

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

Evidence

Proficient in Two of Three Aligned Reading Assessments

Students Reading by Third Grade			
	21-22	22-23	23-24
Overall	78%	76%	75%



Students Reading by Third Grade by Student Group

Students Reading by Third Grade by Student Group															
	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	78%	76%	75%	88%	83%	84%	39%	41%	43%	61%	49%	51%	59%	52%	58%
Asian	86%	89%	80%	93%	94%	93%	78%	69%	63%	<10	<10	<10	<10	<10	63%
Black or Afr. Am.	59%	48%	62%	75%	62%	72%	33%	34%	47%	38%	6%	20%	53%	45%	56%
Hispanic/Latino	68%	57%	63%	81%	81%	91%	39%	45%	24%	<10	<10	<10	53%	39%	45%
Two or more races	78%	78%	63%	88%	83%	64%	<10	<10	<10	<10	<10	<10	<10	65%	46%
White	86%	83%	83%	90%	86%	88%	<10	<10	33%	68%	75%	61%	80%	69%	73%

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

Board Policy Monitoring

Monitoring Motions

- 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

The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.2.

Board Member’s Summarizing Notes/Comments



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Eden Prairie Schools Ends Monitoring Cover Sheet FY 2023-2024

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

Date of Operational Interpretation Monitoring: June 26, 2023

Date of Evidence Monitoring: September 23, 2024

Assertion of Expected Progress by the Superintendent:

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

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

Signed 
Dr. Josh Swanson, Superintendent

Date: September 11, 2024



Eden Prairie School District 272

Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 26, 2023

Evidence: September 23, 2024

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.

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.
- *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.

Proficiency Assessed by the Minnesota State MCA/MTAS Assessments

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

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.

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
F	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, 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/>.

Targets

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

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

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

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

- 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.

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

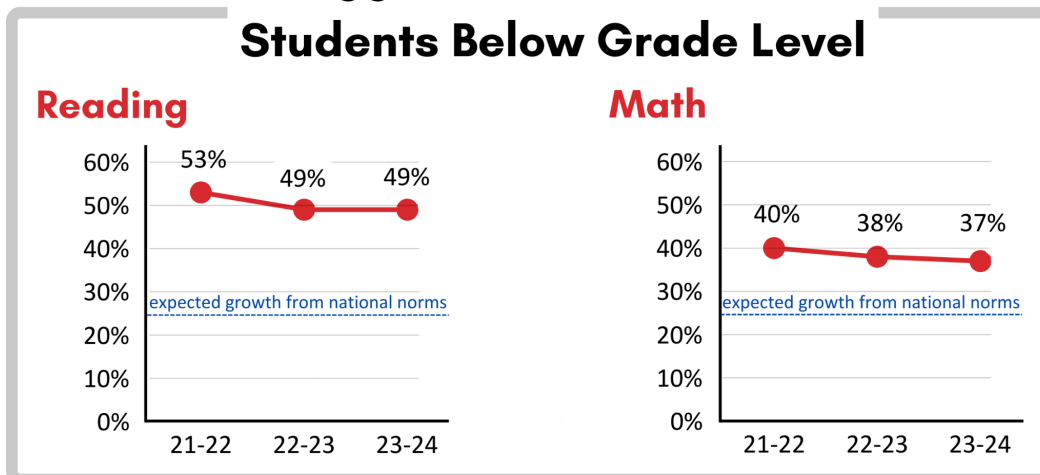
- The average GPA across each curriculum area of business, fine or applied arts, health, physical education, social studies, technology, and world language will increase by 0.1 from the previous year.

Evidence

Growth Assessed by FastBridge Universal Screener/Benchmark Assessments

Students Below Grade Level Making Aggressive Growth			
	21-22	22-23	23-24
Overall K-5 Reading	53%	49%	49%
Overall K-5 Math	40%	38%	37%

Aggressive Growth for Students Below Grade Level



Students Below Grade Level Making Aggressive Growth in Reading By Student Group

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall K-5	53%	49%	49%	57%	36%	52%	54%	51%	50%	39%	33%	40%	49%	48%	46%
Asian	55%	59%	45%	69%	32%	56%	49%	60%	41%	27%	46%	25%	<10	45%	39%
Black or Afr. Am.	54%	47%	42%	56%	35%	40%	54%	46%	47%	44%	31%	41%	37%	49%	41%
Hispanic/Latino	47%	44%	52%	49%	42%	53%	47%	48%	52%	38%	35%	44%	24%	42%	53%
Two or more races	48%	39%	46%	50%	29%	48%	<10	<10	<10	38%	30%	42%	50%	40%	40%
White	55%	52%	53%	59%	46%	55%	76%	64%	62%	39%	34%	41%	32%	57%	55%

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

Students Below Grade Level Making Aggressive Growth in Math by Student Group

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall K-5	40%	38%	37%	40%	42%	39%	39%	38%	36%	39%	28%	33%	36%	36%	32%
Asian	51%	44%	49%	40%	60%	56%	62%	44%	44%	45%	12%	46%	<10	32%	35%
Black or Afr. Am.	39%	35%	30%	39%	37%	28%	37%	36%	33%	39%	28%	24%	51%	35%	29%
Hispanic/Latino	33%	42%	32%	35%	52%	35%	35%	38%	32%	24%	36%	27%	37%	42%	31%
Two or more races	38%	29%	34%	41%	31%	28%	<10	<10	<10	29%	25%	44%	35%	29%	23%
White	43%	43%	47%	43%	49%	52%	35%	33%	46%	46%	31%	36%	64%	46%	44%

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

Growth Assessed by Minnesota State ACCESS/Alt ACCESS

ML Students Meeting ACCESS Growth Target			
	21-22	22-23	23-24
Overall	31%	31%	33%

Proficiency Assessed by the Minnesota State MCA/MTAS Assessments

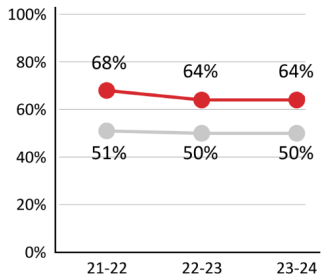
MCA/MTAS Proficiency			
	21-22	22-23	23-24
Overall Reading	68%	64%	64%
Overall Math	59%	59%	58%
Overall Science	55%	53%	49%

MCA & MTAS Proficiency

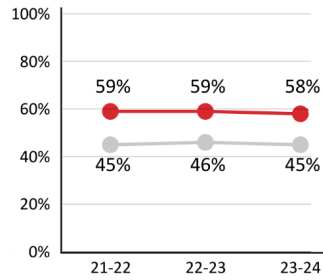
Overall

■ EP ■ MN

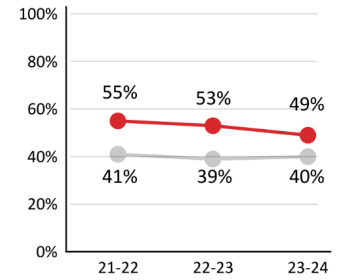
Reading



Math



Science

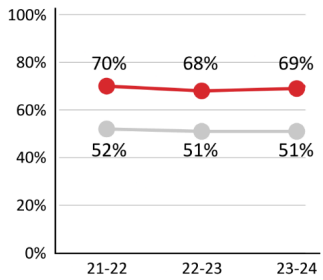


MCA & MTAS Proficiency

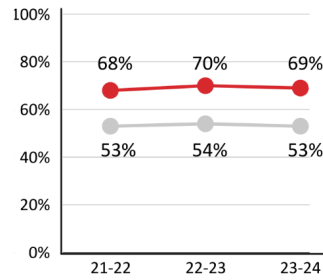
Elementary

■ EP ■ MN

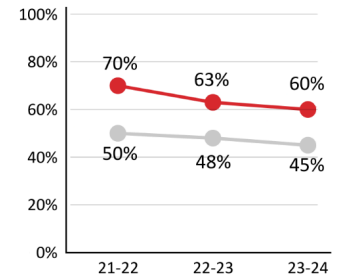
Reading



Math

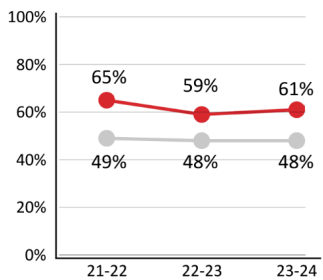


Science

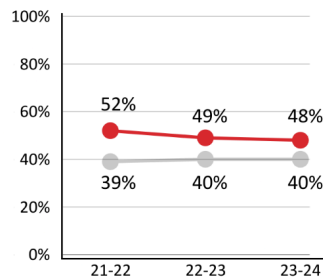


Middle

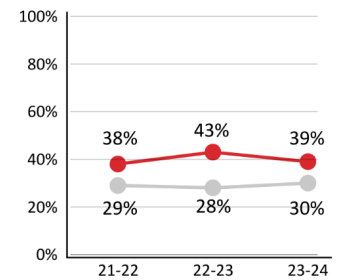
Reading



Math

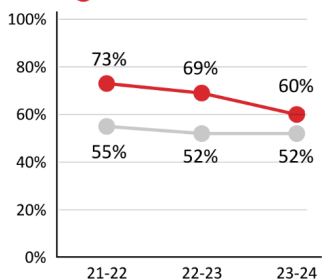


Science

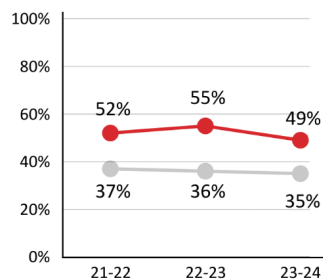


High

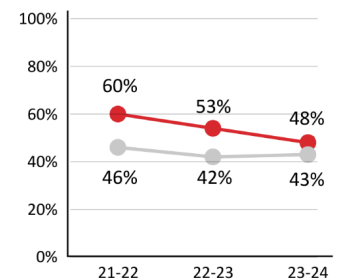
Reading



Math



Science



MCA/MTAS Proficiency by Grade									
	Reading			Math			Science		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	68%	64%	64%	59%	59%	58%	55%	53%	49%
Grade 3	68%	61%	65%	76%	73%	76%			
Grade 4	64%	66%	66%	67%	71%	72%			
Grade 5	78%	78%	76%	61%	65%	60%	70%	63%	60%
Grade 6	70%	62%	71%	47%	44%	54%			
Grade 7	63%	55%	57%	53%	46%	46%			
Grade 8	61%	59%	54%	57%	55%	45%	38%	43%	39%
Grade 10/11/HS	73%	69%	62%	52%	55%	51%	60%	54%	50%

Reading MCA/MTAS Proficiency by Student Group

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	68%	64%	65%	76%	71%	73%	17%	18%	18%	39%	40%	38%	41%	28%	39%
Asian	81%	80%	81%	88%	87%	89%	26%	33%	37%	42%	42%	46%	67%	59%	60%
Black or Afr. Am.	42%	38%	39%	53%	46%	48%	14%	13%	11%	20%	25%	20%	38%	34%	34%
Hispanic/Latino	49%	45%	45%	65%	59%	65%	16%	18%	11%	24%	29%	30%	35%	33%	35%
Two or more races	66%	61%	57%	74%	69%	66%	<10	<10	<10	29%	27%	24%	43%	38%	35%
White	77%	73%	74%	80%	76%	78%	15%	12%	21%	53%	52%	49%	56%	49%	52%

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

Math MCA/MTAS Proficiency by Student Group

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	59%	59%	58%	66%	65%	65%	21%	22%	25%	36%	38%	38%	29%	28%	30%
Asian	82%	82%	80%	86%	88%	87%	46%	48%	48%	55%	51%	41%	65%	62%	55%
Black or Afr. Am.	30%	27%	29%	37%	32%	33%	13%	13%	17%	18%	18%	25%	26%	23%	24%
Hispanic/Latino	36%	36%	36%	46%	43%	48%	19%	19%	15%	20%	32%	30%	22%	22%	21%
Two or more races	52%	50%	47%	58%	58%	53%	<10	<10	<10	22%	15%	24%	23%	20%	25%
White	68%	69%	69%	71%	72%	72%	30%	32%	38%	47%	52%	50%	38%	44%	47%

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

Science MCA/MTAS Proficiency by Student Group

Science MCA/MTAS Proficiency by Student Group															
	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	55%	53%	50%	60%	58%	55%	12%	7%	7%	38%	37%	35%	28%	23%	25%
Asian	66%	73%	70%	70%	77%	74%	33%	13%	25%	31%	33%	38%	46%	48%	53%
Black or Afr. Am.	26%	22%	22%	33%	26%	25%	7%	4%	4%	16%	33%	26%	27%	17%	18%
Hispanic/Latino	36%	27%	28%	47%	35%	39%	15%	7%	3%	14%	18%	23%	22%	15%	16%
Two or more races	46%	50%	38%	51%	56%	43%	<10	<10	<10	28%	21%	19%	21%	20%	27%
White	64%	63%	59%	66%	65%	61%	<10	<10	12%	53%	52%	46%	33%	40%	40%

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

Proficiency Assessed by Grades Based on Classroom Assessments

Average GPA in Select Curriculum Areas			
	21-22	22-23	23-24
Overall	3.43	3.37	3.39

Average GPA by Select Curriculum Areas and Level						
	Middle School			High School		
	21-22	22-23	23-24	21-22	22-23	23-24
All	3.31	3.24	3.34	3.54	3.53	3.45
Business	n/a	2.91	3.12	3.60	3.58	3.53
Fine or Applied Arts	3.35	3.35	3.47	3.70	3.70	3.65
Health	2.92	2.97	2.98	3.57	3.50	3.47
Physical Education	3.74	3.40	3.49	3.80	3.67	3.58
Social Studies	3.27	3.14	3.25	3.42	3.43	3.30
Technology	2.99	3.34	3.50	3.41	3.46	3.32
World Language	3.28	3.24	3.30	3.48	3.48	3.51

Board Policy Monitoring

Monitoring Motions
<ul style="list-style-type: none"> 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
The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.3.
Board Member's Summarizing Notes/Comments



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Eden Prairie Schools Ends Monitoring Cover Sheet FY 2023-2024

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

Date of Operational Interpretation Monitoring: June 26, 2023

Date of Evidence Monitoring: September 23, 2024

Assertion of Expected Progress by the Superintendent:

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

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

Signed

Dr. Josh Swanson, Superintendent

Date: September 11, 2024



Eden Prairie School District 272 Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 26, 2023

Evidence: September 23, 2024

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.

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

- Percentage of graduating students who earned greater than 54 credits, above and beyond, Minnesota state minimum graduation requirements.

Talent Development Assessed by Targeting Programming and Coursework

Elementary

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

Middle

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

High

- Percentage of students earning credit in one or more college-level experience
 - Post-Secondary Enrollment Options (PSEO) or equivalent program

- Concurrent college enrollment, such as College in the Schools through the University of Minnesota
- Advanced Placement (AP) courses
- Career and technical education (CTE) courses
- Bilingual Seal certification
- Average GPA for Pathways Capstone courses
- Number of students completing a Pathway (10 credits)
- Student engagement in Pathway Capstone courses collected through survey questions
- Student participation in extracurricular activities that are aligned with Pathways

Inspired Journey Participation

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

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

GRADES 9-12		
Pathway	Pathway Capstone Courses	Qualifying Extracurricular Activities
Business & Management	Entrepreneurship; Integrated Marketing & Analytics	DECA; Computer Science Honors Society; Student Council
Human & Public Service	Education Capstone; Civics in ACTION; Artificial Intelligence (EPO)	Dare 2 Be Real; Student Council; Best Buddies; HOSA; KEY club; Connect 9
Natural & Applied Science	Science Research & Design	Math Team; Robotics; Science Olympiad; HOSA
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
F	0% to 59%	0

Targets

Exceeding Minimum Graduation Requirements: Target for 2023-2024

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

Talent Development: Targets for 2023-2024

Elementary

- 25% of students in grades 3-5 will participate in Gifted & Talented Programming
- 100% of elementary students will participate in Discovery (formerly Inspire Choice) programming
- Baseline data will be collected for the number of students completing a Steppingstone project
- Baseline data will be collected for student engagement in Inspire Choice

Middle

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

High

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

Evidence

Exceeding Minimum Graduation Requirements

Students Graduating with >54 Credits			
	21-22	22-23	23-24
Overall	91%	92%	93%

Students Graduating with >54 Credits by Student Group

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	91%	92%	93%	92%	93%	95%	82%	90%	88%	75%	82%	64%	84%	81%	88%
Asian	97%	99%	98%	97%	99%	97%	<10	<10	<10	<10	<10	<10	100%	100%	100%
Black or Afr. Am.	83%	86%	86%	82%	87%	91%	83%	88%	85%	<10	<10	<10	82%	83%	88%
Hispanic/Latino	90%	87%	89%	94%	88%	92%	<10	91%	92%	<10	<10	<10	64%	83%	90%
Two or more races	83%	89%	81%	85%	89%	90%	<10	<10	<10	<10	<10	<10	100%	71%	50%
White	94%	93%	96%	94%	93%	96%	<10	<10	<10	94%	86%	82%	100%	64%	90%

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

Talent Development

Talent Development: Elementary			
	21-22	22-23	23-24
Gifted & Talented Programming (Grades 3-5)	12%	29%	29%
Discovery Group Participation	--	100% of CR and EL students	100%
Steppingstone Project Completion	--	--	100% of 5th grade CR and EL students
Discovery Group Engagement	--	--	87% positive engagement

Talent Development: Middle			
	21-22	22-23	23-24
Enriched, Honors, and Advanced Coursework	45%	49%	54%
Exploration Course GPA	--	--	3.40
Exploration Course Engagement	--	--	77% positive engagement

Talent Development: High			
	21-22	22-23	23-24
College Level Coursework	76%	78%	76%
Capstone Course GPA	--	--	3.72
Pathway Completion	--	--	62 students
Pathways Capstone Engagement	--	--	94% positive engagement
Pathways Extracurriculars	--	--	85 students

Elementary - Students in Gifted and Talented Programming by Student Group

Elementary - Students in Gifted and Talented Programming by Student Group															
	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	12%	29%	29%	14%	36%	35%	7%	14%	15%	0%	5%	5%	2%	18%	18%
Asian	24%	48%	36%	29%	56%	48%	13%	25%	6%	0%	9%	4%	13%	36%	16%
Black or Afr. Am.	1%	22%	24%	2%	32%	33%	0%	6%	9%	0%	5%	9%	1%	18%	20%
Hispanic/Latino	2%	22%	22%	4%	36%	37%	0%	16%	20%	0%	3%	1%	0%	13%	11%
Two or more races	9%	44%	39%	9%	49%	45%	10%	11%	9%	0%	<10	<10	0%	27%	23%
White	15%	27%	28%	15%	29%	30%	10%	16%	19%	0%	0%	4%	7%	15%	15%

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

Middle - Students in Enriched, Honors, or Advanced Coursework by Student Group

Middle - Students in Enriched, Honors, or Advanced Coursework by Student Group															
	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	45%	49%	54%	50%	57%	63%	9%	13%	21%	15%	7%	9%	23%	27%	34%
Asian	69%	75%	70%	74%	82%	79%	8%	26%	35%	11%	12%	9%	41%	42%	40%
Black or Afr. Am.	30%	31%	41%	36%	40%	52%	5%	6%	7%	17%	5%	13%	25%	29%	40%
Hispanic/Latino	27%	34%	34%	34%	45%	48%	6%	4%	17%	11%	10%	6%	17%	23%	21%
Two or more races	36%	47%	54%	40%	58%	66%	9%	6%	21%	<10	<10	<10	19%	20%	33%
White	47%	52%	59%	50%	57%	64%	13%	19%	25%	29%	0%	0%	16%	23%	31%

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

High - Students Earning Credit in College-Level Coursework

High - Students Earning Credit in College-Level Coursework															
	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	76%	78%	76%	82%	84%	83%	40%	40%	31%	67%	67%	65%	67%	68%	66%
Asian	88%	88%	89%	92%	91%	92%	23%	45%	43%	68%	80%	81%	69%	75%	64%
Black or Afr. Am.	69%	72%	71%	75%	81%	79%	35%	26%	24%	68%	63%	67%	72%	70%	71%
Hispanic/Latino	69%	72%	64%	77%	78%	74%	42%	39%	32%	60%	73%	56%	60%	69%	59%
Two or more races	71%	75%	70%	75%	79%	79%	45%	53%	24%	<10	<10	<10	53%	58%	58%
White	78%	79%	78%	83%	84%	84%	43%	45%	34%	85%	61%	74%	64%	63%	64%

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

Board Policy Monitoring

Monitoring Motions

- 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

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.4.

Board Member’s Summarizing Notes/Comments



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Eden Prairie Schools Ends Monitoring Cover Sheet FY 2023-2024

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


Date of Operational Interpretation Monitoring: June 26, 2023

Date of Evidence Monitoring: September 23, 2024

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.5, "Each student has the 21st century skills needed to succeed in the global economy."

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

Signed 
Dr. Josh Swanson, Superintendent

Date: September 11, 2024



Eden Prairie School District 272 Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 26, 2023

Evidence: September 23, 2024

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

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

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

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

- Baseline data will be collected for student self-assessment on the 4Cs in high school Pathways Capstone courses

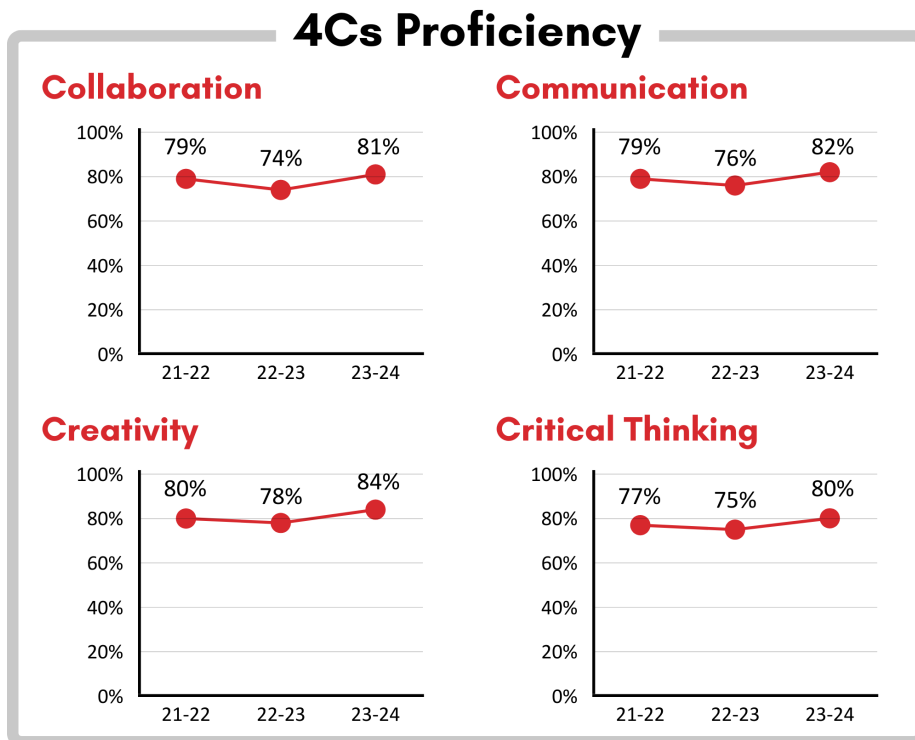
Self-Direction and Personal Motivation Assessed through Goal Setting: Targets for 2023-2024

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

Evidence

4Cs Proficiency

4Cs Proficiency			
	21-22	22-23	23-24
Collaboration	79%	74%	81%
Communication	79%	76%	82%
Creativity	80%	78%	84%
Critical Thinking	77%	75%	80%



Student Proficiency in Collaboration by Student Group

Student Proficiency in Collaboration by Student Group															
	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	79%	74%	81%	83%	79%	86%	62%	56%	65%	54%	48%	54%	65%	61%	70%
Asian	86%	84%	90%	89%	88%	94%	74%	68%	74%	51%	49%	54%	69%	70%	81%
Black or Afr. Am.	65%	60%	66%	72%	68%	73%	55%	46%	53%	34%	31%	36%	62%	58%	64%
Hispanic/Latino	72%	70%	77%	75%	76%	84%	68%	64%	72%	55%	49%	55%	70%	66%	75%
Two or more races	79%	71%	80%	82%	74%	85%	<10	<10	83%	57%	55%	59%	62%	59%	69%
White	82%	78%	85%	85%	81%	89%	61%	57%	63%	63%	54%	60%	74%	62%	76%

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

Student Proficiency in Communication by Student Group

Student Proficiency in Communication by Student Group															
	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	79%	76%	82%	84%	81%	87%	58%	54%	64%	54%	50%	58%	64%	62%	71%
Asian	86%	84%	88%	90%	89%	93%	65%	60%	73%	49%	49%	58%	68%	66%	76%
Black or Afr. Am.	66%	63%	70%	73%	72%	76%	55%	47%	57%	34%	31%	45%	61%	60%	68%
Hispanic/Latino	71%	69%	76%	78%	77%	86%	59%	59%	64%	45%	47%	55%	67%	64%	72%
Two or more races	79%	73%	81%	83%	76%	85%	<10	<10	92%	57%	58%	60%	64%	60%	71%
White	83%	80%	87%	86%	84%	90%	53%	54%	68%	65%	58%	65%	70%	67%	76%

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

Student Proficiency in Creativity by Student Group

Student Proficiency in Creativity by Student Group															
	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	80%	78%	84%	84%	82%	88%	64%	62%	70%	62%	57%	65%	70%	67%	75%
Asian	86%	84%	89%	89%	88%	93%	73%	65%	76%	62%	53%	65%	74%	70%	80%
Black or Afr. Am.	68%	66%	72%	75%	72%	77%	58%	53%	61%	41%	43%	52%	66%	64%	70%
Hispanic/Latino	75%	76%	81%	78%	80%	87%	68%	73%	76%	63%	58%	66%	75%	73%	78%
Two or more races	79%	76%	83%	82%	78%	86%	<10	<10	83%	66%	60%	70%	69%	65%	73%
White	84%	81%	88%	86%	84%	90%	66%	63%	75%	70%	63%	70%	76%	69%	81%

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

Student Proficiency in Critical Thinking by Student Group

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	77%	75%	80%	82%	80%	86%	56%	53%	61%	54%	50%	56%	63%	61%	69%
Asian	85%	84%	88%	90%	89%	92%	64%	59%	68%	52%	57%	58%	75%	67%	78%
Black or Afr. Am.	64%	62%	65%	71%	70%	73%	52%	45%	52%	31%	29%	35%	60%	58%	63%
Hispanic/Latino	70%	70%	75%	77%	76%	85%	58%	61%	64%	55%	50%	53%	67%	65%	72%
Two or more races	75%	72%	79%	80%	76%	84%	<10	<10	83%	51%	54%	57%	59%	57%	70%
White	82%	79%	85%	84%	82%	88%	56%	56%	66%	64%	59%	65%	70%	66%	76%

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

4Cs Assessed through Student Self-Assessment

Capstone Student 4Cs Proficiency (Self-Assessment)	
	23-24
Collaboration	84%
Communication	84%
Creativity	89%
Critical Thinking	96%

Self-Direction and Personal Motivation Assessed through Goal Setting

Student Goal Setting			
	21-22	22-23	23-24
Elementary	100%	97%	100%
Middle	79%	100%	100%
High	98%	99%	97%

Board Policy Monitoring

<p>Monitoring Motions</p> <ul style="list-style-type: none"> 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>The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.5.</p>
<p>Board Member's Summarizing Notes/Comments</p>



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Eden Prairie Schools Ends Monitoring Cover Sheet FY 2023-2024

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

Date of Operational Interpretation Monitoring: June 26, 2023

Date of Evidence Monitoring: September 23, 2024

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.6, "Each student has the knowledge that citizens and residents of the United States need to contribute positively to society."

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

Signed 
Dr. Josh Swanson, Superintendent

Date: September 11, 2024



Eden Prairie School District 272 Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 26, 2023

Evidence: September 23, 2024

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 responsible/respectful behavior and digital citizenship.

Justification

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

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.

Responsible and Respectful Behavior Assessed through Staff Assessment

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

Digital Citizenship Assessed by 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

- 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

Responsible and Respectful Behavior Assessed through Student Self-Assessment: Targets for 2023-2024

- Baseline data will be collected for student self-assessment on respectful and responsible behavior

Responsible and Respectful Behavior Assessed through Staff Feedback Surveys: Targets for 2023-2024

- Baseline data will be collected for staff feedback on respectful and responsible behavior

Digital Citizenship: Target for 2023-2024

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

Attendance Rate: Target for 2023-2024

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

Evidence

Civics

High School Civics			
	21-22	22-23	23-24
Passing MN Civics Test	100%	100%	97%
Earning Credit in Government Course	100%	100%	98%

Responsible and Respectful Behavior Assessed through Report Card Standards

K-5 Respectful and Responsible Behavior (via Report Cards Strands)			
	21-22	22-23	23-24
Respectful	79%	76%	78%
Responsible	78%	73%	76%

Responsible and Respectful Behavior Assessed through Student Self-Assessment and Staff Feedback Surveys

K-12 Respectful and Responsible Behavior (via Feedback Surveys)	
	23-24
Student Self-Assessment	96%
Staff Assessment	84%

Digital Citizenship

Digital Citizenship Proficiency			
	21-22	22-23	23-24
Overall	76%	79%	82%

Digital Citizenship Proficiency by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	76%	79%	82%	81%	84%	84%	54%	61%	76%	51%	56%	70%	60%	67%	74%
Asian	84%	86%	88%	89%	90%	91%	64%	66%	82%	50%	55%	72%	68%	73%	81%
Black or Afr. Am.	62%	67%	70%	69%	74%	72%	49%	51%	68%	32%	37%	53%	57%	65%	69%
Hispanic/Latino	68%	75%	81%	75%	81%	86%	56%	70%	76%	46%	55%	69%	65%	71%	79%
Two or more races	75%	77%	81%	80%	79%	83%	<10	<10	91%	49%	62%	72%	57%	64%	74%
White	81%	83%	84%	83%	86%	86%	54%	63%	80%	62%	64%	75%	66%	71%	79%

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

Attendance Rate

K-12 Attendance Rate			
	21-22	22-23	23-24
Overall	93%	93%	93%

Board Policy Monitoring

Monitoring Motions

- 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

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.6.

Board Member's Summarizing Notes/Comments



EL 2.3 Treatment of Parents

Policy Quadrant: Executive Limitations

- Monitoring Time Frame: ~~July 2022–June 2023~~ July 2023–June 2024
- Date of School Board Monitoring: ~~September 25, 2023~~ September 23, 2024

139

Board Policy Monitoring Motions:

- Operational Interpretation is/is not reasonable
- Board does/does not accept the Superintendent’s assertion of compliance/non-compliance

Global Constraint:

The Superintendent shall not allow a culture or district practice that fails to proactively engage parents of district students in a respectful partnership that supports the successful education of their child.

OPERATIONAL INTERPRETATION:

I interpret “culture or district practice” for purposes of this policy as those policies and norms present in a school district. I interpret compliance with the global policy to mean that all three (3) child policies are in compliance. In addition, policies are in place and reviewed on scheduled cycles that create expectations and structures for parents and staff.

I interpret “parent” to be a child’s guardian or any other adult allowed and/or permitted by law to access private educational records and/or make educational decisions for the child.



I interpret “proactively engage parents in a respectful partnership” as those formal and informal practices that build capacity and trust.

JUSTIFICATION:

1. I justify my interpretation of “parent” by citing its definition in MN Statute 13.02, Subd. 8.
2. In order to participate in a “respectful partnership,” it is the responsibility of each person in the school community to contribute to a climate of understanding and mutual respect for the rights and dignity of each individual by:
 - showing courtesy and self-discipline in actions and words;
 - seeking solutions to problems;
 - respecting the rules, regulations and practices that create safe and secure learning and working environments;
 - demonstrating honesty and integrity;
 - acting in a manner that results in a positive and supportive atmosphere. *(Source: Edmonton Public Schools)*
3. It is the practice of the School District to publish and make available policies that provide requirements, expectations, and guidance to build and maintain a culture of trust, partnership and access. Examples from various policy areas include but are not limited to:
 - a. Protection and Privacy of Pupil Records (515)
 - b. Development of Parental Involvement Policies for Title I Programs (621)
 - c. Transportation of Public School Students (707)
 - d. Visitors to School Buildings (904)

MEASUREMENT PLAN:

Compliance will be demonstrated by:

1. Child policies are in compliance.
2. District policies which require annual review through state statute as published by MSBA shall be reviewed and/or updated by the Superintendent on an annual basis.



3. District policies that are recommended by MSBA or developed locally shall be reviewed and/or updated upon notice of change by MSBA, or at least every three years.
- ~~1. The superintendent being in compliance with all child policies EL 2.3.1–2.3.3 and furthermore;~~
- ~~2. Parents/Guardians are engaged proactively and their voices are used to provide feedback, influence district program design, and support the education of students.~~
- ~~3. Public voice of support for the educational direction of the district following proactive engagement and educational design work.~~

141

EVIDENCE:

1. All child policies are in compliance.
2. On July 24, 2023, all policies requiring mandatory review by state law were approved by the School Board for the 2023–2024 school year. During the monitoring period 49 additional district policies were updated after review by the Superintendent, cabinet, and legal counsel as necessary. All 49 district policies were approved by the School Board.
3. Cabinet members conducted a full review of all recommended policy changes by MSBA during the summer of 2023 and, as necessary, consulted with our legal council. The superintendent conducted the final audit/comparison of MSBA and Eden Prairie policies and found that after the FY24 process 100% were reviewed or updated within the three year review cycle.
- ~~1. The superintendent has asserted and the board has determined EL 2.3.1–2.3.3 are in compliance~~
- ~~2. Proactive meetings and engagement to involve Parents/Guardians in respectful partnerships were conducted throughout the 2022–2023 school year. Examples include:
 - a. Translation or interpretation provided through writing and increased cultural liaison staffing to gather voice and influence program design;
 - b. Superintendent meetings with District-wide PTO to provide information and receive feedback;
 - c. Title I District-Wide Parent Engagement Programming;
 - d. Title III EPHS English Learner Parent Engagement Sessions;
 - e. American Indian Parent Advisory Committee;~~



- f. ~~World's Best Workforce Committee—This group expanded in terms of number of representatives and background of representatives, with students joining the team. The team also met more frequently and on a broader range of topics that included new course proposals, and curriculum improvement cycles (CIC), in addition to the WBWF goals;~~
 - g. ~~Special Education Advisory Council;~~
 - h. ~~Early Childhood Parent Advisory Committee;~~
 - i. ~~Core Planning Committee input influenced strategic plan;~~
 - j. ~~Conferences and scheduled meetings by staff to proactively engage Parents/Guardians in supporting the education of each student;~~
 - k. ~~The district continued to use the Let's Talk chat bot and two-way communications platform on district and school websites, generating 1,020 dialogues with Parents/Guardians, students and community members in the school year.~~
 - l. ~~Artificial Intelligence (AI)—Community members were invited to participate in a crowdsourced event on the question of "What understandings and skills related to AI should our students develop?" Ideas submitted were considered by a Strategy Team, which community members were also invited to be part of;~~
 - m. ~~Pathways Advisory Teams—Two Pathway advisory teams of community members, parents/guardians, staff, and students were active in 2022–2023. The advisory teams provided guidance on course development, curricular topics, student recruitment efforts, facilities, and professional development opportunities. Members for our other four pathways (Business & Management, Communication & Arts, Human & Public Services, Natural & Applied Sciences) were recruited and teams are positioned to launch in fall of 2023;~~
 - n. ~~Curriculum Improvement Cycles (CIC)—In the first year of the CIC process, students and parents/guardians were invited to complete surveys on their experiences and wants for the curricular area. In the 2022–2023 school year, surveys were sent on social studies and counseling.~~
 - o. ~~Referendum-related community engagement;~~
 - p. ~~Strategic plan-related community engagement; and~~
 - q. ~~A pilot of the of the family engagement and communication tool Talking Points at Prairie View Elementary. This tool was selected to foster family engagement, particularly among multilingual families, following a human-centered design process. Prairie View staff sent over 5,000 individual messages and nearly 800 classwide announcements between July 2022 and June 2023; family members sent nearly 6,000 replies to their students' teachers and support teams.~~
3. ~~The high levels of community satisfaction reported in the random sample statistically valid and reliable Morris Leatherman survey conducted in April 2023 and subsequently reported to the board demonstrate that the culture and district practices are supporting the engagement of Parents/Guardians in ways that support their child's successful education:~~



- a. ~~99% of parents and 96% of community members ranked the quality of education provided by Eden Prairie Schools as good or excellent.~~
- b. ~~86% of parents and 88% of community members said the district does a good job of involving community leaders, parents and interested citizens in decisions about the schools.~~
- e. ~~91% of parents and 87% of community members said they were satisfied with the district's decision-making process. This was a significant increase from 64% in 2022 and 78% in 2021.~~
- d. ~~92% of parents and 88% of community members said the district does a good job of communicating important issues and decisions to the residents of the area.~~
- e. ~~Over 93%, 94%, and 96% of our parents supported the strategies that will guide our educational work over the next 5 years based on high levels of engagement and listening.~~

143

STATEMENT OF ASSERTION:

EL 2.3 is reasonable and in compliance.

BOARD NOTES:



2.3.1

Furthermore, the Superintendent shall not: Impede the flow of timely, adequate, and easily accessible information about the district in general and their child, in particular.

OPERATIONAL INTERPRETATION:

I interpret “impede the flow of information” as failing to implement a stable information access system with multiple means for parental¹⁴⁴ access to information regarding their child and the District as a whole.

“Information about the district” is public relations information that is created and disseminated for the express purpose of informing and/or engaging Parents/Guardians in the opportunities and challenges of the school district. It also includes relevant information regarding student and/or staff accomplishments and acknowledgements. “Information about their child” is Private Educational Records and Directory Information as defined in Minnesota Government Data Practices Act, Statute 13. The district collects this data in the normal course of the educational process.

I interpret the flow of “timely information” to mean access to data and the formal and informal opportunities provided during the school year for communication between school personnel and Parents/Guardians.

I interpret “adequate information” as:

1. Private Educational Records that communicates individual student performance enabling teachers, Parents/Guardians, and when appropriate students, to work together to support learning goals throughout the child’s school years.
2. Directory Information is student data that is routinely collected by the District and is available to the general public upon request unless prohibited in writing by the parent. “Directory information” means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. Directory information does not include a student’s personal contact information, social security number, or a student’s identification number (“ID”) if the ID may be used to access education records without use of one or more factors that authenticate the



student's identity such as a personal identification number, password, or other factor known or possessed only by the authorized user. It also does not include personally identifiable data that references religion, race, color, social position, or nationality.

3. District Data that communicates the condition of the District and its strategic plan. The District provides opportunities for Parents/Guardians to access timely and adequate educational data regarding their child by:
 1. Providing access to directory information and private student records via a password protected Internet portal.
 2. Distribution of individual student results from mandated testing as required by the State of Minnesota.
 3. Providing the means and opportunities to exchange information and recommendations via formal and informal communication channels and scheduled events.
 4. Annual notification of their rights to view, correct and limit access to their child's directory information, and file a complaint in regards to the District's handling of private and directory student records.

145

JUSTIFICATION:

1. My interpretation of this policy regarding "information about the district" is justified by the National School Public Relations Association four-step public relations planning process:
 - a. Research – up-front analysis of where the district stands in regard to all publics it wishes to reach.
 - b. Planning – developing public relations goals, objectives, strategies and tactics that go hand-in-hand with the district's overall mission and goals.
 - c. Implementation – carrying out the strategies and tactics necessary to meet the objectives and goals.
 - d. Evaluation – looking back at actions taken to determine their effectiveness and what changes are needed in the future.
2. My interpretation of this policy regarding parental access to student data is justified on the legal definitions of "private educational records" and "directory information". State and federal law provides that all data collected, created, received, or maintained by a school district are public unless classified as not public, private, or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as "private" educational data (Source: Eden Prairie Schools Policy 515). The legal standards regarding parental access to private student data (per EL 2.2.2) are defined by:
 - a. Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000
 - b. Family Educational Rights and Privacy Act (FERPA) and its regulations in 34 CFR Part 99.
 - c. Individuals with Disabilities Act (IDEA)



MEASUREMENT PLAN:

The measurement of the flow and access to information that is timely, adequate, and accessible regarding student, private data, and the district includes:

~~Our current compliance monitoring plan for the flow of information about the district and individual students includes:~~

1. The collection of quantitative data measuring parental access to private educational data:
 - a. Parent requests for access to the parent portal
 - b. Parent portal usage
 - c. Formal opportunities for Parents/Guardians to speak with teachers regarding their child’s educational progress
 - d. Parent notification of student progress
- ~~2. Compliance with legal requirements regarding the timeliness of private educational data dissemination to Parents/Guardians.~~
- ~~3. Compliance with notification requirements regarding parental rights to review student educational records and restrict the release of directory information.~~
- ~~4. Any instance of noncompliance with #2 and #3 above will be noted in the annual monitoring report.~~
2. The district will report any instance(s) of noncompliance with requirements to share educational data with Parents/Guardians, including their rights to view educational records and restrict the release of directory information.
3. There is an active multi-modal, strategic, and integrated marketing and communications plan to generally inform Parents/Guardians about the District that follows research and best practices.
4. Communication ratings by Parents/Guardians via our random sample scientific survey.

146

EVIDENCE:

1. Metrics that have been collected:
 - a. Parent Portal Accounts: 11,637
 - i. ~~2019 – 13,066~~
 - ii. ~~2020 – 11,310~~
 - iii. ~~2021 – 9,970~~



~~iv. 2022 – 10,433~~

~~v. 2023 – 11,914~~

b. Parent Portal logins:

~~i. Parents/Guardians: From July 1, 2020, to June 30th, 2021 – 384,616~~

~~Students: From July 1, 2020, to June 30th, 2021 – 1,993,146~~

~~ii. Parents/Guardians: From July 1, 2021, to June 30th, 2022 – 382,519~~

~~Students: From July 1, 2021, to June 30th, 2022 – 2,927,411~~

~~iii. Parents/Guardians: From July 1, 2022, to June 30th, 2023 – 503,714~~

~~Students: From July 1, 2022, to June 30th, 2023 – 3,016,704~~

Parents/Guardians: From July 1, 2023 to June 30, 2024 – 474,416

Students: From July 1, 2023 to June 30, 2024 – 3,010,815

c. Formal opportunities for Parents/Guardians to speak with teachers regarding their child’s educational progress. During the monitoring period we continued to connect with parents/guardians via in person, virtual, and hybrid connection points to ensure each family could partner and connect.

i. Fall Conferences:

1. Elementary: October ~~13, 14 & 18, 2022~~ 12, 13, 17, 2023

2. Middle: October ~~11 & 13, 2022~~ 10 & 12, 2023

3. High: October ~~12 & 17, 2022~~ 11 & 16, 2023 and December 14, ~~2022~~ 2023

ii. Spring Conferences:

1. Elementary: February ~~14, 16 & 17, 2023~~ 13, 15, 16, 2024

2. Middle: February ~~23 & 28, 2023~~ 29 and March 7, 2024

3. High: ~~March 1 & 7, 2023 and May 10, 2023~~ February 29, March 6, and May 8, 2024

d. Progress monitoring dashboards were developed and implemented at each site. These dashboards include internal (e.g., class grades) and external (e.g., MCAs) data to present a holistic view of a student and school. These dashboards allow site and district administrators to share progress updates with the community at the school- or system-level. They also allow educators to proactively communicate progress with families, as well as measures that are taken to increase progress across all areas – behavioral, academic, attendance, enrollment, etc.

~~e. 403,322 users visited www.edenpr.org to receive information about the district.~~



- ~~2. The District met legal requirements regarding the timeliness of private educational data dissemination to Parents/Guardians. The information is included in each site's student handbook. Parents/Guardians are asked to review the contents of the handbook and acknowledge their understanding at the beginning of each school year, or upon entrance to the District.~~
- ~~3. The District met notification requirements regarding parental rights to review student educational records and restrict the release of directory information. The information is included in each site's student handbook. Parents/Guardians are asked to review the contents of the handbook and acknowledge their understanding at the beginning of each school year, or upon entrance to the District.~~
- ~~4. There were no notes on non-compliance with #2 or #3 within the report.~~
2. There were no reported incidents of noncompliance with requirements to share educational data with Parents/Guardians.
3. The following are a list of current strategies the district uses to communicate with Parents/Guardians. These, and other strategies, are organized into strategic communication plans and an integrated marketing and communication plan that drive the district's overall communication effort.
 - a. Parent Post electronic newsletter is sent to all Parents/Guardians weekly and shares both important districtwide information and positive stories about students. The April 2023 Morris Leatherman Parent/Guardian survey indicated email, the e-newsletter, and the website are the most popular sources of district news.
 - b. The district website is regularly populated with information for Parents/Guardians, including access to the Parent Portal, which includes information specific to students. The Parent Portal receives an average of ~~41,976~~ 36,286 Parent/Guardian views per month. The website receives an average of 397,238 total views per month.
 - c. Inspiring News, the printed newsletter, was sent to all households in the district and to the homes of all open enrolled students ~~three~~ five-times during the ~~2022-23-24~~ school year.
 - d. Information was shared with the media on a regular basis so it could be used as possible content in the newspaper or other media forms.
 - e. The district continued to use the Let's Talk chat bot and two-way communications platform on district and school websites, generating 2,085 dialogues with Parents/Guardians, students and community members in the 2023-24 school year. The average customer service score during this time was 8.4/10, which Let's Talk categorizes as "great" service.
 - f. Districtwide rollout of the family engagement and communication tool Talking Points. This tool fosters family engagement, particularly among multilingual families, following a human-centered design process. Staff sent nearly 34,000 individual



messages and nearly 5,200 classwide announcements between July 2023 and June 2024; family members sent nearly 41,000 replies to their students' teachers and support teams.

- g. ~~The Swift K12 and Infinite Campus Messenger District~~ mass messaging systems were used to share urgent/emergency information with parents/guardians; in select cases, principals also used the systems to connect with Parents/Guardians.
- h. All schools utilized ~~Constant Contact~~ district messaging systems to send mobile friendly e-newsletters and announcements to Parents/Guardians.
- i. The district undertakes periodic community engagement efforts to solicit input from Parents/Guardians and community members, including community and parent/guardian surveys ~~and ThoughtExchanges~~. The district uses random-sample 149 scientific surveys, non-scientific input forms, and email questionnaires.
- j. The district maintains ~~Facebook, Twitter, YouTube, LinkedIn and Instagram sites~~ social media accounts to communicate with Parents/Guardians and community members who are ~~already~~ engaged on those platforms. With district guidance, some schools use ~~Twitter or Instagram~~ social media accounts to engage with staff, Parents/Guardians and community members.
- k. The district regularly uses multimodal communication to ~~produces videos to help~~ Parents/Guardians and community members see the ~~classroom-school~~ experience in action and understand complex topics, ~~like the district's strategic plan~~. Examples of this include: videos, fliers, newsletter updates and emails on the district's standard response protocol and critical incident management plans; social media posts, videos, and stories on students' Inspired Journey experience, including Discovery Groups and the Inspired Journey Summit; newsletter updates, videos and social media posts about cultural celebrations at schools; and, monthly Spotlights on Success at each school shared during Board meetings.
- l. A district brochure and individual school brochures provide incoming Parents/Guardians an overview of the Eden Prairie Schools experience.
- m. Families with incoming kindergarteners receive a robust welcome to Eden Prairie Schools, which includes a printed kindergarten booklet and a Kindergarten Passport; invitations to connect with their future school communities at a minimum of six kindergarten-specific and schoolwide events throughout the school year; personal phone calls from school principal teams and Welcome Center team members; kindergarten-only branded swag items; and individualized postcards. In a new kindergarten marketing event, Kindergarten Adventure Day, incoming kindergartners and their families joined current kindergarten students for storytime in a classroom, time on the playground and a school lunch.
- n. Families interested in EP Online can learn more about the school via a pre-recorded webinar available 24/7, or attend ~~bi-weekly~~ virtual open houses (biweekly in the summer, monthly during the school year) to meet the principal and have their questions answered live. Families with incoming kindergartners are invited to several kindergarten events over the



course of the year. EP Online's marketing and outreach coordinator, ~~a position added in April 2023~~, serves as the dedicated contact for families interested in the school.

- o. School tours for incoming families and a full assortment of opportunities to visit schools and classrooms were offered. In addition, virtual tours of all schools were added as an option for families in the 2023-24 school year.
 - p. District staff participated in and led community outreach efforts, including extended Welcome Center hours, PeopleFest! Celebration of Culture, Harvest to Halloween at the Barn, the Everything Spring Expo, Girls in Aviation Day, and Wings of the North.
 - q. Cultural Affinity Nights at Central Middle School welcomed families who identified as African American, Somali, American Indian, Asian-Pacific Islander, or Latino/a to explore CMS with others who shared their cultural identity and ask questions of school leadership.
 - r. The 100 Years of Inspiring Each celebration created multiple opportunities for parents/guardians and other community members to connect with the district, including a Citywide Prom, 100th Day of School celebration and the inaugural Inspired Journey Summit. On a third party survey conducted by the Morris Leatherman Company in June 2024, more than half of parent/guardian respondents (55%) said they had attended one or more of these events, and 24% said they had attended more district and school events overall compared to previous years, demonstrating higher levels of connection and engagement.
 - s. Title I District-Wide Parent Engagement Programming
 - t. Title III EPHS English Learner Parent Engagement Sessions
4. ~~Progress monitoring dashboards were developed and implemented at each site. These dashboards include internal (e.g., class grades) and external (e.g., MCAs) data to present a holistic view of a student and school. These dashboards allow site and district administrators to share progress updates with the community at the school or system level. They also allow educators to proactively communicate progress with families, as well as measures that are taken to increase progress across all areas—behavioral, academic, attendance, enrollment, etc.~~
6. The high levels of community satisfaction reported in the random-sample, statistically valid, and reliable survey conducted June-July 2024 demonstrate that district culture and practices are supporting the engagement of Parents/Guardians in ways that are representative and support their child's successful education. Morris Leatherman reports that our satisfaction rates across all areas are among the highest in the metro area and state:
- a. 97% of parents and 95% of community members ranked the quality of education provided by Eden Prairie Schools as good or excellent. This year, there was a 15% increase in ranking from good to excellent among community members and a 10% increase among families.



- b. 89% of parents and 87% of community members said the district does a good job of involving community leaders, parents and interested citizens in decisions about the schools.
- c. 90% of parents and 87% of community members said they were satisfied with the district’s decision-making process. This was a significant increase from 64% in 2022 and 78% in 2021.
- d. 94% of parents and 89% of community members said the district does a good job of communicating important issues and decisions to residents of the area.
- e. Compared to the one year ago and as a direct result of the district’s 100 Years campaign:
 - i. 37% of community members and 41% of families said they felt the reputation of Eden Prairie Schools increased
 - ii. 32% of community members and 38% of families said they felt an increased sense of pride in Eden Prairie Schools
 - iii. 20% of community members and 31% of families said they felt an increased sense of connection with Eden Prairie Schools

151

STATEMENT OF ASSERTION:

EL 2.3.1 is reasonable and in compliance.

BOARD NOTES:



2.3.2

Furthermore, the Superintendent shall not: Allow an environment where concerns or inquiries directed to the Superintendent are not acknowledged and subsequently handled by the district in a timely, respectful manner.

OPERATIONAL INTERPRETATION:

152

I interpret this policy to mean that the district must create a relationship with Parents/Guardians within which their issues are attended to appropriately when they come to the office of the superintendent.

Operational Definitions:

- “Complaints” are written reports claiming a violation of a district policy
- “Concerns” are emotions that results from lack of information or clarity of communication.
- “Inquiries” are questions asked to resolve a personal concern.
- “Timely manner” is the act of responding in an appropriate and judicious manner.
- “Respectful” is a polite, professional, personal interaction.

In the normal course of business, the District will receive numerous contacts from Parents/Guardians regarding the district in general and their child in particular sharing inquiries or concerns. There is a districtwide expectation that inquiries and concerns are best resolved through use of the “chain of command”. Most parent issues are resolved by providing further information or clarity related to their child’s situation. Those on the front line of parental engagement (teachers, coaches, etc.) are encouraged to respond to Parents/Guardians as soon as possible, but preferably no more than two work- days later.

The chain of command concept relies on the belief that those closest to the inquiry or concern are best equipped to respond to it. If not receiving satisfaction, the parent has the right to contact the supervisor of the employee with whom there is a dispute...and so on until reaching the Superintendent. Attempts to bypass the “chain of command” often results in dysfunction within the organization and are discouraged.



Occasionally, parent inquiries may take the form of complaints. The school district takes seriously all concerns or complaints by Parents/Guardians. If a specific complaint procedure is provided within any other district policy, the specific procedure shall be followed in reference to such a complaint.

While written reports are encouraged, a complaint may be made orally.

When a complaint, concern, or inquiry comes into the superintendent's office, it is tracked and the superintendent shall determine whether an internal or external investigation should be conducted. In either case, the superintendent or designee shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow up relating to the complaint. 153 The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter. The appropriate administrator or Superintendent shall respond to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken and the inquiry/concern closed.

JUSTIFICATION:

The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or other law. (Source: MSBA Model Policy 103)

POLICIES MANDATED BY LAW THAT CONTAIN REPORTING PROCEDURES

The School Board has adopted the following district policies that are mandated by law. Each of the district policies listed below contain a complaint or grievance procedure with prescribed district action. Copies of district policies are available on the district website or may be requested from the Superintendent's Office.

1. Policy 406 Public and Private Personnel Data
2. Policy 514 Bullying Prohibition
3. Policy 521 Student Disability Nondiscrimination
4. Policy 522 Student Sex Nondiscrimination
5. Policy 526 Hazing Prohibition
6. Policy 528 Student Parental, Family, and Marital Status Non-Discrimination (including Title IX grievance procedure)



Eden Prairie Administrators are mandated to follow the Minnesota Code of Ethics for School Administrators (Minn. Rules Part 3512.5200) with the following pertinent standards:

1. Fulfills professional responsibilities with honesty and integrity
2. Supports the principle of due process and protects the civil and human rights of all individuals.
3. Implements the school board's policies.

Minnesota Rule 214.10, Subd, 1, 2, & 3 governs complaints and subsequent investigation of failure to follow the Administrator's Code of Ethics.

154

MEASUREMENT PLAN:

Our current compliance measurement plan is as follows:

1. Track parent complaints, concerns, or inquiries that are directed to and acknowledged by the Superintendent's Office including resolutions.
2. Track District level ongoing or unresolved parent concerns/ inquiries and those that result in an appeal to an outside governmental agency.
3. Random sample survey response to issues or concerns.

EVIDENCE:

1. There were ~~two hundred and forty seven (247)~~ **sixty five** individuals who submitted parent complaints, concerns, or inquiries that were directed to, acknowledged, and resolved by the Superintendent's Office or Designee. **This metric now closely mirrors pre-covid numbers.**
2. At the time of reporting there were (0) ~~was (1)~~ unresolved or ongoing parent complaints at the District and/or appeal level. **Since that time the state agency found the district was in compliance through an appeal process.**
3. In our ~~late spring 2024~~ **late spring 2024** parent random sample survey conducted by Morris Leatherman, 58% of our Parents/Guardians reported never having to reach out to the district on an issue important to them. Of the ~~42~~ **42**% that had reached out, there was a ~~98~~ **98**% satisfaction rating, ~~which is up from 85% the previous year. Only 1% of the parent population reported dissatisfaction. Morris~~



Leatherman shared with the Board that this is an incredibly high satisfaction rate, among the very best in public education, and it is clear parents are being served extremely well inside our district.

STATEMENT OF ASSERTION:

EL 2.3.2 is reasonable and in compliance.

155

BOARD NOTES:



2.3.3

Furthermore, the Superintendent shall not: Set school policies or make major decisions without appropriate input and representation from district parents.

OPERATIONAL INTERPRETATION:

156

I interpret “set school policies” to mean those management-level policies that encompass a broad variety of issues ranging from internal district operations to student conduct to investments and use of school district facilities and equipment. In most Districts, policies are operational interpretations of state or federal rule, best practice, or local determinations and the Eden Prairie district is no exception to this practice in terms of management-level policies. With this broad scope of policies in mind, I believe it is reasonable to seek the input and representation of Parents/Guardians in the following, specific areas of management-level policies not mandated by state or federal law:

1. Students (Policy Series 500)
2. Educational Program (Policy Series 600)
3. Non-Instructional Operations and Business Services (Policy Series 700)
4. School District-Community Relations (Policy Series 900)

I interpret “major decisions” as those district decisions, whether policy-related or not, that are likely to incite a strong response in the community or within individual schools. Such decision areas might include: changes to building configuration, attendance boundary changes, changes to the educational program, etc. However, I am mindful that my authority to make major decisions is governed by certain Executive Limitations Policies:

- 2.7.10. Substantially change the principal educational purpose of a school by closing or repurposing it, or by consolidating or combining it with another school without board approval*
- 2.7.12 Eliminate any non-state-required programs that would adversely affect our reputation and/or diminish the value of our broad-based educational opportunities without board approval.*



I interpret ‘appropriate input and representation’ to mean that if parental involvement is required, my administrative team will assess the circumstances of the situation and involve Parents/Guardians as we believe the situation merits. The following is a rough “sliding scale” of parental involvement we are likely to employ:

1. Engage our PTO membership in a discussion about the issue.
2. Post information about the issue on the website and ask for email input.
3. Schedule parent/public input sessions about the specific topic.
4. Orchestrate a formal survey of Parents/Guardians.

157

JUSTIFICATION:

My interpretation of “school policies” is justified by our shared understanding of the difference between levels of organizational policies as was clarified by Policy Governance. We share an understanding that I am responsible for creating a framework of policies that manage the inner workings of the organization and that those policies must conform to the framework of board-level governing policies as well as state and federal statutes and laws.

My interpretation of “major decisions” is justified as it represents that narrow area between decisions that require board involvement (e.g. 2.7.10) and those management-level decisions that are routine in nature but still benefit from parental involvement.

My interpretation of “appropriate input and representation” is justified based on a combination of the Superintendent’s extensive experience in successfully involving Parents/Guardians in the input process and K-12 educational practices firmly grounded in research.

MEASUREMENT PLAN:

- ~~1. Our current compliance measurement plan is to track topics that fit in this “parental involvement” category and that may require policy changes or additions during each monitoring period. Monitoring data will include a list of these areas, a description of the~~



type of engagement implemented, and a notation if we receive significant response after the decision was made public and/or implemented.

1. Parents/Guardians are engaged proactively and their voices are used to provide feedback, influence district program design, and support the education of students.
2. Public voice of support for the educational direction of the district following proactive engagement and educational design work.

EVIDENCE:

1. Parent involvement:

- a. Parents/Guardians were involved in the Strategic Plan process, as members of the Core Planning team, which provided them with tours of our schools to observe elements of the strategic plan in action.
- b. 86% of parents and 88% of community members surveyed in an April 2023 Morris Leatherman survey reported the district does a good job of involving community leaders, parents and interested citizens in decisions about the schools.
- c. The random sample survey conducted by Morris Leatherman and presented to the board in April 2023 demonstrated an extremely high level of parent satisfaction that the company reported was higher than that of most other districts in the metro area and state.
- d. Parents/Guardians regularly participate on these district committees: World's Best Workforce, Special Education Advisory Council and Early Childhood Advisory Council. Input and feedback guides ongoing decision making, including special education leadership model changes for 2023-2024. Parents/guardians participated in the district's Calendar Review Team, which was used to design final calendars and shells.
- d. A family engagement work group continues meeting to identify frameworks and tenets to develop future engagement plans.
- e. ThoughtExchange was used to gather parent input and themes regarding the district's new strategic plan as well as student voice and leadership.
- f. All opportunities to give input on major decisions affecting the district were also made available in Spanish and Somali, the district's two most spoken non-English languages, through written or oral translations. These efforts were supplemented by the district's cultural liaisons, who span the district and each school site.



- ~~g. District Administration met with the PTO president's council monthly from September through May to present information, hear from Parents/Guardians, and inform decision making.~~
 - ~~h. The Superintendent and cabinet members attended PTO parent meetings throughout the year to listen, share information, and inform our decision making.~~
 - i. The Superintendent and administrative staff met with racial/cultural parent groups to hear questions, concerns, and feedback. Meetings are conducted to develop relationships with, and to better understand the needs of the communities that make up our student body. When language needs are present (namely Somali and Hispanic/Latino communities), proactive plans are developed. Cultural liaisons and administrative staff facilitate meetings that help inform understanding of each student's story (i.e., backgrounds), which in turn supports decision-making and partnerships so that each student is served.
1. Proactive meetings and engagement to involve Parents/Guardians in providing feedback, influencing district program design, and supporting the education of students were conducted throughout the 2023-2024 school year. Examples include:
- a. Parents/Guardians regularly participate on district committees to offer input and feedback that guide ongoing decision-making:
 - i. American Indian Parent Advisory Committee
 - ii. Special Education Advisory Council
 - iii. Early Childhood Parent Advisory Committee
 - iv. Core Planning Committee and Strategic Plan working groups – Parents/Guardians were involved in strategic plan-related community engagement. The district includes community voice in the ongoing work of each strategy working group. In 2023-24, the Core Planning team – which is representative of our community at large – received tours of our schools to observe elements of the strategic plan in action. The team toured Cedar Ridge Elementary School to observe Discovery Groups. Team members advised for an additional Strategic Outcome on staff and student voice.
 - v. Pathways Advisory Teams – Six teams of community members, parents/guardians, staff, and students were active in 2023-24. They included Aeronautics Taskforce; Business & Management; Communication & Arts; Engineering, Technology, & Manufacturing; Human & Public Services; and Natural & Applied Sciences. The Advisory Teams provided guidance on course development, curricular topics, student recruitment efforts, facilities, and professional development opportunities. To support the expansion and guide their work, bylaws and purpose documents were created. The teams are composed of 74 total members, representing 72 businesses, post-secondary institutions, or families, and committed a total of 350 hours toward Eden Prairie Schools' Pathways.



- vi. Artificial Intelligence (AI) Strategy Team – Members continued to participate in developing the district’s vision for artificial intelligence in education. That team spent the year considering what students need to know about AI, what educators need to do to support that learning, and what policies and procedures need to be put in place to ensure district goals for use are achieved.
 - vii. World’s Best Workforce Committee – This group expanded in terms of number of representatives and background of representatives (referred to as the Learning & Innovation Advisory Team), with students continuing on the team. The team also met more frequently and on a broader range of topics that included new course proposals, and the READ Act, in addition to the WBWF goals
 - viii. Curriculum Improvement Cycles (CIC) – In the first year of the CIC process, students and parents/guardians are invited to complete surveys on their experiences and desires for the curricular area. In the 2023-24 school year, surveys were sent on social studies and counseling. Counseling completed a curriculum improvement process and social studies will complete the CIC process over the 2024-25 school year. In addition, during the 2024-25 school year, students and parents/guardians will be invited to complete surveys on their experiences and desires for mathematics as we begin the curriculum improvement cycle for this content area.
- b. District Administration met with the PTO president’s council monthly from September through May to present information, hear from Parents/Guardians, and inform decision making.
 - c. All opportunities to give input on major decisions affecting the district were made available in Spanish and Somali, the district’s two most-spoken non-English languages, through written or oral translations. These efforts were supplemented by the district’s cultural liaisons, who span the district and school sites.
2. The random sample survey completed June-July 2024 continues to demonstrate an extremely high level of satisfaction with decision making:
- a. 90% of families are satisfied with the district’s decision-making process.
 - b. 89% of families said the district does a good job of involving them in decisions about the schools.
 - c. 88% of families feel informed about district decisions.

160

STATEMENT OF ASSERTION:

EL 2.3.3 is reasonable and in compliance.



BOARD NOTES:

161



EL 2.6 Financial Management and Operations

Policy Quadrant: Executive Limitations

- Monitoring Time Frame: ~~July 2021–June 2022~~ July 2023–June 2024
- Date of School Board Monitoring: ~~September 26, 2022~~ September 23, 2024

162

Board Policy Monitoring Motions:

- Operational Interpretation is/is not reasonable
- Board does/does not accept the Superintendent’s assertion of compliance/non-compliance

Global Constraint:

The Superintendent shall not cause or allow the development of financial jeopardy or a material deviation of actual expenditures from the current budget without School Board approval.

OPERATIONAL INTERPRETATION:

1. I interpret this to mean that the budget approved by the Board reflects the priorities established in the Ends policies and the Strategic Plan. Managing the district finances within the budget is adequate and reflects reasonable alignment with the Ends Policies and Strategic Plan. Adhering to the limitations set forth in this policy reflects the avoidance of financial jeopardy. That includes managing fund balance appropriately, meeting statutory obligations, and adhering to the child policies in which the board has further defined or clarified the global policy.
2. I further interpret “material deviation of actual expenditures from the current budget” to mean that the expenditures incurred will be in support of the Board’s Ends Policies and the District Strategic Plan.



JUSTIFICATION:

School districts are required to comply with Minnesota Statutes, section 123B.83 –Expenditure Limitations, which requires that a district must limit its expenditures so that the calculated net unreserved general fund balance or operating debt as of June 30 does not constitute Statutory Operating Debt (SOD). A school district is in SOD when it reports a year-end negative Net Unreserved General Fund Balance (NUGFB) which exceeds 2.5 percent of its unreserved/undesignated operating expenditures. (Source: MDE)

163

MEASUREMENT PLAN:

Compliance will be demonstrated by:

1. The superintendent being in compliance with all child policies 2.6.1-2.6.7;
2. The districts fund balance meets or exceeds the board determined minimum;
3. The district is recognized by the Minnesota Department of Education (MDE) for meeting statutory deadlines for submission of audited financial data, as well as select policy, fiscal and financial reporting criteria with the School Finance Award.
4. The district is recognized by the Association of School Business Officials International (ASBO) and Government Finance Officers Association (GFOA) through their Excellence in Financial Reporting award program.

EVIDENCE:

1. The superintendent has asserted and the board has determined EL 2.6.1-2.6.7 are in compliance,
2. For Fiscal Year (FY) ~~2021-22~~ 2022-23, the district did not have a negative Net Unreserved General Fund Balance. At the conclusion of the Fiscal Year (FY) ~~2022-23~~ 2023-2024 audit field work, preliminary figures indicate that the district will have a positive fund balance in excess of the board minimum of 8 percent; and
3. For Fiscal Year (FY) ~~2021-22~~ 2022-23 the district received the School Finance Award.
4. For Fiscal Year (FY) 2021-2022 the district received the Certificate of Excellence in Financial Reporting and the Certificate of Achievement for Excellence in Financial Reporting from ASBO and GFOA, respectively.

STATEMENT OF ASSERTION:

EL 2.6 is reasonable and in compliance.



BOARD NOTES:

2.6.1 Furthermore, the Superintendent shall not: Allow payroll or debts to be settled in an untimely manner. 164

OPERATIONAL INTERPRETATION:

I interpret this to mean the superintendent shall not permit debts to be settled in an untimely manner. The payment of school district debts in a timely manner is a key component of effective and efficient fiscal management. Late payments may realize significant additional costs to school districts (late fees and penalties) and, therefore, implementing and maintaining strict debt processing procedures and timelines is critical. In looking at industry practices 35 days is the practice for payment of an invoice upon receipt.

JUSTIFICATION:

Minnesota Statutes, section 471.425 sets a standard for government entities of 35 days for payment from the receipt of an invoice.

MEASUREMENT PLAN:

1. The Annual Audit Report, which outlines legal compliance issues including untimely payments, are furnished to the Board annually
2. An annual internal review ensures that the number of days from each invoice date of receipt to its paid date does not exceed thirty-five (35) days per Minnesota Statutes, section 471.425.

EVIDENCE:

1. There ~~was~~ **were one-two** disbursement identified by the independent audit firm for FY ~~2021-22~~ **2022-2023** that was not paid within the required timeframe. ~~The district received the item but it was not installed timely and therefore payment was withheld until the~~



~~required work under the contract was performed.~~ The District did not receive the invoices in the accounting department in a timely fashion. The payment delay resulted in this finding.

- 2. Furthermore, there were no delinquency reports or late payment charges from vendors during the fiscal year.

STATEMENT OF ASSERTION:

165

EL 2.6.1 is reasonable and in compliance.

BOARD NOTES:

2.6.2 Furthermore, the Superintendent shall not: Allow payments or other government-ordered payments or filings to be overdue or inaccurately filed.

OPERATIONAL INTERPRETATION:

I interpret this to mean the superintendent shall ensure tax payments and other government-ordered payments or filings be completed accurately and in a timely manner.

JUSTIFICATION:

The accurate and timely processing of tax and other government payments and filings is critical to preserve the fiscal integrity of the school district. Failure to do so could result in loss of funding, fiscal penalties, and consume significant employee time and resources.

MEASUREMENT PLAN:



1. The Annual Audit Report, which outlines legal compliance issues including tax payments or government ordered filings, are furnished to the Board annually.
2. An annual internal review of Sales & Use and Payroll related taxes and filings ensures that all are filed and paid when due.

EVIDENCE:

166

1. The annual internal review of sales & use and payroll related taxes and filings revealed no exceptions for Fiscal Year (FY) [2021-22](#) [2022-23](#).
2. Furthermore, there were neither reports of delinquency nor late payment charges incurred during the fiscal year.

STATEMENT OF ASSERTION:

EL 2.6.2 is reasonable and in compliance.

BOARD NOTES:

2.6.3

Furthermore, the Superintendent shall not: Use contingency funds greater than \$100,000 without informing the School Board.

OPERATIONAL INTERPRETATION:

I interpret this to mean the superintendent shall not expend contingency funds greater than \$100,000 without informing the Board.

JUSTIFICATION:



The rationale for this provision is self-evident.

MEASUREMENT PLAN:

- 1. Any single use of contingency funds which exceed \$100,000 will be reported to the school board.

167

EVIDENCE:

- 1. No single use of contingency funds in any account exceeded \$100,000.
 - a. The general fund contingency for FY ~~2022-23~~ 2023-24 was \$100,000, of which ~~\$8,900~~ \$76,160 was spent on 2 8 individual expenditures.
 - b. The capital fund contingency for FY ~~2022-23~~ 2023-24 was \$100,000, of which ~~\$100,000~~ \$76,682.91 was spent on 2 3 individual expenditures.
 - c. The staffing contingency for FY ~~2022-23~~ 2023-24 was \$250,000, of which all ~~\$0~~ \$250,000 was spent to address class size or staffing issues through the hiring of additional teachers.

STATEMENT OF ASSERTION:

EL 2.6.3 is reasonable and in compliance.

BOARD NOTES:

2.6.4 Furthermore, the Superintendent shall not: Acquire, encumber, or dispose of real property without School Board approval.

OPERATIONAL INTERPRETATION:



1. I interpret this to mean the Superintendent shall not purchase, agree to purchase, or sell any real property belonging to Eden Prairie Schools without board approval.
 - a. "Real Property" is defined as "A building or structure shall include the building or structure itself, together with all improvements or fixtures annexed to the building or structure, which are integrated with and of permanent benefit to the building or structure, regardless of the present use of the building, and which cannot be removed without substantial damage to itself or to the building or structure." (MN Statute 272.03.b.)

168

JUSTIFICATION:

The school board is the governing body of the school district. As such, the school board has the responsibility for the care, management, and control over public schools in the school district. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.

MEASUREMENT PLAN:

1. This policy shall be measured by the avoidance of the limitations set forth in this policy.

EVIDENCE:

1. ~~No purchases, sales, or agreements to purchase or sell real property occurred in FY 2022-23.~~ The District purchased a property located at 11840 Valley View Road (formerly referred to as the UNFI Building) with board approval to close on June 27, 2024.
 - a. September 11, 2023 approved and directed the Superintendent and Executive Director of Business Services to pursue the purchase of the property.
 - b. January 22, 2024 approved COPs for the purchase.
 - c. June 24, 2024 approved the sale of the COP's supporting the purchase of the property.

STATEMENT OF ASSERTION:

EL 2.6.4 is reasonable and in compliance.



BOARD NOTES:

2.6.5

Furthermore, the Superintendent shall not: Lease real property or remodel leased real property without School Board approval.

169

OPERATIONAL INTERPRETATION:

1. I interpret this to mean the Superintendent shall not lease or remodel real property without board approval.
 - a. Districts may levy for leased facilities when the leased facility would be economically advantageous. The facilities must be used for instructional purposes. The district may also lease space for purposes other than instruction, including but not limited to office or storage space (Minnesota Statutes, section 126C.40).
 - b. Remodel is often broadly used to describe any kind of significant physical change to the character or use of a space.
 - c. "Real Property" is defined as "A building or structure shall include the building or structure itself, together with all improvements or fixtures annexed to the building or structure, which are integrated with and of permanent benefit to the building or structure, regardless of the present use of the building, and which cannot be removed without substantial damage to itself or to the building or structure." (Minnesota Statute, section 272.03.b.)

JUSTIFICATION:

The school board is the governing body of the school district. As such, the school board has the responsibility for the care, management, and control over public schools in the school district. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.

MEASUREMENT PLAN:

1. This policy shall be measured by the avoidance of the limitations set forth in this policy.

EVIDENCE:



1. No new leases were entered into during FY ~~2022-23~~ 2023-24. The board approves any leases through our lease levy annually. The district has existing leases including, but not limited to:
 - a. ~~City of Eden Prairie located at the City Center houses the TASSEL program.~~
 - b. City of Eden Prairie located at the Community Center for the Ice Arena, Locker Rooms, Coaches Room and Swimming Pools.
 - c. A public arena appropriate for graduation that does not require ticketing so we maximize access and participation by our families and community.
2. The City of Eden Prairie and district terminated the lease of the City Center for the TASSEL program effective July 2024. The TASSEL170 program was relocated to the new property located at 11840 Valley View Road, Eden Prairie.

STATEMENT OF ASSERTION:

EL 2.6.5 is reasonable and in compliance.

BOARD NOTES:

2.6.6

Furthermore, the Superintendent shall not: Allow receivables to remain unpursued after a reasonable grace period.

OPERATIONAL INTERPRETATION:

I interpret this to mean the superintendent shall ensure district receivables are pursued in an effective and efficient manner. The collection of receivables is an important component of a healthy financial system in any school district. Timely attention to outstanding receivables improves the likelihood of successfully collecting the receivables, positively influences cash-flow, and ensures budgeted revenues are met (or exceeded).

JUSTIFICATION:



MEASUREMENT PLAN:

Receivables which remain unpaid after 18 months are to be written off or pursued by a collection agency. However, receivables older than 18 months may remain on the ledger for an additional 12 months if the District and auditors deem them potentially collectable.

EVIDENCE:

- 2. Receivables are reviewed monthly for collection and as of June 30, ~~2023~~ 2024 there are 14 receivables on the ledger aged over 18 months, totalling ~~\$31,850.40~~ \$26,172.35.

171

STATEMENT OF ASSERTION:

EL 2.6.6 is reasonable and in compliance.

BOARD NOTES:

2.6.7 Furthermore, the Superintendent shall not: Allow fee-based relationships in excess of \$175,000 annually to continue beyond 3 years without a formal review that includes an analysis of contract fees and performance.

OPERATIONAL INTERPRETATION:

- 1. I interpret this to mean that the Superintendent shall monitor fee-based relationships to the extent to which the District expends amounts in excess of \$175,000 per year during any three-year period.
- 2. Furthermore, if fee-based relationship monitoring indicates that the annual expenditure or sharing of dividends exceeded \$175,000 per year for three consecutive years, the Superintendent will initiate a formal review of the business relationship to include the analysis of contract fees and overall financial performance.



JUSTIFICATION:

The \$175,000 threshold was established when it mirrored Minnesota Statute, section 471.345 Uniform Municipal Contracting Law.

MEASUREMENT PLAN:

Fee based relationships which meet or exceed these thresholds are identified annually and evaluated at least every 3 years using industry best practices.

172

EVIDENCE:

1. While all vendors are held to and meet high standards, the following fee-based relationships have been identified as subject to administrative review:
 - a. Insurance Consultants
 - i. Annual meetings are held between administration and the property, liability and workers compensation insurance consultant to review terms and discuss performance expectations.
 - ii. Annual meetings are held between administration and the medical and dental insurance consultant to review terms and discuss performance expectations.
 - b. Other Post Employment Benefits (OPEB) Trustee
 - i. Annual meetings are held between administration and the OPEB Trustee to review terms and discuss performance expectations.
 - c. Banking
 - i. Every 3 years the district evaluates the banking relationships and performance to determine if changes are needed. The school district primarily uses MNTrust for banking services and the terms are largely predetermined by a joint powers agreement and governing board of school district representatives.
 - d. Architect
 - i. The financial terms of each project are reviewed between the administration and the architect. Upon completion of each project, the parties meet to discuss performance and review expectations.
 - e. Construction Management Company



- i. Since the construction of the Designing Pathways addition at Central Middle School, the district has employed a construction management company on a per project basis. The terms are reviewed prior to beginning each project. Upon completion, the parties meet to discuss performance and review expectations.

STATEMENT OF ASSERTION:

EL 2.6.7 is reasonable and in compliance.

BOARD NOTES:

173

EL 2.2 Treatment of Students

Policy Quadrant: Executive Limitations

- Monitoring Time Frame: ~~July 1, 2022 – June 30, 2023~~ July 1, 2023 – June 30, 2024
- Date of School Board Monitoring: ~~August 28, 2023~~ August 26, 2024

174

Board Policy Monitoring Motions:

- Operational Interpretation is/is not reasonable
- Board does/does not accept the Superintendent's assertion of compliance/non-compliance

Global Constraint:

The Superintendent shall not cause or allow an educational environment that is unsafe, unwelcoming, inequitable, disrespectful, unnecessarily intrusive, or that otherwise inhibits the effective learning needs of each student.

OPERATIONAL INTERPRETATION:

I interpret compliance with the global policy to mean that all ten (10) child policies are in compliance. [In addition, policies are in place and reviewed on scheduled cycles.](#)

JUSTIFICATION:

MSBA recommends that the District reviews on an annual or 3 year cycle as appropriate per statute, approves or revises if necessary, disseminates, and enforces the following District Policies that are intended to create and support a safe learning environment.

MEASUREMENT PLAN:

1. [Child Policies are in compliance.](#)
2. District Policies required by state statute (otherwise known as Mandatory Policies) shall be reviewed and updated by the Superintendent on an annual basis.
3. District Policies that are recommended by MSBA or developed locally shall be reviewed and/or updated upon notice of change by MSBA, or at least every three years.

175

EVIDENCE:

1. [All child policies are in compliance.](#)
 2. On ~~July 25, 2022~~ [July 24, 2023](#) all mandatory policies were approved by the School Board for the ~~2022-2023~~ [2023-2024](#) school year. During the monitoring period ~~12~~ [49](#) district policies were updated after review by the Superintendent and cabinet. All ~~12~~ [49](#) district policies were approved by the School Board.
 3. Cabinet members conducted a full review of all recommended policy changes by MSBA during the summer of 2023 and if necessary contacted the legal council for review. The superintendent then reviewed all policies and found that they were reviewed or updated within the three year review cycle with the full review of all policies being conducted in ~~2019~~ [2024](#).
-

STATEMENT OF ASSERTION:

EL 2.2 is reasonable and in compliance.

BOARD NOTES:

2.2.1

Furthermore, the Superintendent shall not: Allow students to be unprotected against violence harassment.

OPERATIONAL INTERPRETATION:

Fostering positive, meaningful relationships between staff and students and promoting welcoming learning environments are critical components of a safe school. One hundred percent compliance with this expectation is the District's goal; however, it is not realistic that all instances of harassment or violence will be mitigated throughout any district during a calendar year. Policy provides protection through a framework of thoughtful prevention and response. 176

1. I interpret "shall not allow students to be unprotected against violence" to mean the school district will put in place a crisis management policy, plan, and team. The team will work proactively to ensure that acts of violence will be mitigated on school property or during school sponsored events and have an appropriate response(s) planned in the event that something occurs.
2. I interpret "shall not allow students to be unprotected against harassment" to mean the school district will proactively create a learning environment that is inclusive of all members of the school community and to secure freedom from discrimination in education because of race, color, creed, religion, national origin, sex, gender identity, marital status, disability, status with regard to public assistance, sexual orientation, and age.

JUSTIFICATION:

1. State law (Minnesota Statute 121A.035) requests that school districts adopt a crisis management policy that addresses potential violent crisis situations in the school district. District Policy 806: Crisis Management Policy complies with that statutory requirement.
2. State law (Minnesota Statute 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minnesota Statute Chapter 363A (MHRA). District Policy 413: Harassment and Violence complies with that statutory requirement and addresses the classifications protected by the MHRA and/or federal law. [Guidance for interventions and non-exclusionary practices was provided in Minnesota Statute 121A.45, subdivision 1 and Minnesota Statute 121A.41, subdivision 12 referring to a district's requirement regarding student discipline.](#)

MEASUREMENT PLAN:

1. Systemic efforts are in place to mitigate incidents, as they relate to crisis and response preparation to comply with Policy 806 in the school setting.
2. Systemic efforts to mitigate incidents related to harassment and violence in the school setting and to comply with Policy 413 shall be reported.

177

EVIDENCE:

1. Systemic and proactive efforts to mitigate incidents related to ~~crisis~~ emergency management in the school setting took place throughout the monitoring period.
 - a. The District is relatively unique in that we employ a full time emergency management coordinator.
 - b. Each school site administers five fire drills, five lockdown drills, and one take shelter drill each year.
 - c. Each school site has an emergency response team that regularly meets to review site procedures and debrief incidents that occur.
 - d. The District contracts with the Eden Prairie Police Department for ~~School Resource Officers~~ Juvenile Liaison Officers to further enforce and provide security within our school buildings and at selected school events.
 - e. The Administrative Leadership Team participated in annual training in partnership with the Eden Prairie Police and Fire Departments in ~~September 2022~~ August 2023 and February 2023.
 - f. The administrative team and crisis teams debrief incidents that occur to improve upon our crisis management practices. In addition, at times we review elements with the board in closed sessions so the Board is aware of our response plans, practices, and learnings as we continuously improve.
 - g. The District emergency response team engaged in training with the I Love U Guys Foundation in April 2024 to more deeply implement the Standard Response Protocol (SRP) to further enhance and systematize common language and collective action in any situation both inside or outside the building. The SRP also provides common language to better allow District personnel and Eden Prairie Fire, Police, and EMS personnel to improve communication in any situation.

services or reading interventions, and alternative education services. Other interventions and supports were also applied throughout the school year as global, local, or school based occurrence take place to teach, reteach, remind, and support students, families, and staff.

STATEMENT OF ASSERTION:

EL 2.2.1 is reasonable and in compliance.

179

BOARD NOTES:

**Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2023 – June 30, 2024**

Policy Type:	Board-Management Delegation
Policy Title:	3.0 Single Point of Connection

The School Board’s sole official connection to the district, its achievement, and its conduct will be through the Superintendent. Therefore, the School Board does not direct or evaluate any other district employees.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
3.0 Single Point of Connection	Sept 23, 2024				

Adopted: 10/23/12
Revised: 4/28/15

**Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2023 – June 30, 2024**

Policy Type:	Board-Management Delegation
Policy Title:	3.1 Unity of Control

The School Board will direct the Superintendent only through official School Board action. Accordingly:

- 3.1.1 The School Board will make decisions by formal recorded vote in order to avoid any uncertainty about whether direction has been given.
- 3.1.2 The Superintendent is not obligated to follow the directions or instructions of individual School Board members, officers or committees unless the School Board has specifically delegated such exercise of authority.
- 3.1.3 Should the Superintendent determine that an information request received from an individual School Board Member, officer or committee requires a material amount of staff time or is unreasonable, the superintendent may refuse such requests and ask that the individual School Board Member, officer or committee refer such requests to the full School Board for authorization.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
3.1 Unity of Control	Sept 23, 2024				
3.1.1	Sept 23, 2024				
3.1.2	Sept 23, 2024				
3.1.3	Sept 23, 2024				

Adopted: 10/23/12
Revised: 11/13/12; 01/08/13; 04/28/15

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2023 – June 30, 2024

Policy Type:	Board-Management Delegation
Policy Title:	3.2 Delegation to the Superintendent

The School Board will instruct the Superintendent through written policies that prescribe the district ends to be achieved and describe district situations and actions to be avoided, allowing the Superintendent to use any reasonable interpretation of these policies.

Accordingly:

- 3.2.1 The School Board will develop Ends policies instructing the Superintendent to achieve the defined results for students.
- 3.2.2 The School Board will develop Executive Limitations policies that limit the latitude the Superintendent may exercise in choosing district means.
- 3.2.3 Once the School Board has accepted the Superintendent’s *reasonable interpretation* of any School Board policy the Superintendent is authorized to establish all further district policies, make all decisions, take all actions, establish all practices, and pursue all activities in order to accomplish the School Board’s Ends Policies. Therefore, such decisions of the Superintendent shall have full force and authority as if decided by the School Board.
- 3.2.4 The School Board may change its Ends and Executive Limitations policies, thereby shifting the boundary between School Board and Superintendent domains. By doing so, the School Board changes the latitude of choice given to the Superintendent.

Adopted: 10/23/12
Revised: 04/28/15

BMD 3.2

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous	Commitment Made/Action Taken	Completed
3.2 Delegation to the Superintendent	Sept 23, 2024				
3.2.1	Sept 23, 2024				
3.2.2	Sept 23, 2024				
3.2.3	Sept 23, 2024				
3.2.4	Sept 23, 2024				

Adopted: 10/23/12
 Revised: 04/28/15

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2023 – June 30, 2024

Policy Type:	Board-Management Delegation
Policy Title:	3.3 Superintendent Accountability and Performance

The School Board will view the Superintendent performance as identical to district performance on the School Board’s Ends and Executive Limitations policies.

- 3.3.1 The Superintendent’s performance will be evaluated through systematic and rigorous monitoring of the School Board’s Ends and Executive Limitations policies. The performance standard for Ends policies shall be whether the Superintendent has achieved expected progress toward achieving the Ends. The performance standard for Executive Limitations policies shall be whether the Superintendent has complied with the Executive Limitations.
- 3.3.2 In every case, the School Board will determine the reasonableness of the Superintendent’s interpretation. The School Board is the final arbiter of reasonableness but will always judge with a “reasonable person” test rather than with interpretations favored by School Board members or by the School Board as a whole.
- 3.3.3 In every case, the School Board will determine whether the data demonstrates expected progress towards the School Board’s Ends policies or compliance with the School Board’s Executive Limitations policies.
- 3.3.4 The School Board will acquire monitoring information by one or more of three methods:
- (a) by *internal report*, in which the Superintendent discloses interpretations and compliance information to the School Board;
 - (b) by *external report*, in which an external, disinterested third party selected by the School Board assesses compliance with School Board policies; or
 - (c) by *direct Board inspection*, in which a designated member or members of the School Board assess compliance with the appropriate policy criteria.
- 3.3.5 All Ends and Executive Limitations policies will be monitored at a frequency and by a method chosen by the School Board. The School Board can monitor any policy at any time by any method but will ordinarily depend on a routine schedule.

BMD 3.3

POLICY		METHOD	FREQUENCY	MONTH
Ends				
1.0	Eden Prairie public schools exist so that each student obtains an education that prepares them for their next stage of life in a manner that justifies the resources expended.	Internal	Annually	
1.1	Each student graduates and is academically prepared to progress to multiple opportunities after high school.	Internal	Annually	
1.2	Each student is reading at grade level by the end of third grade.	Internal	Annually	
1.3	Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science.	Internal	Annually	
1.4	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.	Internal	Annually	
1.5	Each student has the 21 st century skills needed to succeed in the global economy.	Internal	Annually	
1.6	Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.	Internal	Annually	
Executive Limitations				
2.0	Global Executive Constraint	Internal	Annually	
2.1	Emergency Superintendent Succession	Internal	Annually	
2.2	Treatment of Students	Internal	Annually	
2.3	Treatment of Parents	Internal	Annually	
2.4	Treatment of Staff	Internal	Annually	
2.5	Financial Planning and Budgeting	Internal	Annually	
2.6	Financial Management and Operations	Internal	Annually	
2.7	Asset Protection	Internal	Annually	
2.8	Compensation and Benefits	Internal	Annually	
2.9	Communication and Support to the School Board	Internal	Annually	

BMD 3.3

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous	Commitment Made/Action Taken	Completed
3.3 Superintendent Accountability and Performance	Sept 23, 2024				
3.3.1	Sept 23, 2024				
3.3.2	Sept 23, 2024				
3.3.3	Sept 23, 2024				
3.3.4	Sept 23, 2024				
3.3.5	Sept 23, 2024				

Adopted: 10/23/12
 Revised: 11/13/12; 01/08/13; 04/28/15; 3/26/18; 9/24/18; 10/28/19

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2023 – June 30, 2024

Policy Type:	Governance Process
Policy Title:	4.4 Officer Roles

Officers of the School Board are empowered with specific responsibilities delegated to them by the School Board or by state statute. Officers are elected following nominations during the first meeting in January. The following outlines their responsibilities.

4.4.1 The Chair is empowered by the School Board to assure the integrity of the School Board's governing process as well as the adherence to rules legitimately imposed on it from outside the district. The Chair resides over each meeting and is expected to:

- 4.4.1.1 Conduct a meeting that follows the governance protocol, processes and procedures agreed upon by the School Board.
- 4.4.1.2 Maintain a School Board meeting atmosphere that is respectful, engaging and productive.
- 4.4.1.3 Assure all required School Board actions brought forward, including Superintendent consent agenda items are handled expeditiously.

Additional responsibilities include, but may not be limited to:

- 4.4.1.4 Developing meeting agendas in concert with the Vice Chair and Superintendent that are consistent with the School Board's Annual work plan and School Board-approved agenda procedures. The Board Chair may include a third Board Member on a rotating basis for Board Development purposes.
- 4.4.1.5 Responding on behalf of the School Board to all external email communications from owners.
- 4.4.1.6 Representing the School Board to external organizations as required.
- 4.4.1.7 Representing the School Board's stated position on topics in newspaper, media and other email communications when requested.
- 4.4.1.8 Delegating authority if necessary but maintaining accountability for its use.
- 4.4.1.9 Appointing School Board members to School Board committees, requested Admin committees, and external organization positions requiring School Board involvement.

4.4.2 The Vice-Chair will serve in the absence of the Chair, assist the Chair as requested in the execution of Chair responsibilities, co-develop meeting agendas consistent with the School Board’s Annual Work Plan with the Chair and Superintendent, and act as the School Board parliamentarian.

4.4.3 The Treasurer reviews School Board expenses on a monthly basis and reports School Board expenses vs. the budget set in Governance Process policy 4.9 at mid-year and year-end. In addition, the Treasurer reviews the Superintendent’s expenses at mid-year and year-end and conducts and reports on the Superintendent contract review annually.

4.4.4 The Clerk approves the final draft of School Board meeting minutes and workshop topic summaries prior to School Board approval. The Clerk will read all formal resolutions to be voted on by the School Board. The Clerk will also assure the School Board’s policies are accurately recorded, maintained and posted.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.4 Officer Roles	Sept 23, 2024				
4.4.1	Sept 23, 2024				
4.4.1.1	Sept 23, 2024				
4.4.1.2	Sept 23, 2024				
4.4.1.3	Sept 23, 2024				
4.4.1.4	Sept 23, 2024				
4.4.1.5	Sept 23, 2024				
4.4.1.6	Sept 23, 2024				
4.4.1.7	Sept 23, 2024				
4.4.1.8	Sept 23, 2024				
4.4.1.9	Sept 23, 2024				
4.4.2	Sept 23, 2024				
4.4.3	Sept 23, 2024				
4.4.4	Sept 23, 2024				

Adopted: 10/23/12

Revised: 11/26/13; 03/25/14; 04/08/14; 03/24/15; 10/26/20; 03/22/21

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2023 – June 30, 2024

Policy Type:	Governance Process
Policy Title:	4.5 School Board Members' Code of Conduct

The School Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as School Board members.

- 4.5.1 Members will demonstrate loyalty to the owners, not conflicted by loyalties to staff, other organizations, or any personal interests as consumers.
- 4.5.2 Members will avoid conflict of interest with respect to their fiduciary responsibility.
 - 4.5.2.1 There will be no self-dealing or business by a member with the district. Members will annually disclose their involvements with other organizations or with vendors and any associations that might be reasonably seen as representing a conflict of interest.
 - 4.5.2.2 When the School Board is to decide on an issue about which a member has an unavoidable conflict of interest, that member will absent herself or himself without comment not only from the vote but also from the deliberation.
 - 4.5.2.3 School Board members will not use their School Board position to obtain employment in the district for themselves, family members, or close associates. A School Board member who applies for employment will first resign from the School Board.
- 4.5.3 School Board members will not attempt to exercise individual authority over the school district or attempt to cause division between School Board members or the School Board and members of the district.
 - 4.5.3.1 Members' interaction with the Superintendent or with staff will recognize the lack of authority vested in individuals except when explicitly authorized by the School Board.

Adopted: 10/23/12

Revised: 10/22/13; 02/25/14; 03/24/15; 04/28/15, 11/19/18; 10/26/20

- 4.5.3.2 Members' interactions with the public, the press, or other entities will recognize the same limitation and the inability of any School Board member to speak for the School Board except to repeat explicitly stated School Board decisions.
- 4.5.4 Members will respect the confidentiality appropriate to issues of a sensitive nature.
- 4.5.5 Members will be prompt and attend all Board Business Meetings and Board Workshops, and all meetings of Board Committees and other outside assignments. Absences must be communicated to the Board Chair or Committee Chair at least seventy-two hours prior to the affected meeting. In the case of an unforeseen conflict, the Board Chair or Committee Chair must be notified as soon as possible.
- 4.5.6 Members will be properly prepared for School Board deliberation.
 - 4.5.6.1 Members' use of electronic devices shall be restricted to the use of district issued technology during board business meetings and workshops. Brief incidental or unexpected and urgent situations do not constitute a violation of the restriction.
- 4.5.7 Members will support the legitimacy and authority of the final determination of the School Board on any matter, irrespective of the member's personal position on the issue.
- 4.5.8 For an effective School Board, School Board Members will attend a series of training courses that familiarize them with the operation of School Boards within the State of Minnesota as well as the Eden Prairie School District. School Board Member training will consist of the following:
 - 4.5.8.1 Introduction to Policy Governance – School Board members will take this course as soon as possible upon election to the School Board and no later than six months from taking office. Course content to be determined by the Board Development Committee.

The following training sessions are conducted by the Minnesota School Boards Association (MSBA):

- 4.5.8.2 Phase I Orientation (New School Board Members) – School Board members will take this course as soon as possible upon election to the School Board and no later than six months from taking office.

Adopted: 10/23/12

Revised: 10/22/13; 02/25/14; 03/24/15; 04/28/15, 11/19/18; 10/26/20

- 4.5.8.3 Phase II Orientation (New School Board Members) – School Board members will take this course as soon as possible upon election to the School Board and no later than six months from taking office.
- 4.5.8.4 Phase III Orientation (Building a High-Performance School Board) – School Board members will take this course (or an alternate course of similar training as approved by the School Board Chair) within the first two years of taking office.
- 4.5.8.5 Phase IV Orientation (Community Engagement) – School Board members will take this course (or an alternate course of similar training as approved by the School Board Chair) within the first two years of taking office.
- 4.5.8.6 Officer Training – any School Board member elected to be an officer will attend this course within six months of election.
- 4.5.8.7 Annual Leadership Conference – each School Board member will attend this conference no less than once every three years.

A School Board Training Attendance Report will be maintained for compliance purposes.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.5 School Board Members' Code of Conduct	Sept 23, 2024				
4.5.1	Sept 23, 2024				
4.5.2	Sept 23, 2024				
4.5.2.1	Sept 23, 2024				
4.5.2.2	Sept 23, 2024				
4.5.2.3	Sept 23, 2024				
4.5.3	Sept 23, 2024				
4.5.3.1	Sept 23, 2024				
4.5.3.2	Sept 23, 2024				
4.5.4	Sept 23, 2024				
4.5.5	Sept 23, 2024				
4.5.6	Sept 23, 2024				
4.5.6.1	Sept 23, 2024				

Adopted: 10/23/12
 Revised: 10/22/13; 02/25/14; 03/24/15; 04/28/15, 11/19/18; 10/26/20

GP 4.5

4.5.7	Sept 23, 2024				
4.5.8	Sept 23, 2024				
4.5.8.1	Sept 23, 2024				
4.5.8.2	Sept 23, 2024				
4.5.8.3	Sept 23, 2024				
4.5.8.4	Sept 23, 2024				
4.5.8.5	Sept 23, 2024				
4.5.8.6	Sept 23, 2024				
4.5.8.7	Sept 23, 2024				

Adopted: 10/23/12

Revised: 10/22/13; 02/25/14; 03/24/15; 04/28/15, 11/19/18; 10/26/20

MSBA 2024-2025 School Board - Training Record

	Name	Training	Date Attended	Location
1	Aaron Casper	Effective Board Governance Seminar (by Stacy Sjogren)	3/14/2020	ASC/Staring Lake Conf. Room
	Chair	Phase I Orientation	1/14/2020	Minneapolis
		Phase II Orientation	1/15/2020	Minneapolis
		Phase III Orientation	6/10/2022	Eden Prairie
		Phase IV Orientation	6/11/2022	Eden Prairie
		2020 MSBA Officer's Workshop	n/a	
		2020 Annual Leadership Conference	1/16 & 1/17/2020	Minneapolis
		2021 Annual Leadership Conference	01/28/21	
		2022 Annual Leadership Conference	01/13/22	Minneapolis
		2023 Annual Leadership Conference	01/13/23	Minneapolis
		2021 MSBA Officer's Workshop	02/10/21	
		2022 MSBA Officer's Workshop	02/02/22	Virtual
		2023 MSBA Officer's Workshop	2/25/2023	St. Cloud
		2024 MSBA General Sessions, Workshops	1/12/2024	Minneapolis
2	Steve Bartz	Effective Board Governance Seminar (by Stacy Sjogren)	11/11/21	
	Vice Chair	Phase I Orientation	12/04/21	Virtual
		Phase II Orientation	01/12/22	Minneapolis
		Phase III Orientation	1/11/2023	Minneapolis
		Phase IV Orientation	6/11/2022	Eden Prairie
		2022 Annual Leadership Conference		
		2022 MSBA Officer's Workshop	02/02/22	Virtual
		2023 MSBA Officer's Workshop	02/25/23	St. Cloud
3	Debjyoti "DD" Dwivedy	Effective Board Governance Seminar (by Stacy Sjogren)	3/14/2020	ASC/Staring Lake Conf. Room
		Phase I Orientation	1/14/2020	Minneapolis
		Phase II Orientation	1/15/2020	Minneapolis
		Phase III Orientation	9/30/2021	
		Phase IV Orientation	10/14/2020	
		2020 Annual Leadership Conference	1/16 & 1/17/2020	Minneapolis
		2021 Annual Leadership Conference		
		2022 Annual Leadership Conference		
		2023 Annual Leadership Conference	01/13/23	Minneapolis
		2020 MSBA Officer's Workshop	02/27/20	Maple Grove
		2021 MSBA Officer's Workshop	02/10/21	
4	Kim Ross	Effective Board Governance Seminar (by Stacy Sjogren)	01/17/21	Virtual
		Phase I Orientation	12/4/20	
		Phase II Orientation	12/10/20	
		Phase III Orientation	4/7/2021	
		Phase IV Orientation	4/21/2021	
		2008 Annual Leadership Conference	01/17/08	
		2009 Annual Leadership Conference	01/15/09	
		2021 Annual Leadership Conference	1/14/21 & 1/28/2021	
		2022 Annual Leadership Conference	1/13/2022	
		Officers' Workshop	2/5/2010	
		Supt Search	8/16/11	
		Advocay in Action	3/12/2021	
		Advocay in Action	3/12/2021	
		MSBA Summer Seminar	8/5/2024	
5		Charles "CJ" Strehl	Effective Board Governance Seminar (by Stacy Sjogren)	01/17/21
	Treasurer	Phase I Orientation	12/04/20	
		Phase II Orientation	02/12/21	
		Phase III Orientation	1/11/2023	Minneapolis
		Phase IV Orientation	4/27/2023	
		2021 Annual Leadership Conference	1/14/21 & 1/28/2021	
		2022 Annual Leadership Conference		
		2023 Annual Leadership Conference	01/13/23	Minneapolis
		2023 Officer's Workshop	02/01/23	
		2024 MSBA General Sessions, Workshops	1/12/2024	Minneapolis
6		Dennis Stubbs	Effective Board Governance Seminar (by Stacy Sjogren)	12/08/22
		Phase I Orientation	01/10/23	
		Phase II Orientation	01/11/23	
		Phase III Orientation		
		Phase IV Orientation		
		2023 Annual Leadership Conference	01/13/23	Minneapolis
7	Abby Libsack	Effective Board Governance Seminar (by Stacy Sjogren)	12/08/22	Eden Prairie (ASC)
	Clerk	Phase I Orientation	01/10/23	Minneapolis
		Phase II Orientation	01/11/23	Minneapolis
		Phase III Orientation	1/10/2024	Minneapolis
		Phase IV Orientation		
		2023 Annual Leadership Conference	01/13/23	Minneapolis
		2023 MSBA Officer's Workshop	02/01/23	Minneapolis
		2024 MSBA Officer's Workshop	03/09/24	St. Cloud

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2023 – June 30, 2024

Policy Type:	Governance Process
Policy Title:	4.6 Process for Addressing School Board Member Violations

The School Board and each of its members are committed to faithful compliance with the provisions of the School Board’s policies.

The School Board recognizes that alleged willful and or continuing policy violations must be addressed. Each member is responsible for promptly initiating the process outlined below.

4.6.1 Discuss directly with the School Board member whom you feel violated School Board policy.

4.6.2 If agreement or understanding is reached; consider the issue resolved.

4.6.3 If resolution is not reached bring to the attention of the Chair (or Vice-Chair if the Chair is the offending member.)

4.6.4 If resolution isn’t achieved via the Chair/Vice-Chair, bring to the School Board for review of possible violation and for the School Board to take appropriate action by a concurrent vote of at least 4 members which may include any of the following options:

4.6.4.1 School Board vote to determine if policy violation occurred.

4.6.4.2 If School Board agrees violation occurred, School Board votes on what action to take regarding the violation: public statement, removal from School Board leadership positions or removal from the School Board.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.6 Process for Addressing School Board Member Violations	Sept 23, 2024				
4.6.1	Sept 23, 2024				
4.6.2	Sept 23, 2024				
4.6.3	Sept 23, 2024				
4.6.4	Sept 23, 2024				
4.6.4.1	Sept 23, 2024				
4.6.4.2	Sept 23, 2024				

Adopted: 10/23/12

Revised: 03/24/15

School Board Meeting – September 23, 2024

**Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2023 – June 30, 2024**

Policy Type:	Governance Process
Policy Title:	4.7 School Board Committee Principles

School Board committees, when used, will be assigned so as to reinforce the wholeness of the School Board’s job and so as never to interfere with delegation from School Board to Superintendent. Accordingly:

- 4.7.1 School Board committees are to help the School Board do its job. Committees act according to their charter as laid out in Policy GP 4.8 and/or by School Board direction. In keeping with the School Board’s broader focus, School Board committees will not advise staff or have direct dealings with staff operations.
- 4.7.2 School Board committees may not speak or act for the School Board except when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the Superintendent.
- 4.7.3 School Board committees cannot exercise authority over staff. Because the Superintendent works for the full School Board, he or she will not be required to obtain the approval of a School Board committee before an executive action.
- 4.7.4 This policy applies to any group that is formed by School Board action, whether or not it is called a committee and regardless of whether the group includes School Board members. It does not apply to committees formed under the authority of the Superintendent.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.7 Board Committee Principles	Sept 23, 2024				
4.7.1	Sept 23, 2024				
4.7.2	Sept 23, 2024				
4.7.3	Sept 23, 2024				
4.7.4	Sept 23, 2024				

Adopted: 10/23/12
Revised: 09/10/13; 03/25/14; 03/24/15

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2023 – June 30, 2024

Table with 2 columns: Policy Type (Governance Process), Policy Title (4.8 School Board Committee Structure)

A School Board-level committee is created by a majority vote of the School Board to assist in the completion of School Board business. Each committee submits a yearly plan of action to the Board, submits minutes of meetings in a timely manner, and reports progress during Board business meetings. The only School Board committees are those that are set forth in this policy.

4.8.1 Community Linkage Committee: 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.

4.8.2 Policy Committee: This committee will meet at the request of the School Board to create and recommend new School Board policies and/or School Board policy revisions for School Board consideration. The Policy Committee may bring forward additional recommendations on reordering or re-wording related policies to ensure consistency. In addition, this committee will maintain the necessary processes and procedures for the School Board's review of the Ends and Executive Limitation policies.

4.8.3 Board Development Committee: This committee will ensure ongoing School Board development and oversee self-monitoring of the School Board's performance related to Governance Process and Board-Management Delegation policies.

4.8.4 Negotiations Committee: This committee will observe the collective bargaining of union contracts of the district. The School Board will determine annually which group contract negotiations will be observed. When convened, the committee, which shall consist of three School Board members appointed by the Chair, will have at least one School Board member in attendance for each negotiating session. The committee will also conduct Superintendent contract negotiations prior to the expiration of the current contract or upon the hiring of a new Superintendent.

Adopted: 10/23/12
Revised: 03/26/13; 06/11/13; 10/22/13; 04/22/14; 03/24/15; 04/25/16; 03/26/18; 11/28/22
196

GP 4.8

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.8 Board Committee Structure	Sept 23, 2024				
4.8.1 Community Linkage Committee	Sept 23, 2024				
4.8.2 Policy Committee	Sept 23, 2024				
4.8.3 Board Development Committee	Sept 23, 2024				
4.8.4 Negotiations Committee	Sept 23, 2024				

Adopted: 10/23/12

Revised: 03/26/13; 06/11/13; 10/22/13; 04/22/14; 03/24/15; 04/25/16; 03/26/18; 11/28/22

**Record of Board Self-Evaluation
 Governance Process and Board Management Delegation Policies
 July 1, 2023 – June 30, 2024**

Policy Type:	Governance Process
Policy Title:	4.10 Operation of the School Board Governing Rules

The purpose of this policy is to provide governing rules for the conduct of meetings of the School Board. An orderly School Board meeting allows School Board members to participate in discussion and decision of school district issues. Rules of order allow School Board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

4.10.1 The Rules of Order for School Board meetings shall be as follows:

- 4.10.1.1 Minnesota Statutes where specified;
- 4.10.1.2 Specific rules of order as provided by the approved policies under Policy Governance consistent with Minnesota Statutes; and
- 4.10.1.3 Robert’s Rules of Order (latest edition for small boards) where not inconsistent with 1 and 2 above.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous	Commitment Made/Action Taken	Completed
4.10 Operation of the School Board Governing Rules	Sept 23, 2024				
4.10.1	Sept 23, 2024				
4.10.1.1	Sept 23, 2024				
4.10.1.2	Sept 23, 2024				
4.10.1.3	Sept 23, 2024				

Adopted: 10/22/13
 Revised:

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2023-24 School Year Data: July 1, 2023 – June 30, 2024

The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
---------------	--------------------------------	--	---	-------------------------------------	------------------

BOARD-MANAGEMENT DELEGATION (BMD) POLICIES					
3.0					
Single Point of Connection	09.23.24				
3.1 Unity of Control	09.23.24				
3.1.1	09.23.24				
3.1.2	09.23.24				
3.1.3	09.23.24				
3.2					
Delegation to the Superintendent	09.23.24				
3.2.1	09.23.24				
3.2.2	09.23.24				
3.2.3	09.23.24				
3.2.4	09.23.24				
3.3					
Superintendent Accountability and Performance	09.23.24				
3.3.1	09.23.24				
3.3.2	09.23.24				
3.3.3	09.23.24				
3.3.4	09.23.24				
3.3.5	09.23.24				

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2023-24 School Year Data: July 1, 2023 – June 30, 2024

The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.0 Global Governance Commitment	10.28.24				
4.0.1	10.28.24				
4.0.2	10.28.24				
4.1 Governing Style	10.28.24				
4.1.1	10.28.24				
4.1.2	10.28.24				
4.1.3	10.28.24				
4.1.4	10.28.24				
4.1.5	10.28.24				
4.1.6	10.28.24				
4.2 School Board Job Products	10.28.24				
4.2.1	10.28.24				
4.2.2	10.28.24				
4.2.2 - A	10.28.24				
4.2.2 - B	10.28.24				
4.2.2 - C	10.28.24				
4.2.2 - D	10.28.24				
4.2.3	10.28.24				

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2023-24 School Year Data: July 1, 2023 – June 30, 2024

The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.3 Annual Work Plan	10.28.24				
4.3.1	10.28.24				
4.3.2	10.28.24				
4.3.3	10.28.24				
4.4 Officer Roles	09.23.24				
4.4.1	09.23.24				
4.4.1.1	09.23.24				
4.4.1.2	09.23.24				
4.4.1.3	09.23.24				
4.4.1.4	09.23.24				
4.4.1.5	09.23.24				
4.4.1.6	09.23.24				
4.4.1.7	09.23.24				
4.4.1.8	09.23.24				
4.4.1.9	09.23.24				
4.4.2	09.23.24				
4.4.3	09.23.24				
4.4.4	09.23.24				

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2023-24 School Year Data: July 1, 2023 – June 30, 2024

The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
---------------	--------------------------------	--	---	-------------------------------------	------------------

4.5 School Board Members' Code of Conduct	09.23.24				
4.5.1	09.23.24				
4.5.2	09.23.24				
4.5.2.1	09.23.24				
4.5.2.2	09.23.24				
4.5.2.3	09.23.24				
4.5.3	09.23.24				
4.5.3.1	09.23.24				
4.5.3.2	09.23.24				
4.5.4	09.23.24				
4.5.5	09.23.24				
4.5.6	09.23.24				
4.5.7	09.23.24				
4.5.8	09.23.24				
4.5.8.1	09.23.24				
4.5.8.2	09.23.24				
4.5.8.3	09.23.24				
4.5.8.4	09.23.24				
4.5.8.5	09.23.24				
4.5.8.6	09.23.24				
4.5.8.7	09.23.24				

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2023-24 School Year Data: July 1, 2023 – June 30, 2024

The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.6 Process for Addressing School Board Member Violations	09.23.24				
4.6.1	09.23.24				
4.6.2	09.23.24				
4.6.3	09.23.24				
4.6.4	09.23.24				
4.6.4.1	09.23.24				
4.6.4.2	09.23.24				
4.7 School Board Committee Principles	09.23.24				
4.7.1	09.23.24				
4.7.2	09.23.24				
4.7.3	09.23.24				
4.7.4	09.23.24				
4.8 School Board Committee Structure	09.23.24				
4.8.1	09.23.24				
4.8.2	09.23.24				
4.8.3	09.23.24				
4.8.4	09.23.24				

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2023-24 School Year Data: July 1, 2023 – June 30, 2024

The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.9 Governance Investment	10.28.24				
4.9.1	10.28.24				
4.9.1.1	10.28.24				
4.9.1.2	10.28.24				
4.9.1.3	10.28.24				
4.9.2	10.28.24				
4.9.3	10.28.24				
4.10 Operation of the School Board Governing Rules	09.23.24				
4.10.1	09.23.24				
4.10.1.1	09.23.24				
4.10.1.2	09.23.24				
4.10.1.3	09.23.24				

**Record of Board Policy Monitoring
Executive Limitations**

Monitoring 2023-2024 School Year Data : July 1, 2023 – June 30, 2024

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

Policy	Date	Operational Interpretation – is/is not Reasonable?		Evidence – Board does/does not accept the Superintendent’s assertion of compliance/non-compliance		Date to re-monitor if either the OI is “Not Reasonable” or if Board “does not” accept Superintendent’s assertion of “Compliance”	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.0 Global Executive Constraint	12/09/24						205
EL 2.1 Emergency Superintendent Succession	08/26/24	Yes	Yes	Yes	Yes		Yes
EL 2.2 Treatment of Students	08/26/24	Yes	Yes	Yes			No
EL 2.3 Treatment of Parents	09/23/24						
EL 2.4 Treatment of Staff	10/28/24						
EL 2.5 Financial Planning and Budgeting	12/09/24						
EL 2.6 Financial Management and Operations	09/23/24						
EL 2.7 Asset Protection	08/26/24	Yes	Yes	Yes	Yes	Yes	Yes
EL 2.8 Compensation and Benefits	10/28/24						
EL 2.9 Communication and Support to the School Board	11/25/24						

Record of Board Policy Monitoring

ENDS

Monitoring 2023-2024 School Year Data: July 1, 2023 – June 30, 2024

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

Policy	School Year	<ul style="list-style-type: none"> Operational Interpretation is/is not reasonable. The Evidence does/does not support the Operational Interpretation or supports the Operational Interpretation with exception. 		<ul style="list-style-type: none"> Accept/does not accept the Superintendent's assertion that the evidence demonstrates expected progress OR accept the Superintendent's assertion that the evidence does not demonstrate expected progress. 		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
							206
ENDS							

1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.	2022-23	Yes 6/26/23	Yes 6/26/23	Yes 10/23/23	Yes 10/23/23		
	2023-24	<i>OI – Yes Measurement - Yes 6/24/24</i>	<i>OI – Yes Measurement - Yes 6/24/24</i>				
1.2 Each student is reading at grade level by the end of third grade.	2022-23	Yes 6/26/23	Yes 6/26/23	No 10/23/23	No 10/23/23		
	2023-24	<i>OI – Yes Measurement - Yes 6/24/24</i>	<i>OI – Yes Measurement - Yes 6/24/24</i>				
1.3 Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.	2022-23	Yes 6/26/23	Yes 6/26/23	No 10/23/23	No 10/23/23		
	2023-24	<i>OI – Yes Measurement - Yes 6/24/24</i>	<i>OI – Yes Measurement - Yes 6/24/24</i>				

Record of Board Policy Monitoring

ENDS

Monitoring 2023-2024 School Year Data: July 1, 2023 – June 30, 2024

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

Policy	School Year	<ul style="list-style-type: none"> Operational Interpretation is/is not reasonable. The Evidence does/does not support the Operational Interpretation or supports the Operational Interpretation with exception. 		<ul style="list-style-type: none"> Accept/does not accept the Superintendent's assertion that the evidence demonstrates expected progress OR accept the Superintendent's assertion that the evidence does not demonstrate expected progress. 		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
							207
ENDS							

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

Resolution of Acceptance of Donations

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

Cedar Ridge Elementary

- Donation of \$500.00 from Don Patterson, Level Field Management, LLC, Eden Prairie, MN – funds to be used to fix the outdoor classroom

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

1. Human Resources – Principals

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

2. Human Resources – Confidential

- a. Change in Assignment

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

- a. New Hires
Jacobson, Daniel - Instructional Excellence Coordinator, Oak Point Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 9/16/2024
- b. Change in Assignment
- c. Resignation/Retirements
Bakke, Ashley - District Assessment Coordinator, Administrative Services Center, effective 9/3/2024

Human Resources – Eden Prairie Supervisors & Specialists (EPSS)

- d. New Hires
- e. Change in Assignment
- f. Resignation/Retirements

4. Human Resources – Licensed Staff

- a. New Hires/Rehires
Carter, Benjamin - Instrumental Music Teacher, 1.0 FTE, Eden Prairie High School, effective 8/26/2024-06/11/2025
Castaneda Henao, Daniela - Grade 1 Teacher, Spanish Speaking, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/26/2024
Devitt, Claire - Special Education Teacher, 1.0 FTE, Oak Point Elementary, effective 8/26/2024
Gomez Rodriguez, Edgar - World Language - Spanish Teacher, 1.0 FTE, Oak Point Elementary, Prairie View Elementary, Eagle Heights Spanish Immersion, and Eden Lake Elementary, effective 9/11/2024
Gonzalez Ledesma, Carmen Tatiana - Grade 2 Teacher, Spanish Speaking, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/26/2024
Goralczyk, Christina - Licensed School Nurse, 1.0 FTE, Forest Hills Elementary, effective 9/3/2024
Hanson, Kira - Grade 4 Teacher, 1.0 FTE, Oak Point Elementary, effective 8/26/2024
Kiloran, Breghan - Grade 5 Teacher, 1.0 FTE, Oak Point Elementary, effective 8/26/2024
McCaffrey, Brendan - Grade 3 Teacher, 1.0 FTE, Oak Point Elementary, effective 8/26/2024
Quevedo, Silvia - Special Education Teacher, Spanish Speaking, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/26/2024
Rossmiller, Jaime - Music Teacher, Eden Prairie Online, effective 9/9/2024
Santiago Martinez, Vera - Grade 4 Teacher, Spanish Speaking, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/30/2024
St. Clair, Robert - English Teacher, .25 FTE, Eden Prairie High School, effective 8/26/2024

SUPERINTENDENT CONSENT AGENDA

Turner, Tiffany - Social Studies, Spanish Speaking, 1.0 FTE, Central Middle School, effective 8/26/2024

Vique Dominguez, Lucia - Elementary Education Teacher, Spanish Speaking, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/26/2024

Weeden, Julie - Long Term Substitute Teacher - Special Education, 1.0 FTE, Prairie View Elementary, effective 9/18/2024 through 12/2/2024

Wells, Angela - American Sign Language Teacher, Eden Prairie Online, effective 9/4/2024

Williamson, Esther - Math Teacher, 0.5 FTE, Eden Prairie Online, effective 8/26/2024

b. Change in Assignment

Schwartz, Patricia - From Special Education Teacher, .75 FTE, Eden Prairie High School, to Special Education Teacher, 1.0 FTE, Eden Prairie High School, effective 8/26/2024

c. Resignation/Retirements

Heaney, Cheryl - Special Education Teacher, Oak Point Elementary, effective 6/7/2024

Millard, Michelle - Speech Language Pathologist, Cedar Ridge and Oak Point Elementary, effective 9/11/2024

Petersen, Kristi - School Nurse, Eden Lake Elementary, effective 6/7/2024

Zenisek, Hannah - Occupational Therapist, Eden Prairie High School/Central Middle School, effective 9/11/2024

5. Human Resources – Classified Staff

a. New Hires/Rehires

BUILDING SERVICES

Frakie, Sophia - Groundsperson, Transportation, 8 hours/day, 5 days/week, 260 days/year, effective 8/26/2024

Lund, Sterling - Custodian, Non-licensed, Night Floater, Districtwide, 8 hours/day, 5 days/week, 260 days/year, effective 9/3/2024

Thao, Xou - Day Custodian, Forest Hills Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 9/3/2024

CLASS

Kunz, Andrew - Eagle Zone Program Lead, Oak Point Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 8/28/2024

Mattern, Kayla - Scheduling Clerk, Central Middle School, 6.5 hours/day, 5 days/week, 210 days/year, effective 9/16/2024

FOOD SERVICE

Kragness, Geri - Food Service Assistant I, Central Middle School, 4.50 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Ledesma, Leonarda - Food Service Assistant I, Central Middle School, 4.50 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Mohamed, Faiza - Food Service Assistant I, Eden Prairie High School, 4.5 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Polihun, Yevheniia - Food Service Assistant I, Oak Point Elementary and Eagle Heights Spanish Immersion, 4 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Saca, Ana - Food Service Assistant I, Eden Prairie High School, 3 hours/day, 5 days/week, 178 days/year, effective 9/18/2024

Schofield, Catherine - Food Service Assistant I, Eden Lake Elementary, 4.75 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

MSEA

AbuRas, Reema - Preschool Paraprofessional, Forest Hills Elementary, 3.75 hours/day, 5 days/week, 178 days/year, effective 9/9/2024

Ahmed, Nimo - Special Education Paraprofessional, Prairie View Elementary, 6.17 hours/day, 5 days/week, 178 days/year, effective 9/23/2024

Ailts, Catriona - Lunchroom Paraprofessional, Cedar Ridge Elementary, 2.5 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Anderson, Londell - Security Monitor, Eden Prairie High School, 8 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Bayas Calero, Melissa - Special Education Paraprofessional, Prairie View Elementary, 6.25 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Castellanos Delgadillo, Adriana - Crossing Guard, Kindergarten and Special Education Paraprofessional, Eagle Heights Spanish Immersion, 7 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Compton, Taylor - Reading Support Paraprofessional, Eden Prairie Online, 7 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Duddula, Lakshmi Neelima - Special Education Paraprofessional, Central Middle School, 6.5 hours/day, 5 days/week, 178 days/year, effective 9/9/2024

Foss, Jesse - Security Monitor, Eden Prairie High School, 8 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Freeman, Aasha - Special Education Paraprofessional, TASSEL, 6 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Gaddam, Mounika - Eagle Zone Program Assistant, Forest Hills Elementary, 6.25 hours/day, 5 days/week, 178 days/year, effective 9/17/2024

Gant, Breonna - Paraprofessional, Eden Prairie Online, 5 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Giannitti Contreras, Yusmeidy Rosangel - Kindergarten and Special Education Paraprofessional, Eagle Heights Spanish Immersion, 6 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Hacket, Lori - Lunchroom Paraprofessional, Eden Lake Elementary, 2.5 hours/day, 5 days/week, 178 days/year, effective 9/13/2024

Handren, Kimberly - Reading Support Paraprofessional, Eagle Heights Spanish Immersion, 6 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Harlan, Kara - Eagle Zone Special Education Paraprofessional, 2.58 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Ismail, Hayat - Special Education Paraprofessional, Eden Lake Elementary, 5.5 hours/day, 5 days/week, 178 days/year, effective 9/18/2024

Jaiswal, Prashansha - Eagle Zone Program Assistant, 4 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Konkoly, Bela - Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 9/12/2024

Lindblom, Mariana - Eagle Zone Program Assistant, 3.08 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Maltseva, Olha - Lunchroom Paraprofessional, Forest Hills Elementary, 2 hours/day, 5 days/week, 172 days/year, effective 9/11/2024 and Special Education Paraprofessional, Forest Hills Elementary, 4 hours/day, 5 days/week, 178 days/year, effective 9/16/2024

SUPERINTENDENT CONSENT AGENDA

Mire, Farhiya - Special Education Paraprofessional, Prairie View Elementary, 5.67 hours/day, 5 days/week, 178 days/year, effective 9/9/2024

Naranjo Garcia, Rosa - Crossing Guard, Eagle Heights Spanish Immersion, 1 hours/day, 5 days/week, 178 days/year, effective 9/5/2024

Oborn, Kyertin - Special Education Paraprofessional, Prairie View Elementary School, 6.25 hours/day, 5 days/week, 178 days/year, effective 9/4/2024

Peterson, Kathryn - Special Education Paraprofessional, Prairie View Elementary School, 2.5 hours/day, 5 days/week, 178 days/year, effective 9/13/2024

Rakshit, Pallavi - Eagle Zone Program Assistant, Eagle Heights Spanish Immersion, 1.5 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Remer, Jill - Special Education Paraprofessional, Eden Prairie Online, 5.5 hours/day, 5 days/week, 178 days/year, effective 9/5/2024

Schwab, Seth - Security Monitor, Eden Prairie High School, 8 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Stetler, Susan - Reading Support Paraprofessional, Forest Hills Elementary, 2.5 hours/day, 5 days/week, 178 days/year, effective 9/12/2024

Vivekraj, Divya - Special Education Paraprofessional, Eden Prairie High School, 5.5 hours/day, 5 days/week, 178 days/year, effective 9/5/2024

Warfa, Kadar - Special Education Paraprofessional, Eden Lake Elementary, 6 hours/day, 5 days/week, 178 days/year, effective 9/11/2024

Wood, Nathan - Security Monitor, Eden Prairie High School, 8 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

PRESCHOOL TEACHERS

TRANSPORTATION

Altmann, Gary - Bus Driver, Transportation, 5.38 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Hussein, Faysal - Bus Driver, Transportation, 5.78 hours/day, 5 days/week, 178 days/year, effective 9/9/2024

Junge, Sara - Bus Driver, Transportation, 2.83 hours/day, 5 days/week, 172 days/year, effective 9/3/2024

Otero, Jessica - Bus Driver, Transportation, 5.92 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Smith, Justin - Bus Driver, Transportation, 5.75 hours/day, 5 days/week, 178 days/year, effective 9/13/2024

Spanhake, Matthew - Bus Driver, Transportation, 4.82 hours/day, 5 days/week, 178 days/year, effective 9/9/2024

Wegner, Peter - Bus Driver, Transportation, 5.3 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

b. Change in Assignment

BUILDING SERVICES

Thao, Xou - From Day Custodian, Forest Hills Elementary, to Maintenance - Quad, Eden Prairie High School, 10 hours/day, 4 days/week, 208 days/year, effective 9/30/2024

CLASS

Grein, Naomi - From Security Monitor, Eden Prairie High School, to Office Professional - Receptionist, 7.5 hours/day, 5 days/week, 191 days/year, effective 8/26/2024

SUPERINTENDENT CONSENT AGENDA

Johnson, Jaiden - From Eagle Zone Program Assistant, Oak Point Elementary to Eagle Zone Program Lead, Eagle Heights Spanish Immersion, 8 hours/day, 5 days/week, 260 days/year, effective 8/23/2024

Kelly, Nicholas - From Eagle Zone Special Education Paraprofessional, Forest Hills Elementary to Eagle Zone Program Lead, Cedar Ridge Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 8/23/2024

FOOD SERVICE

MSEA

Hassan, Samia - ML and Special Education Paraprofessional, Eden Prairie High School, to Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Khouri, Sonia - From Special Education Paraprofessional, Eden Lake Elementary to Student Supervisor, Central Middle School, 7.5 hours/day, 5 days/week, 178 days/year, effective 9/25/2024

Kiefer, Claire - From Early Childhood Special Education Paraprofessional, Community Education, to Special Education Paraprofessional, Eden Lake Elementary, 5.5 hours/day, 5 days/week, 178 days/year, effective 9/23/2024

McConville, Greta - From Lunch Paraprofessional, Oak Point Elementary, to Reading Support Paraprofessional, Prairie View Elementary, 6 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Simonson, Gretta - Playground and Kindergarten Paraprofessional, Eden Lake Elementary, to Special Education Paraprofessional, Eden Lake Elementary, 3 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

EPPS

TRANSPORTATION

Elling, Richard - From Bus Driver, Transportation, to Standby Bus Driver, Transportation, 8 hours/day, 5 days/week, 178 days/year, effective 9/3/2024

Lambert, Elizabeth - From Bus Driver, Transportation, to Driver Trainer, Transportation, 8 hours/day, 5 days/week, 178 days/year, effective 9/4/2024

c. Resignation/Retirements

BUILDING SERVICES

Crandell, Steven - Day Custodian, Prairie View Elementary, effective 9/20/2024

Myllenbeck, Evan - Custodian, Non-licensed, Night, Forest Hills Elementary, effective 9/3/2024

CLASS

Babitwale, Amarja - Office Professional - Early Childhood, Community Education Building, effective 6/7/2024

FOOD SERVICE

Boiko, Anastasiia - Food Assistant I, Prairie View Elementary, effective 6/6/2024

Kragness, Geri - Food Assistant I, Central Middle School, effective 9/6/2024

Ledesma, Leonarda - Food Service Assistant I, Central Middle School, effective 9/13/2024

Ly, Linda - Food Assistant I, Eden Prairie High School effective 6/6/2024

Malseva, Olha - Food Assistant I, Forest Hills Elementary, effective 6/6/2024

MSEA

Camilli, Laurie - Special Education Paraprofessional, Eagle Heights Spanish Immersion, effective 6/6/2024

SUPERINTENDENT CONSENT AGENDA

Davis, Jane - ECFE Paraprofessional, Community Education Building, effective 6/6/2024

Garza Garcia, Yesika - Special Education Paraprofessional, Oak Point Elementary, effective 6/6/2024

Heaney, Gerald - Special Education Paraprofessional, Oak Point Elementary, effective 6/6/2024

Held, Stuart - Lunchroom Paraprofessional, Oak Point Elementary, effective 6/6/2024

Jama, Eyni - Eagle Zone Program Assistant, Oak Point Elementary, effective 6/6/2024

Khan, Marjon - Kindergarten, Lunchroom and Check In Check Out Paraprofessional, Forest Hills Elementary, effective 6/6/2024

Lensegrav, Michael - Special Education Paraprofessional, Eagle Heights Spanish Immersion, effective 6/6/2024

Jincy Mariyamma Phillip, Jincy - Special Education Paraprofessional, Cedar Ridge Elementary, effective 6/6/2024

Omar, Sumaya - Eagle Zone Program Assistant, Cedar Ridge Elementary, effective 6/6/2024

Potvin, Eva - Special Education Paraprofessional, Eden Prairie High School, effective 6/6/2024

Resignation rescinded for Puentes, Westenfield, Dianny - Kindergarten Paraprofessional, Eagle Heights Spanish Immersion, effective 6/6/2024

Rakshit, Pallavi - Eagle Zone Program Assistant, Eagle Heights Spanish Immersion, effective 9/5/2024

Sebastian, Pamela - Special Education Paraprofessional, Eden Prairie High School, effective 9/18/2024

Tanhoff Thomas, Justin - Special Education Paraprofessional, Eden Prairie High School, effective 6/6/2024

PRESCHOOL TEACHERS

TRANSPORTATION

Larson, Tony - Bus Driver, Transportation, effective 8/30/2024

Wegner, Peter - Bus Driver, Transportation, effective 9/11/2024

d. Leave of Absence

Puentes, Westenfield, Dianny - Kindergarten Paraprofessional, Eagle Heights Spanish Immersion, effective 9/3/2024 - 6/10/2025

Board Business -

General Consent Agenda

Approval of Payments, all funds, August 2024

Check #421525-421782	\$5,073,268.44
Electronic Disbursements	\$ 1,875,428.85
TOTAL	\$ 6,948,697.29

Acknowledgment of Electronic Transfers August 2024

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
03/30/2023	PMA Financial	MNTrust	5.296%	08/30/2024	\$249,853.01
03/30/2023	PMA Financial	MNTrust	4.976%	08/30/2024	\$249,899.50
03/30/2023	PMA Financial	MNTrust	4.894%	08/30/2024	\$249,694.58
03/30/2023	PMA Financial	MNTrust	4.487%	08/30/2024	\$249,726.57
04/25/2023	PMA Financial	MNTrust	4.750%	08/30/2024	\$249,704.57
04/25/2023	PMA Financial	MNTrust	4.700%	08/30/2024	\$249,705.62
04/25/2023	PMA Financial	MNTrust	4.260%	08/30/2024	\$249,896.68
07/27/2023	PMA Financial	MNTrust	5.141%	08/30/2024	\$249,878.33
07/27/2023	PMA Financial	MNTrust	5.451%	08/30/2024	\$249,885.82
08/22/2023	PMA Financial	MNTrust	5.453%	09/16/2024	\$248,991.97

**EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: Jun-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	\$ 31,537,509	\$ 32,349,076	97.49%	99.14%
021-040	TUITION	196,809	130,000	151.39%	261.05%
041-089	FEES & ADMISSIONS	758,510	701,000	108.20%	127.21%
090-199	MISC REVENUE	3,434,825	1,846,000	186.07%	280.25%
200-399	STATE AID	99,299,491	98,720,241	100.59%	100.53%
400-499	FEDERAL PROGRAMS	7,099,281	6,278,100	113.08%	113.79%
600-649	SALES	698,816	50,000	1397.63%	246.85%
		\$ 143,025,242	\$ 140,074,417	102.11%	102.50%
	CAPITAL OUTLAY	17,798,612	16,842,675	105.68%	99.57%
	STUDENT ACTIVITIES	1,615,501	1,880,000	85.93%	111.00%
	MEDICAL ASSISTANCE	368,364	290,000	127.02%	123.26%
	SCHOLARSHIPS	5,979	8,500	70.34%	118.23%
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	\$ 91,707,893	\$ 88,809,138	103.26%	100.93%
200	BENEFITS	28,751,274	28,249,378	101.78%	97.27%
300	PURCHASED SVCS	14,461,152	12,872,375	112.34%	119.63%
400	SUPPLIES & EQUIPMENT	5,275,878	5,156,246	102.32%	85.69%
800	OTHER EXPENSES	487,797	962,336	50.69%	100.76%
900	TRANSFERS & CONTINGENCY	26,524	-	#DIV/0!	19.19%
		\$ 140,710,518	\$ 136,049,473	103.43%	100.82%
	CAPITAL OUTLAY	18,879,670	19,059,590	99.06%	91.36%
	STUDENT ACTIVITIES	1,536,404	1,880,000	81.72%	108.85%
	MEDICAL ASSISTANCE	207,868	286,361	72.59%	98.41%
	SCHOLARSHIPS	11,000	11,000	100.00%	100.00%
Expenditure Notes:					

**EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: Jul-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	\$ 460,103	\$ 32,682,551	1.41%	4.49%	
021-040	TUITION	(11,376)	152,000	-7.48%	7.86%	
041-089	FEES & ADMISSIONS	203,692	701,000	29.06%	29.61%	
090-199	MISC REVENUE	(1,570,826)	2,146,000	-73.20%	-35.52%	
200-399	STATE AID	(37,454)	103,200,344	-0.04%	0.00%	
400-499	FEDERAL PROGRAMS	(38,359)	3,553,000	-1.08%	-2.00%	
600-649	SALES	13,946	50,000	27.89%	10.92%	
		\$ (980,275)	\$ 142,484,895	-0.69%	0.88%	
	CAPITAL OUTLAY	13,217	18,640,907	0.07%	0.02%	
	STUDENT ACTIVITIES	815,498	1,900,000	42.92%	44.00%	
	MEDICAL ASSISTANCE	-	290,000	0.00%	0.00%	
	SCHOLARSHIPS	-	8,500	0.00%	-58.82%	
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	\$ 1,433,071	\$ 94,584,945	1.52%	1.38%	
200	BENEFITS	523,461	29,534,393	1.77%	1.55%	
300	PURCHASED SVCS	604,614	14,550,145	4.16%	-6.39%	
400	SUPPLIES & EQUIPMENT	379,222	4,376,275	8.67%	11.81%	
800	OTHER EXPENSES	70,326	627,715	11.20%	12.29%	
900	TRANSFERS & CONTINGENCY	-	100,000	0.00%	0.00%	
		\$ 3,010,694	\$ 143,773,473	2.09%	1.21%	
	CAPITAL OUTLAY	2,391,927	18,520,181	12.92%	16.98%	
	STUDENT ACTIVITIES	776,758	1,900,000	40.88%	41.11%	
	MEDICAL ASSISTANCE	-	223,870	0.00%	2.11%	
	SCHOLARSHIPS	-	11,000	0.00%	0.00%	
Expenditure Notes:						

**EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: Aug-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	\$ 460,103	\$ 32,682,551	1.41%	4.49%
021-040	TUITION	(16,376)	152,000	-10.77%	7.86%
041-089	FEES & ADMISSIONS	291,596	701,000	41.60%	43.45%
090-199	MISC REVENUE	(1,378,448)	2,146,000	-64.23%	-24.77%
200-399	STATE AID	9,844,054	103,200,344	9.54%	11.15%
400-499	FEDERAL PROGRAMS	2,729,007	3,553,000	76.81%	-45.04%
600-649	SALES	25,963	50,000	51.93%	54.23%
		\$ 11,955,899	\$ 142,484,895	8.39%	10.95%
	CAPITAL OUTLAY	16,529	18,640,907	0.09%	0.06%
	STUDENT ACTIVITIES	840,828	1,900,000	44.25%	50.43%
	MEDICAL ASSISTANCE	-	290,000	0.00%	0.00%
	SCHOLARSHIPS	48	8,500	0.56%	-58.05%
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	\$ 3,896,282	\$ 94,584,945	4.12%	3.81%
200	BENEFITS	1,317,651	29,534,393	4.46%	3.75%
300	PURCHASED SVCS	977,309	14,550,145	6.72%	7.35%
400	SUPPLIES & EQUIPMENT	928,356	4,376,275	21.21%	30.34%
800	OTHER EXPENSES	110,657	627,715	17.63%	18.02%
900	TRANSFERS & CONTINGENCY	-	100,000	0.00%	0.00%
		\$ 7,230,255	\$ 143,773,473	5.03%	5.27%
	CAPITAL OUTLAY	5,924,096	18,520,181	31.99%	35.21%
	STUDENT ACTIVITIES	868,069	1,900,000	45.69%	47.04%
	MEDICAL ASSISTANCE	-	223,870	0.00%	2.11%
	SCHOLARSHIPS	-	11,000	0.00%	0.00%
Expenditure Notes:					



Joshua L. Swanson Ed.D.
Superintendent
8100 School Road
Eden Prairie, MN 55344
Phone: 952-975-7000
Fax: 952-975-7020
jswanson@edenpr.org

Memorandum

To: Eden Prairie School Board

From: Dr. Josh Swanson

Date: September 23, 2024

Subject: Summary - District Policies

On an annual basis District Policies are reviewed. Under policy governance this is the responsibility of the superintendent, but requires board approval. That process for 2024-25 is well underway and there are numerous required language updates required following the 2024 legislative session. There may be some additional changes as we continue to receive guidance. As necessary, policies are updated based on: changes in statute/legal requirements, a review of the Minnesota School Board Association model policies, and recommendations by our legal counsel. My recommendation is that the board approve the policies below, as presented. I have included a brief summary of the changes to each policy on the table below and the full policies are available for your review within Appendix A of the board packet.

Policy #	Mandatory	Policy Name	Notes for the Board
503	No	Student Attendance	Updates that reorganize the policy to align with MSBA, reflect handbook updates, and meet statutory requirements.
509	No	Enrollment of Nonresident Students	MSBA recommended updates to meet statutory requirements for special education and pre-k programs that align with our current practice.
535	Yes	Service Animals	Statutory update to articulate access and restrict fees, which aligns with past district practice and aligns policy with new MSBA recommendations.

616	Yes	School District System Accountability	Clerical updates to remove and retitle World's Best Workforce language.
620	Yes	Credit for Learning	Update on notification process for withdrawal based on MSBA recommendations that aligns with our current practice.
721	No	Uniform Grant Guidance Policy Regarding Federal Revenue Resources	New Federal requirements require a review of this policy, but there are no changes.
722	Yes	Public Data and Data Subject Requests	"Data Subjects" was added to the policy per statute changes and MSBA recommendations. Because it weaves throughout the policy the old policy was struck through and replaced in totality to ensure alignment with MSBA model policy, current requirements, and district practices.

Eden Prairie School Board
2023–24 WORK PLAN CHANGES
“Proposed” Changes
September 23, 2024

Date of Meeting/Workshop	Changes Requested
Monday, October 14, 2024 (5:30 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 (<i>Canvass Elections</i>)	
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	- ADD: EL Monitoring Process
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
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

September 23, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
<p>****2024****</p> <p>Board Meeting Mon, Jul 22, 2024 7:30 AM</p>					<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) 		222
School Board "New Candidate" Informational Session – Thursday, July 25, 2024, at 6:00 p.m. (1 of 2) – ASC/EDC							
School Board "New Candidate" Informational Session – Monday, August 5, 2024, at 6:00 p.m. (2 of 2) – ASC/EDC							
<p>Board Meeting Mon, Aug 26, 2024 6:00 PM</p>	<ul style="list-style-type: none"> •EL 2.1 Emergency Supt. Succession •EL 2.2 Treatment of Students •EL 2.7 Asset Protection •Ends 1.6 Monitoring Measuring Plan 		Record of Board Self-Evaluation	Approval of 2025 September Inspiring News	<ul style="list-style-type: none"> •Monthly Reports 		
<p>Post Meeting Board Workshop Mon, Aug 26, 2024</p>							School Board Mtg. Self-Assessment
<p>Board Workshop Mon, Sep 9, 2024 6:45 PM 6:00 PM</p>							<ul style="list-style-type: none"> •Morris Leatherman Survey Update •Discussion: School Board Member Long-

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

September 23, 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			
							²²³ term Absence Discussed at the 6/24/24 Mtg. •ADMIN Proposals for FY 2024-25 Workshops •Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3 •Policy Monitoring: GP’s: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 •Confirm agenda for next Board Workshop
Board Meeting Mon, Sep 23, 2024 6:00 PM	<ul style="list-style-type: none"> • Ends 1.1 – 1.6 Evidence (FY 2023-24) <i>Moved from October 28, 2024 Meeting</i> • Monitor Evidence Assertion of Compliance for EL 2.2 and EL 2.2.1 • 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 	<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 	Superintendent Incidentals: <ul style="list-style-type: none"> • FY 2023-2024 Year-end Preliminary Financial Report • FY 2024-2025 Preliminary Enrollment Report 			

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

September 23, 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"> •BMD 3.3 Superintendent Accountability & Performance •GP 4.4 Officer Roles •GP 4.5 School Board Members Code of Conduct •GP 4.6 Process for Addressing School Board Member Violations •GP 4.7 School Board Committee Principles •GP 4.8 School Board Committee Structure •GP 4.10 Operation of the School Board Governing Rules 						224
Post Meeting Board Workshop Mon, Sep 23, 2024							School Board Mtg. Self-Assessment
Joint Meeting: Eden Prairie City Council & Eden Prairie School Board (Hosting) Monday, October 14, 2024, 5:30 PM – Eden Prairie Valley View Building							
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

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

September 23, 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			
							²²⁵ • 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) Moved to September 23, 2024 Mtg. • EL 2.4 Treatment of Staff • EL 2.8 Compensation and Benefits • GP 4.0 Global Governance Commitment • GP 4.1 Governing Style • GP 4.2 School Board Job Products • GP 4.3 Annual Work Plan • GP 4.9 Governance Investment 		<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 	
Post Meeting Board Workshop Mon, Oct 28, 2024							<ul style="list-style-type: none"> • 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 				

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

September 23, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop <i>Tues, Nov 12, 2024*</i> 6:15 PM <i>*Veterans Day,</i> <i>Mon, Nov 11, 2024</i>							226 <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	<ul style="list-style-type: none"> • Record of Board Self-Evaluation 	<i>Draft:</i> January 2025 Inspiring News	Monthly Reports	Incidental: - READ Act	
Post Meeting Board Workshop Mon, Nov 25, 2024							<ul style="list-style-type: none"> • School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 9, 2024 6:00 PM	<ul style="list-style-type: none"> • EL 2.5 Financial Planning and Budgeting • EL 2.0 Global Executive Constraint 		<ul style="list-style-type: none"> • Approval of Final FY 2025-26 Levy • Approval of School Board Mid-Year Treasurer’s Report • <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 	

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

September 23, 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 Mon, Dec 9, 2024							227 • School Board Mtg. Self-Assessment

****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) 	
--	--	--	---	--	---	--

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

September 23, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Jan 6, 2025 6:30 PM Convene following the Annual Organizational Meeting							228 <ul style="list-style-type: none"> 2025 Committees & Outside Organization Discussion Budget: 5-Year Financial Forecast Discuss April 2025 Inspiring News Topic 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)	
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>

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

September 23, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Feb 10, 2025 6:00 PM							²²⁹ <ul style="list-style-type: none"> • Finance Overview • <i>EL Monitoring Process</i> • Agenda Items: Walk-through School Board Agenda • Sample Agenda & Discussion of Agenda Elements • Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline • Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 24, 2025 6:00 PM			<ul style="list-style-type: none"> • Closed Session – Safety & Security Update (Minnesota Statute 13D.05, Subdivision 3(d)) • Record of Board Self-Evaluation 	<ul style="list-style-type: none"> • Draft for April 2025 Inspiring News • Draft for June 2025 Community Magazine Joint Messaging 	<ul style="list-style-type: none"> • Monthly Reports • Approval of FY 2025-26 School Calendar • Approval of Preliminary FY 2026-27 School Calendar • American Indian Education Report 		
Post Meeting Board Workshop Mon, Feb 24, 2025							School Board Meeting Self-Assessment

**EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN**

Board Meetings
Board Workshops
Other Meetings

September 23, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Mar 10, 2025 6:00 PM							²³⁰ <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 (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 		

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

September 23, 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 Mon, Mar 24, 2025							231 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 • Discussion/Review all items in Placeholder area on "Work Plan Changes Document." • FY 2025-2026 School Board Meeting Calendar Discussion • FY 2025-2026 School Board Budget Discussion • Discuss Policy Change Process (Timelines and Process for Monitoring and Changes in Policy) • New Policy Introductions • Confirm agenda for next Board Workshop

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

September 23, 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			
							232
Board Meeting Mon, Apr 28, 2025 6:00 PM		<ul style="list-style-type: none"> • FY 2025-26 School Board Work Plan – <i>First Reading</i> • FY 2025-26 School Board Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> • Approval of FY 2025-26 Capital Budget • Approval of FY 2025-26 School Board Meeting Calendar • <u>Closed Session:</u> Negotiation Strategy (Minnesota Statute 13D.03, Subdivision.1) • Record of Board Self-Evaluation 		<ul style="list-style-type: none"> • Monthly Reports 		
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 – <i>First Reading</i> • FY 2025-26 School Meal Prices - <i>DRAFT</i> 	<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 		

EDEN PRAIRIE SCHOOL BOARD
2024-2025 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

September 23, 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 27, 2025							233 • 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 • Discuss September 2025 Inspiring News Topic • Confirm agenda for next Board Workshop
Board Meeting Mon, June 23, 2025 6:00 PM	OI'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 		
Post Meeting Board Workshop Mon, Jun 23, 2025							• School Board Meeting Self-Assessment

I. PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY**A. Responsibilities****1. Student's Responsibility**

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to

provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- A. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility for knowing the procedures governing attendance and to apply these procedures uniformly to all students. The administrator assures maintenance of accurate records on student attendance, and the preparation of a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- B. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures are approved administratively and the attendance procedures will be included in student handbooks.

1. Excused Absences

~~a. The following reasons shall be sufficient to constitute excused absences:~~

~~(1) Illness.~~

~~(2) Serious illness in the student's immediate family.~~

~~(3) A death or funeral in the student's immediate family or of a close friend or relative.~~

- ~~(4) Medical, dental, or orthodontic treatment, or a counseling appointment.~~
- ~~(5) Court appearances occasioned by family or personal action.~~
- ~~(6) Religious instruction not to exceed three hours in any week.~~
- ~~(7) Physical emergency conditions such as fire, flood, storm, etc.~~
- ~~(8) Official school field trip or other school-sponsored outing.~~
- ~~(9) Removal of a student pursuant to a suspension~~
- ~~(10) Family emergencies.~~
- ~~(11) Active duty in any military branch of the United States.~~
- ~~(12) A student's condition that requires ongoing treatment for a mental health diagnosis.~~
- ~~(13) Family vacation (limited to 5 days per year) handled as excused absences and students will be permitted to complete make-up work~~
- ~~(14) Religious observance~~

1. Excused Absences

a. The following reasons shall be sufficient to constitute excused absences:

- (1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:
- (2) child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth;

- (3) family emergencies;
- (4) the death or serious illness or funeral of an immediate family member;
- (5) active duty in any military branch of the United States;
- (6) the child has a condition that requires ongoing treatment for a mental health diagnosis; or
- (7) other exemptions included in this attendance policy.
- (8) that the child has already completed state and district standards required for graduation from high school; or
- (9) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.
- (10) Removal of a student pursuant to a suspension.
- (11) Family vacation (limited to 5 days per year) handled as excused absences and students will be permitted to complete make-up work.
- (12) Official school field trip or other school-sponsored outing.

(13) Physical emergency conditions such as fire, flood, storm, etc.

(14) Court appearances occasioned by family or personal action.

b. Excused Absence Procedures

- (1) A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to an administrator or the superintendent. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

In order for an absence to be excused, a parent needs to call the school attendance line prior to, or the day of the absence. The parent needs to state when the child will be absent and explain the reason for the absence. ~~The school or school district may require the student's parent or legal guardian to verify, in writing the reason for the student's absence from school.~~

~~The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.~~

- (2) Students whose absences are excused are required to make up assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (3) ~~The student handbook provides guidance on steps that should be taken if a student has missed assignments due to absences. Work missed because of absence must be made up within 2 days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for missed assignments.~~

~~However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.~~

~~Students who accumulate excessive absences, even when excused, will work with the school staff and parents to develop a plan to assure attendance at school daily.~~

2. Unexcused Absences

A. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Vacations with family without prior notice and exceeding 5 days.
- (6) Any other absence not included under the attendance procedures set out in this policy.

B. Unexcused Absence Procedures

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) School district staff will work with the parent/guardian, student and the Hennepin County Attorney's office be@school process, the Hennepin County Attorney's office will follow with necessary legal action to ensure attendance at school.
- (4) If unexcused absences continue after following the be@school process, the Hennepin County Attorney's office will follow with necessary legal action to ensure attendance at school.

(5) Along with following the Hennepin County Attorney's be@school programs, the student or his or her parent/guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent/guardian to request such a conference.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at the start of school or the start of class. Failure to do so constitutes tardiness.
2. Tardiness Information: The procedures for reporting tardiness, as well as additional information, is found in the student handbooks.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs:

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school- sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.

5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.
6. Students who will miss school regularly due to enrichment activities must seek prior approval in order for those absences to be excused. Families to whom this applies may contact the building principal for further information.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

1. Copies of this policy shall be made available to all students and parents at the commencement of each school year through the Student Handbook. This policy shall also be available upon request in each principal's office.
2. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes section 120A.05, without valid excuse within a single school year for:

1. Three (3) days if the child is in elementary school; or

2. Three or more class periods on three (3) days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing “truant,” Minnesota Statutes 260A.03 provides that the school attendance officer or other designated school official shall notify the student’s parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child’s absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes section 120A.34.
4. That this notification serves as the notification required by Minnesota Statutes section 120A.34;
5. That alternative educational programs and services may be available in the child’s enrolling or resident district.
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the student’s truancy.
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child’s driving privilege pursuant to Minnesota Statute section 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent and legal guardian to appropriate services and procedures, under Minnesota Statute Chapter 260A.

VI. ONLINE LEARNING ATTENDANCE

A. Attendance

1. Attendance in online courses will be defined as active engagement in weekly coursework that makes progress toward completing all course requirements.
 - a. The following expectations define active engagement and making progress:
 - i. Students will complete 85% of the assigned work each week.
 - ii. Students will make progress at a rate that ensures that they will complete the course by the course end date.
 - iii. Students will spend, on average, ten (10) to fifteen (15) hours per week engaged in coursework. The minimum expectation is seven (7) hours per week.
 - b. Students will complete work that is their own, in accordance with Eden Prairie High Schools Handbook: Academic Integrity Policy.
 - i. Students that violate this policy will not receive credit or attendance for the submitted work.
2. Students will review, revise and resubmit work that has been returned to the student when it does not meet the assignment requirements.

3. Students will engage in timely and appropriate communication with the course instructor. This could be done in a variety of forms: email, messaging through the LMS, phone calls, visiting during office hours, other forms determined by the course instructor that has been clearly listed in a syllabus. Students will be held to the same communication requirements as the course instructor.
4. Students who are unable to login during the course week will need a parent or guardian to contact the course instructor to make them aware of illness or other personal or family emergencies.

B. Truancy

1. Students will be considered truant from school in accordance to the Truancy Policy listed in Section IV: Required Reporting.

Adopted: 6/25/2013

Revised: 11/25/2019; 12/13/21; 9/23/24

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes, section 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting.

- D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

III. BASIS FOR DECISIONS

- A. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

- B. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included

in an approved achievement and integration program; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

- C.** Application. The student and parent or guardian must complete and submit the “General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

- D.** Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district’s staff, and students residing in that part of the municipality (a statutory or home rule charter city or town) where:

1. the student’s resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least

five school districts;

3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school

without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

2. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.
 3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.
- H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Adopted: 3/26/2013

Revised: 11/25/2019; 08/28/2023; 9/23/24

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS**A. Service Animal**

A “Service animal” is a dog (regardless of breed or size) or miniature horse, that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual’s disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A “Handler” is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, “handler” means the person who cares for and supervises the animal on that individual’s behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. “Work or tasks” are those functions performed by a service animal.
2. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
3. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship are not “work or tasks” for the purposes of this policy.

D. Trainer

A “trainer” is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school-sponsored event, activity or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.

- B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.
- C. The school district shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any school district building.
- D. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
 - 1. Is the service animal required because of a disability; and
 - 2. What work or tasks is the service animal trained to perform.
- C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI, below.
- D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.

- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends: The Principal will notify the superintendent, or the administrator designated with responsibility to address such requests.

- B. Students seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owners of a service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVALS OR EXCLUSION OF SERVICE ANIMALS

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
 - 1. Any of the requirements described in Part V., above, are not met.
 - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
 - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
 - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others, that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features; and
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. LIABILITY

- A. The owner of the service animal is responsible for any harm or injury to an individual, and for any property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Adopted: 6/22/2020

Revised: 9/23/2024

APPROVAL REQUEST FORM FOR USE OF A SERVICE ANIMAL

Please turn in your request to the Superintendent OR Designated Administrator

Student Name:

Date:

Parent or authorized representative name (s) and contact information (*please include email, phone number, and address*):

Building:

Type of service animal:

Name of service animal:

Name of handler:

Is the service animal required because of a disability:

What work or tasks is the service animal trained to perform:

Checklist for completion of Form

Attached is documentation that the service animal is:

_____ Properly licensed.

_____ Properly and currently vaccinated.

I have read and understand the School District's policy regarding service animals and will abide by the terms of the policy.

I understand that if my service animal: is out of control and/or the animal's handler does not effectively control the animal's behavior; is not housebroken or the animal's presence or behavior fundamentally interferes in the functions of the School District; or behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a direct threat to the health and safety of others that cannot be eliminated by reasonable modifications, the School District has the discretion to exclude or remove my service animal from its property.

I agree to be responsible for any and all damage to School District property, personal property, and any injuries to individuals caused by my service animal. I agree to indemnify, defend and hold harmless the School District, its school board members, administrators, employees and agents from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my service animal.

Superintendent/Administrator Signature:

Date:

Parent/Guardian Signature:

Date:

Note: This Registration/ Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different service animal will be used.

I. PURPOSE

The purpose of this policy is to focus public education on a process that promotes higher academic achievement for all students and ensures broad based community participation in decisions regarding the implementation of Minnesota K-12 Academic Standards and the federal law.

II. GENERAL STATEMENT OF POLICY

The curriculum, instruction, assessment and program evaluation shall be directed toward the fulfillment of the district mission and student achievement goals. The school district established a process to review and improve curriculum, instruction and assessment which includes input by students, parents or guardians and local community members. The school district will be accountable to the public and state through annual reporting.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school district must offer and certify that students complete to be eligible for a high school diploma.
- C. "~~World's Best workforce~~" Comprehensive achievement and civic readiness means striving to meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; **and prepare students to be lifelong learners.**

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**A. School District Goals**

The School Board has established student achievement policies (Ends) that provide broad direction for the school district. These policies are monitored annually and approved by the Board.

B. System for Reviewing All Instruction and Curriculum

The district Superintendent shall maintain a curriculum review cycle that consists of two parts. First, the major review of a curriculum area is aligned with the state release of new standards. Second, a “just in time” or monitoring of curriculum areas is completed annually.

C. The School Board shall approve an advisory committee as submitted by the Superintendent on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities. Recommendations of this committee shall be published annually to the community.

1. The committee will be known as the Worlds’ Best Workforce Advisory Council. (WBWF)
2. The committee shall, to the extent possible, include parents, teachers, support staff, students and other community residents. It also shall reflect the diversity of the district and its learning sites, to the extent possible.
3. By Oct. 1st of each year the Advisory Committee (WBWF) will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
4. The WBWF (ad hoc) shall review and/or make recommendations to the Superintendent or designee regarding the following:
 - a. Rigorous state and local academic standards
 - b. Student achievement goals and measures
 - c. Assessments (local, state, national, and international)
 - d. Program evaluations

D. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision 1, the School Board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and

cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness ~~world's best workforce~~. The School Board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituents in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Adopted: 9/25/2012

Revised: 8/26/2019; 7/25/22; 8/28/23; 8/26/24

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment options and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

- F. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

- B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district’s high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - c. If no comparable course is offered by the school district for which high school graduation credit would be provided, elective credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
- C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

- B. Secondary credits granted to a student through a postsecondary enrollment options course or program that meets or exceeds a graduation standard or requirement must be counted toward the graduation and credit requirements and subject area requirements of the district.
1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.
- E. **Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.**

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

- A. The school district does not offer weighted grades.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Adopted: 11/27/2017

Revised: 8/26/2019; 8/28/23; 09/23/24

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES**I. PURPOSE**

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS**A. Grants**

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

B. “Non-federal entity” means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:

1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability); or
- b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability).

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 Code of Federal Regulations section 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
 3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally \$25,000, except as otherwise discussed in 48 Code of Federal Regulations Subpart 2.1 or as periodically adjusted for inflation).
 2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than \$175,000 (periodically adjusted for inflation).
 3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

- F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.
- G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations section 200.431 (Compensation - Fringe Benefits).
- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations section 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women’s business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 3. Procurement by sealed bids (formal advertising).
 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

- d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.
5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
- a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.
- I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
- 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- K. Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations section 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations sections 200.311, 200.314, and 200.315.

- B. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.
- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with guidance in “Standards for Internal Control in the Federal Government,” issued by the Comptroller General of the United States, or the “Internal Control Integrated Framework,” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must also evaluate and monitor the school district’s compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

- A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes,

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES
regulations, guidance, applications, and approved grant awards.

2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
3. “Omni Circular” or “2 Code of Federal Regulations Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
4. “Advance payment” means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

C. Allowable Costs. The following items are costs that may be allowable under the 2 Code of Federal Regulations Part 200s under specific conditions:

1. Advisory councils;
2. Audit costs and related services;
3. Bonding costs;
4. Communication costs;
5. Compensation for personal services;
6. Depreciation and use allowances;
7. Employee morale, health, and welfare costs;
8. Equipment and other capital expenditures;
9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

11. Maintenance, operations, and repairs;
 12. Materials and supplies costs;
 13. Meetings and conferences;
 14. Memberships, subscriptions, and professional activity costs;
 15. Security costs;
 16. Professional service costs;
 17. Proposal costs;
 18. Publication and printing costs;
 19. Rearrangement and alteration costs;
 20. Rental costs of building and equipment;
 21. Training costs; and
 22. Travel costs.
- D. Costs Forbidden by Federal Law. 2 Code of Federal Regulations Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations Part 200s; thus, the following list is not exhaustive:
1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
 2. Alcoholic beverages;
 3. Bad debts;
 4. Contingency provisions (with limited exceptions);
 5. Fundraising and investment management costs (with limited exceptions);

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

6. Donations;
 7. Contributions;
 8. Entertainment (amusement, diversion, and social activities and any associated costs);
 9. Fines and penalties;
 10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
 11. Goods or services for personal use;
 12. Interest, except interest specifically stated in 2 Code of Federal Regulations section 200.441 as allowable;
 13. Religious use;
 14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
 15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
 16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.
- E. Program Allowability
1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
 2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
 - e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

- G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.
1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
 2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
 3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
 4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES**H. Approved Plans, Budgets, and Special Conditions**

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING**A. Compensation – Personal Services**

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES**B. Compensation – Fringe Benefits****1. During leave:**

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
- b. The costs are equitably allocated to all related activities, including federal awards; and
- c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES
written policies of the school district.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.
- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and
 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

Adopted: 6/27/2016

Revised: 8/26/2019; 06/28/21; 06/27/22; 8/28/23; 09/23/24

I. ~~PURPOSE~~

~~The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.~~

II. ~~GENERAL STATEMENT OF POLICY~~

~~The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.~~

III. ~~DEFINITIONS~~

A. ~~Government Data~~

~~“Government data” means all data collected, created, received, maintained, or disseminated by the School District regardless of its physical form, storage media, or conditions of use.~~

B. ~~Inspection~~

~~“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.~~

C. ~~Public Data~~

~~“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.~~

~~D. Responsible Authority~~

~~“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise~~

~~_____ provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.~~

~~_____ E. Summary Data~~

~~“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.~~

~~IV. **REQUESTS FOR PUBLIC DATA OR SUMMARY DATA**~~

~~A. All requests for public data or summary data must be made in writing directed to the responsible authority and must include the following information:~~

- ~~1. Date the request is made;~~
- ~~2. A clear description of the data requested;~~
- ~~3. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and~~
- ~~4. Method to contact the requestor (such as phone number, address, or email address);~~

~~B. A requestor is not required to provide his/her identity, nor is a requestor required to explain the reason for the data request~~

~~C. A data request, including the identity of the requestor, if provided, is public data.~~

~~D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.~~

~~E. The responsible authority will respond, in writing, to a request for public data within a reasonable period of time as follows:~~

- ~~1. The requested data does not exist; or~~
- ~~2. The requested data does exist but either all or a portion of the data is not accessible to the requestor, in which case the responsible authority will cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based; or~~

~~3. The requested data does exist, and describe arrangements for inspection of the data, identify when the data will be available for pick up or indicate that the data will be sent by mail or email.~~

~~If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.~~

~~F. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.~~

~~G. Upon request, the school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data.~~

~~H. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.~~

~~I. For a request to prepare summary data, the responsible authority will respond within ten (10) business days of the receipt of a request and inform the requestor of the following:~~

~~1. The estimated costs of preparing the summary data, if any; and~~

~~2. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or~~

~~3. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.~~

~~F. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.~~

V. COSTS

A. The school district will charge for copies provided as follows:

1. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
2. More than 100 pages or copies: the actual cost of making the copy, including the employee time in retrieving the data, making copies, sending the copies, the cost of the materials onto which that data is copied (paper, CD, DVD, etc.) and mailing costs (if any). Also, if the school district does not have the capacity to make the copies, e.g. photographs, the actual cost paid by the school district to an outside vendor will be charged.
3. Summary data: the actual cost of preparing the summary data, including employee time in retrieving, compiling, and copying the data, the cost of materials onto which the data is copied, and mailing costs. The school district will consider the reasonable value to the School District of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

B. All charges must be paid in advance of receiving the copies. For summary data, all costs must be paid prior to preparing or supplying the data

Data Practices Contact:

Responsible Authority:

Superintendent

Data Practices Designee:

Director of Communications

PUBLIC DATA AND DATA SUBJECT REQUESTS**I. PURPOSE**

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS**A. Confidential Data on Individuals**

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible

PUBLIC DATA AND DATA SUBJECT REQUESTS

authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

PUBLIC DATA AND DATA SUBJECT REQUESTS

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA**A. All requests for public data must be made in writing directed to the responsible authority.****1. A request for public data must include the following information:**

- a. Date the request is made;
- b. A clear description of the data requested;
- c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
- d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

PUBLIC DATA AND DATA SUBJECT REQUESTS

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
 2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

PUBLIC DATA AND DATA SUBJECT REQUESTS

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

PUBLIC DATA AND DATA SUBJECT REQUESTS

- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the

PUBLIC DATA AND DATA SUBJECT REQUESTS

authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

PUBLIC DATA AND DATA SUBJECT REQUESTS

6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
2. All charges must be paid for in cash or by check in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:

- a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.
- C. Data Belonging to an Individual Subject
1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.
 2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

Data Practices Contacts

Responsible Authority: Superintendent

Data Practices Compliance Official: Executive Director of Marketing and Communications

Data Practices Designee: Executive Director of Marketing and Communications

Adopted: 11/25/2019

Revised: 12/09/2019; 9/23/2024