



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

SCHOOL BOARD Regular Meeting

Monday, January 26, 2026

6:00 PM

MEETING AGENDA

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

1. CONVENE: 6:00 PM

Call to Order - School Board Roll Call

Steve Bartz, Ann Bradsher, Aaron Casper, Debjyoti "DD" Dwivedy, Abby Libsack, Kim Ross, Jody Ward-Rannow

2. Pledge of Allegiance

3. Agenda Review and Approval (Action)

Approval of the agenda for the Monday, January 26, 2026, meeting of the School Board of Independent School District 272, Eden Prairie Schools.

Motion _____ Seconded _____

4. Approval of Previous Minutes (Action)

Approval of the UNOFFICIAL Minutes of the School Board Annual Organizational Meeting, the School Board Workshop on January 5, 2026 and the December 8, 2025 Regular Business Meeting

Motion _____ Seconded _____

- | | |
|--|---|
| A. January 5, 2026 Annual Organizational Meeting | 5 |
| B. January 5, 2026 Board Workshop Notes | 8 |
| C. December 8, 2025 Regular Business Meeting | 9 |

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

- A. Central Middle School (CMS) - Looping for Success
- B. Liz Lindner - FTC Robotics
- C. Pastor Kyle Robinson - BrighterFutures

6. Public Comment: 6:50 PM

7. Announcements: 7:00 PM (Information)

8. Board Work: 07:05 PM (Action)

A. Decision Preparation

- | | |
|--|----|
| 1) FY 2026-27 Budget Timelines - <i>First Reading</i> | 12 |
| 2) FY 2026-27 Budget Assumptions - <i>First Reading</i> | 13 |
| 3) FY 2026-27 Final School Calendar (<i>Draft</i>) | 16 |
| a. 2026-27 Holidays & Observances | 17 |
| 4) FY 2027-28 Preliminary School Calendar (<i>Draft</i>) | 19 |

B. Required Board Action (Action)

- 1) FY 2025-26 Mid-Year Budget Approval

Motion _____ Seconded _____

- | | |
|--|----|
| a. Executive Summary | 20 |
| b. Mid-Year Budget Update Presentation | 21 |

c. Mid-Year Fund Balance	28
2) Student Expulsion	29
Motion _____ Seconded _____	
3) Superintendent Contract	
Motion _____ Seconded _____	
C. Record of Board Self-Evaluation (Action)	
1) 2024-25 Record of Board Policy Monitoring - Board-Management Delegation (BMD's) <i>(No Updates)</i>	
2) 2024-25 Record of Board Policy Monitoring - Governance Policies (GP's) <i>(No Updates)</i>	
3) 2024-25 Record of Board Policy Monitoring - Executive Limitations (EL's) (Action)	31
Motion __ Seconded __	
4) 2025-26 Record of Board Policy Monitoring - Ends <i>(No Updates)</i>	
9. Superintendent Consent Agenda: <u>7:50 PM</u> (Action)	
<i>Management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.</i>	
Motion _____ Seconded _____	
A. Monthly Reports	
1) Resolution of Acceptance of Donations	32
2) Human Resources Report	33
3) Business Services Reports	
a. Board Business	39
b. Financial Report - Monthly Revenues/Expenditure Report	40
B. Memo to the Board — Summary of Updated District Policies (See Appendix "A")	42
1) District Policy 306 - Administrator Code of Ethics	
2) District Policy 416 - DOT Drug and Alcohol Testing for Bus Drivers	
3) District Policy 417 - Chemical Use - Abuse	
4) District Policy 601 - School District Curriculum and Instruction Goals	
5) District Policy 612.1 - Development of Parental Involvement Policies for Title I Programs	
6) District Policy 616 - School District System Accountability	
7) District Policy 621 - Literacy and the Read Act	
8) District Policy 709 - Student Transportation Safety Policy	
9) District Policy 712 - Video Recording Other Than on Buses	
10) District Policy 722 - Public Data and Data Subject Requests	
C. Seek Bids	
1) Seek Bids - Oak Point and Eagle Heights Spanish Immersion Playground	44
2) Seek Bids - Transportation Building Underground Storage Tanks	45
3) Seek Bids - Eden Prairie High School Roof Replacement	46
4) Seek Bids - Summer Construction	47
10. Board Education & Required Reporting: <u>7:55 PM</u> (Information)	
A. Budget: 5-Year Financial Forecast	
B. Bonds & Operating Levy Schedule	48
11. Superintendent's Incidental Information Report: <u>8:20 PM</u> (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. Message to the Community

12. Board Action on Committee Reports & Minutes: 8:25PM (Action)

A. 2026 School Board Committee & Outside Organization Assignments 57

B. Board Development Committee

C. Community Linkage Committee (Action)

1) Approval for Spring 2026 Inspiring News 58

Motion ____ **Seconded** ____

2) CLC Committee Minutes for 1/19/2026 Meeting 59

Motion ____ **Seconded** ____

D. Negotiations Committee (Action)

Motion ____ **Seconded** ____

1) Negotiations Committee Minutes for 10/9/2025 Meeting 60

2) Negotiations Committee Minutes for 12/17/2025 Meeting 61

3) Negotiations Committee Minutes for 12/19/2025 Meeting 62

E. Policy Committee (Action)

Motion ____ **Seconded** ____

1) Policy Committee Minutes for 1/12/2026 Meeting 63

2) Policy Update Guiding Principles 64

3) Policy Committee Ends Prioritization Survey 65

13. Other Board Updates (AMSD, ECSU, ISD 287 & MSHSL): 8:45 PM (Information)

A. BRIGHTWORKS - Ann Bradsher

B. MSHSL (Minnesota State High School League) - Ann Bradsher

C. ISD 287 (Intermediate School District 287) - Kim Ross

D. AMSD (Association of Metropolitan Schools) - Abby Libsack

14. Board Work Plan: 8:55 PM (Action)

A. Work Plan "Changes" Document (Action) 66

Motion ____ **Seconded** ____

B. 2025-26 Annual Board Work Plan (Information) 67

15. Adjournment: ____ PM (Action)

Motion ____ **Seconded** ____

16. Appendix "A" — District Policies (Item 9B)

A. District Policy 306 81

B. District Policy 416 84

C. District Policy 417 104

D. District Policy 601 109

E. District Policy 612.1 115

F. District Policy 616 121

G. District Policy 621 124

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J. District Policy 722	158

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE JANUARY 5, 2026
SCHOOL BOARD MEETING

Annual Organizational Meeting of the Independent School District 272, Eden Prairie Schools, was held on January 5, 2026, in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. Convene - 6:00 PM – Call to order – School Board

Present: Steve Bartz, Ann Bradsher, Aaron Casper, Debjyoti "DD" Dwivedy, Abby Libsack, Kim Ross,
Jody Ward-Rannow

Present: Superintendent Josh Swanson

2. Pledge of Allegiance

3. Oath of Office

4. Agenda Review and Approval – Motion by A. Casper, **Seconded** by S. Bartz to accept the Agenda for the Monday, January 5, 2026, Organizational Meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed Unanimously

5. Announcement - Superintendent Annual Review

6. Election of Officers – Ballot Nomination

A. Election of School Board **Chair** – Vice Chair S. Bartz asked for nominations for School Board Chair:

1) Aaron Casper – Nominated by D. Dwivedy, Seconded by K. Ross

a. By vote of 7-0, Aaron Casper was elected to **Chair** for the School Board of Independent School District #272, Eden Prairie School for the calendar year of 2026

B. Election of School Board **Vice Chair**

1) Abby Libsack – Nominated by S. Bartz, Seconded by D. Dwivedy

a. By vote of 7-0, Abby Libsack was elected to **Vice Chair** for the School Board of Independent School District #272, Eden Prairie School for the calendar year of 2026

C. Election of School Board **Clerk**

1) Steve Bartz – Nominated by A. Libsack, Seconded by A. Casper

a. By vote of 7-0, Steve Bartz was elected to **Clerk** for the School Board of Independent School District #272, Eden Prairie School for the calendar year of 2026

D. Election of School Board **Treasurer**

1) Ann Bradsher – Nominated by K. Ross, Seconded by J. Ward-Rannow

a. By vote of 7-0, Ann Bradsher was elected to **Treasurer** for the School Board of Independent School District #272, Eden Prairie School for the calendar year of 2026

7. Required Board Action - Annual Organizational Meeting

A. Approval of 2026 School Board Compensation – **Motion** by K. Ross, **Seconded** by A. Casper – to maintain the current Board Compensation levels for the 2026 calendar year – Passed Unanimously

1) \$6,600.00 (\$550.00/month) for School Board Chair (no change)

2) \$5,700.00 (\$475.00/month) for School Board Vice Chair (no change)

3) \$4,800.00 (\$400.00/month) for School Board Members (no change)

B. Approval of School Board Meeting Calendar

1) School Board Meeting dates from January through June 2026 – **Motion** by A. Casper to accept the meeting dates from January through June 2026, Friendly **Amendment** by D. Dwivedy to accept 7B-1 & 7B-2, **Seconded** by S. Bartz – Passed Unanimously

2) School Board Meeting dates after July 1, 2026 to be determined at a future meeting

C. Appointment of Intermediate District 287 Representative – **Motion** by D. Dwivedy, **Seconded** by

J. Ward-Rannow to nominate Director Ross for the Intermediate District 287 Representative – Passed Unanimously

8. Superintendent Consent Agenda – Motion by A. Casper, **Seconded** by A. Libsack to accept the Superintendent's Consent Agenda as presented – Passed Unanimously

A. Annual District Organizational Items

1. Designate District Newspaper

Designate the Eden Prairie Sun-Sailor, Eden Prairie, MN, as the official newspaper for calendar year January 1, 2026, through December 31, 2026.

2. Designate District Depository/Financial Institutions

Appoint US Bank, Minnesota School District Liquid Asset Fund Plus, Associated Bank, PMA Financial Network, Wells Fargo Bank, Royal Credit Union, and other financial institutions as deemed necessary, as authorized financial institutions for Independent School District 272 for the calendar year January 1, 2026, through December 31, 2026.

3. Appointment of Money Wire Transfers

The Executive Director of Business Services or his/her designee is given the authority to invest surplus funds without prior approval of the School Board within the limitations set by law and district policy and to complete required wire transfers with notification to the School Board by the next meeting or as needed.

4. Authorization for Early Claims Payments

The Superintendent or designee is authorized to pay appropriate claims in advance of School Board authorizations in order to expedite vendor payments and to utilize discount privileges, but that such claims shall be reported to the School Board from January 1, 2026, through December 31, 2026.

5. Designate District Legal Counsel

The School Board authorizes the Superintendent or designee to contact local attorneys or any other attorney licensed in Minnesota, as may from time to time be deemed appropriate, for District legal services on an "as needed" basis during calendar year 2026.

6. Appointment of School District Responsible Authority

Pursuant to the provisions of Minnesota Statutes, Section 13.02, Subdivision 16, as amended, the Superintendent is hereby appointed Responsible Authority for Independent School District 272 for the calendar year January 1, 2026, through December 31, 2026.

7. Appointment of Deputy Clerk and Deputy Treasurer

Appoint the Executive Director of Business Services as Deputy Clerk and Deputy Treasurer of the School Board for Independent School District 272 for the calendar year January 1, 2026, through December 31, 2026.

8. Machine-Signed Signature Authorization

Authorize the use of the facsimile demand deposit signature plate using the names of Aaron Casper, **Chair**; Steve Bartz, **Clerk**; and Ann Bradsher, **Treasurer**, for the calendar year January 1, 2026, through December 31, 2026.

9. Authorization to Sign Contracts

Authorize the Superintendent or Executive Director of Business Services or his/her designee to execute contracts and purchase orders for goods and services contained within the Board approved budget for Independent School District 272 for the calendar year January 1, 2026, through December 31, 2026.

10. Approval of Local Education Agency (LEA) Representative

Approve the Superintendent or Designee as the Local Education Agency (LEA) Representative for the calendar year January 1, 2026, through December 31, 2026.

11. Designation of Identified Official with Authority for the MDE External User Access Recertification System (IoWA)

The Minnesota Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MNIT Enterprise Identity and Access Management Standard which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA). The Board recommends to authorize Superintendent Joshua Swanson to act as the Identified Official with Authority (IOWA) for Independent School District 0272-01 for the calendar year January 1, 2026, through December 31, 2026.

9. **Adjournment - Motion** by S. Bartz, **Seconded** by A. Bradsher to adjourn the Annual Organizational Meeting at 6:31 PM – Passed Unanimously

Steve Bartz – Board Clerk

UNOFFICIAL

SCHOOL BOARD Regular Workshop Meeting Notes - Monday, January 5, 2026

1. CONVENE - 6:30 PM

School Board Members - Steve Bartz, Ann Bradsher, Aaron Casper, Debjyoti "DD" Dwivedy, Abby Libsack, Kim Ross, Jody Ward-Rannow

2. Community Linkage Committee - Discuss Spring 2026 Inspiring News Topic

- A. CLC presented the board with a first draft of the Inspiring News article to be approved at the January 26th, 2026, business meeting. The CLC will review and edit the draft to include any additional feedback from the board.

3. Policy Update Prioritization Discussion

- A. Board plans to rank/prioritize areas to monitor.
- B. Superintendent Swanson shared ideas related to upcoming monitoring discussions.

4. 2026 Committees & Outside Organization Discussion

5. Work Plan Changes Document

6. 2025-2026 School Board Annual Work Plan (Jan-Jun)

7. Confirm Agenda for next Board Workshop

8. Adjournment at 7:03 PM



Board Clerk

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE DECEMBER 8, 2025
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on December 8, 2025 in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. Convene: 6:02 PM – Call to Order – School Board

Present: Steve Bartz, Ann Bradsher, Aaron Casper, Debjyoti "DD" Dwivedy, Abby Libsack, Kim Ross, Jody Ward-Rannow

Present: Superintendent Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval – Motion by S. Bartz, **Seconded** by K. Ross to approve of the agenda for the Monday, December 08, 2025 meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed Unanimously

4. Approval of Previous Minutes – Motion by A. Libsack, **Seconded** by S. Bartz to approve of the UNOFFICIAL Minutes of the School Board Regular Business Meetings on November 24, 2025 – Passed Unanimously

5. Truth in Taxation Hearing

A. Pay 2026 Presentation

6. Public Comment - Truth in Taxation – (1) Taxes

7. Spotlight on Success

A. Valley View Campus – 25-26 Innovations (ALC, TASSEL, EPO)

8. Public Comment – (2) Safety; (1) Current Events

9. Announcements

- Starting off the night with some great news: I'm excited to share that the Foundation for Eden Prairie Schools recently made a donation of \$8,500 to Eagle Nation Station, Eden Prairie High School's donation-based free store where students can access food, school supplies, clothing, toiletries and more. Raised during the Eagle Excellence Showcase back in October, the donation will have a significant and immediate impact on the high school's ability to help support specific student needs, which may not always be stocked in Eagle Nation Station. Thank you, FEPS!
- **Congratulations** to Eden Prairie High School's 2025 ExCEL Award winners, 11th graders Varin Tangeti and Alana Richards! The ExCEL Award, which stands for Excellence in Community, Education and Leadership, honors Minnesota juniors who are active in school activities, lead in their schools, and show a strong commitment to community service. Well done, Varin and Alana!
- We're so proud of our 12th-grade football players! Three Eagles recently signed to college football teams, where they'll play next fall: Gavin Walden is headed to Montana State, Jake Gau is going to South Dakota and Braden Minta will be playing at North Dakota. We're so excited to see what they do in their next step in athletics!
- At the end of October, Jack Roessler's Intro to Animal Care & Nutrition class watched as their incubating eggs hatched into dozens of fluffy little chicks! For the first time at Eden Prairie High School, students were learning the basics of animal science with a hands-on — and very cute — project: raising and observing chicks. Though the baby birds have since made their way to new homes, the students were left with a lasting memory and a new awareness of an entire field of career opportunities in agricultural and natural resources. We're excited for this emerging department!
- December 2 was National Special Education Day, which honors the Individuals with Disabilities Education Act (IDEA) becoming federal law on Dec. 2, 1975. The law protects the rights of children with disabilities to receive a free, accessible public education. Each person in Eden Prairie Schools has intrinsic value, which drives our dedication to inclusivity and providing support for all students to thrive. We are grateful for all of our wonderful team members — from early childhood and K-12 professionals to our TASSEL team — who support our students and families who receive special education services. They are essential to our mission and inspire each of their students daily. Please join us in thanking them!

10. **Board Work**

A. Decision Preparation

B. Required Board Action

- 1) Approval of Final Fiscal Year (FY) 2026-27 Levy – **Motion** by A. Libsack, **Seconded** by A. Bradsher, the School Board of Independent School District No. 272 approves a final levy for taxes payable in 2026 in the amount of \$65,854,748.27 – Passed 6-1; Yes (6 – AB, AC, DD, AL, KR, JW-R), No (1 – SB)

a. Executive Summary of Pay 2026 Levy

b. Levy Presentation

c. Pay 26 Final Levy Comparison

C. Policy Monitoring

- 1) EL 2.0 Global Executive Constraint — *The Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful, unethical, imprudent, or in violation of commonly accepted business and professional practices.*

OI Motion by K. Ross, **Seconded** by S. Bartz, OI for EL 2.0 is reasonable – Passed Unanimously

Evidence Motion by K. Ross, **Seconded** by A. Libsack, to accept the Superintendent's assertion for compliance of EL 2.0 – Passed Unanimously

D. Record of Board Self-Evaluation

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

- 2) 2023-2024 Record of Board Policy Monitoring - Executive Limitation (EL's) - **Motion** by A. Casper, **Seconded** by S. Bartz; **Amended, Moved to Accept** by A. Casper, **Seconded** by S. Bartz to change the dates to 2024-2025 – Passed Unanimously

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

11. **Superintendent Consent Agenda – Motion** by A. Casper, **Seconded** by A. Libsack – Passed Unanimously

A. Monthly Reports

- 1) Resolution of Acceptance of Donations

- 2) Human Resources Report

- 3) Business Services Reports

a. Board Business

B. GreenStep Schools

12. **Superintendent's Incidental Information Report**

A. New Programming Courses, Pathways, Etc.

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

A. Approval of School Board Mid-Year Treasurer's Report

Motion by J. Ward-Rannow, **Seconded** by A. Casper – Passed Unanimously

B. Board Development Committee

C. Community Linkage Committee

D. Negotiations Committee

E. Policy Committee

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

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

B. BrightWorks - *Ann Bradsher*

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

D. MSHSL (Minnesota State High School League) - *Ann Bradsher*

15. **Board Work Plan**

A. Work Plan Change Document – **Motion** by A. Casper, **Seconded** by A. Bradsher – Passed Unanimously
Eden Prairie School Board 2025-26 Work Plan (Proposed) Changes

Date of Meeting/Workshop	Changes Requested
Monday, January 5, 2026 – Board Annual Organizational Meeting	
Monday, January 5, 2026 – Workshop	<ul style="list-style-type: none"> – Move – To January 26, 2026 Meeting: <ul style="list-style-type: none"> ○ Budget: 5-Year Financial Forecast ○ Bonds & Operating Levy Schedule
Monday, January 26, 2026	<ul style="list-style-type: none"> – Add under Board Education: <ul style="list-style-type: none"> ○ Budget: 5-Year Financial Forecast ○ Bonds & Operating Levy Schedule
Monday, February 9, 2026 – Workshop	
Monday, February 23, 2026	
Monday, March 9, 2026 – Workshop	
Monday, March 23, 2026	
Monday, April 13, 2026 – Workshop	
Monday, April 27, 2026	
Monday, May 11, 2026 – Workshop	
Tuesday , May 26, 2026	
Monday, June 8, 2026 – Workshop	
Monday, June 22, 2026	
Placeholder – General Board Work	
– Board Development Team Building – Strength Finder	
Placeholder – Policy Review	

B. 2025-26 Board Annual Work Plan

Motion by A. Casper, **Seconded** by K. Ross to **Recess** at 8:18 PM – Passed Unanimously

16. **Closed Session: Review of FY 2024-25 Superintendent Annual Review (Minnesota Statute 13D.05, Subdivision 3(a))**

Pursuant to MN Statue 13D.05, Subd.3(a): A public body may close a meeting to evaluate the performance of an individual who is subject to its authority.

Motion by A. Casper, **Seconded** by S. Bartz to move into Closed Session at 8:33 PM; **Move out** of Closed Session and resume regular Business Meeting at 9:44 PM.

17. **Adjournment** - **Motion** by K. Ross, **Seconded** by J. Ward-Rannow to adjourn at 9:45 PM

Abby Libsack – Board Clerk

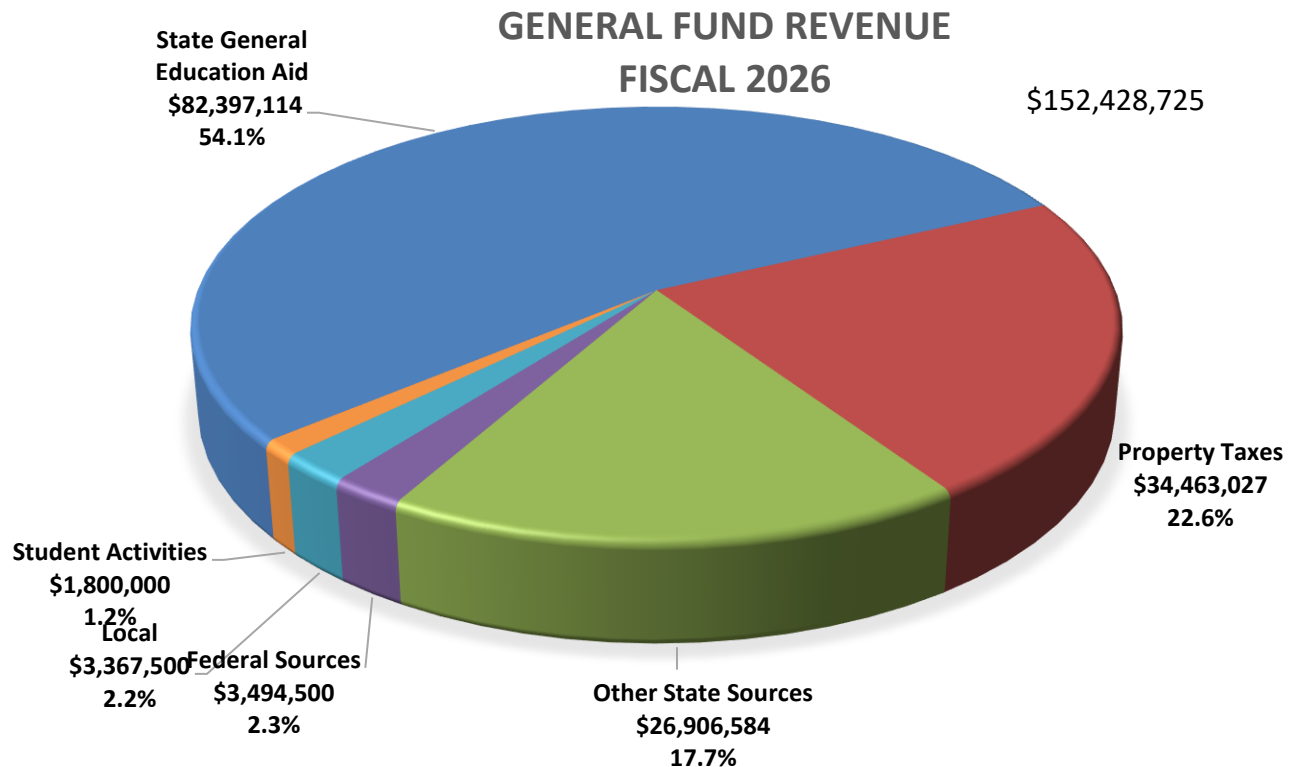
Eden Prairie Schools Budget Events Timeline Fiscal Year 2026-27		
Date	Budget Event	Group/Action
September 2025	Preliminary FY 2026-27 Levy Certification	Board - Required Action
	Preliminary FY 2025-26 Enrollment Update	Board - Sup't Incidental
	Preliminary FY 2024-25 Year-End Financial Report	Board - Sup't Incidental
October 2025	October 1 Enrollment	Board - Sup't Incidental
	October 1 Enrollment	Citizen Finance Advisory
	October 1 Enrollment	Leadership Team
	FY 2024-25 Audit Results	Leadership Team
	Preliminary FY 2026-27 Levy Certification	Citizen Finance Advisory
	FY 2024-25 Audit Results	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	FY 2024-25 Audit Report	Board Education & Reporting
November 2025	Annual Budget Publication	Community
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Final Levy Certification (Payable 2026; FY 2026-27 Revenue)	Board - Required Action
December 2025	Truth in Taxation Presentation	Board - TNT Hearing
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Preliminary FY 2026-27 Budget Assumptions & Budget Timeline	Board - Decision Prep
January 2026	Mid-Year Budget Update	Board - Required Action
	5-Year Financial Forecast	Board - Workshop Discussion
	Fall Enrollment Projections and Staffing Allocations	Leadership Team
	Requests for FY 2026-27 Capital Funding due to Business Office	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Budget Development	Leadership Team
	Preliminary FY 2026-27 Budget Assumptions & Budget Timeline	Citizen Finance Advisory
February 2026	Mid-Year Budget Update	Citizen Finance Advisory
	FY 2026-27 Capital items which require advance ordering (i.e. school buses)	Board - Required Action
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	FY 2026-27 Capital Budget - 1st Reading	Board - Decision Prep
	FY 2026-27 Capital Budget	Citizen Finance Advisory
March 2026	Final FY 2026-27 Budget Assumptions/Drivers	Board - Required Action
	Final FY 2026-27 Budget Assumptions/Drivers	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	FY 2026-27 Capital Budget Adoption	Board - Required Action
	Review FY 2026-27 Capital Budget	Leadership Team
April 2026	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	FY 2026-27 Budget Presentation - 1st Reading	Board - Decision Prep
	Review Potential Legislative Impacts	Citizen Finance Advisory
May 2026	Review Final FY 2026-27 Budget	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	FY 2026-27 Budget Adoption	Board - Required Action
June 2026	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Fall Enrollment Projections	Leadership Team
Collecting Input		
<u>School Board</u>		
The board provides guidance and input to the budget development process, ensures financial planning and budgeting does not deviate materially from the Ends priorities, risk financial jeopardy, or fail to be derived from a multiyear plan.		
<u>Citizen Finance Advisory Committee (CFAC)</u>		
This committee of community members and staff reviews the assumptions included in the financial projection model. These assumptions and committee discussion provide important input into the budget development process.		
<u>Leadership Team</u>		
This group of leaders is essential to the budget development process. They provide input and shared decision making for budget adjustments, staffing and program needs.		
<u>Community</u>		
The district website, email list and publications contain continuous updates regarding the budget development process including timeline, assumptions, and proposed adjustments. Community feedback is an essential part of assessing the final budget recommendation.		
<u>Superintendent's Cabinet</u>		
This group meets weekly. Some part of the budget development process, including discussion of staff and community feedback, is on the agenda each week.		



FY 26-27 Budget Assumptions

The School Board's Executive Limitation 2.5.2 reads "There will be no financial plan that neglects to present the assumptions and timeline for the next annual budget during the third quarter of the current fiscal year." The assumptions reflect both revenue sources and expenditures for the General Fund budget.

1. General Fund Revenues:

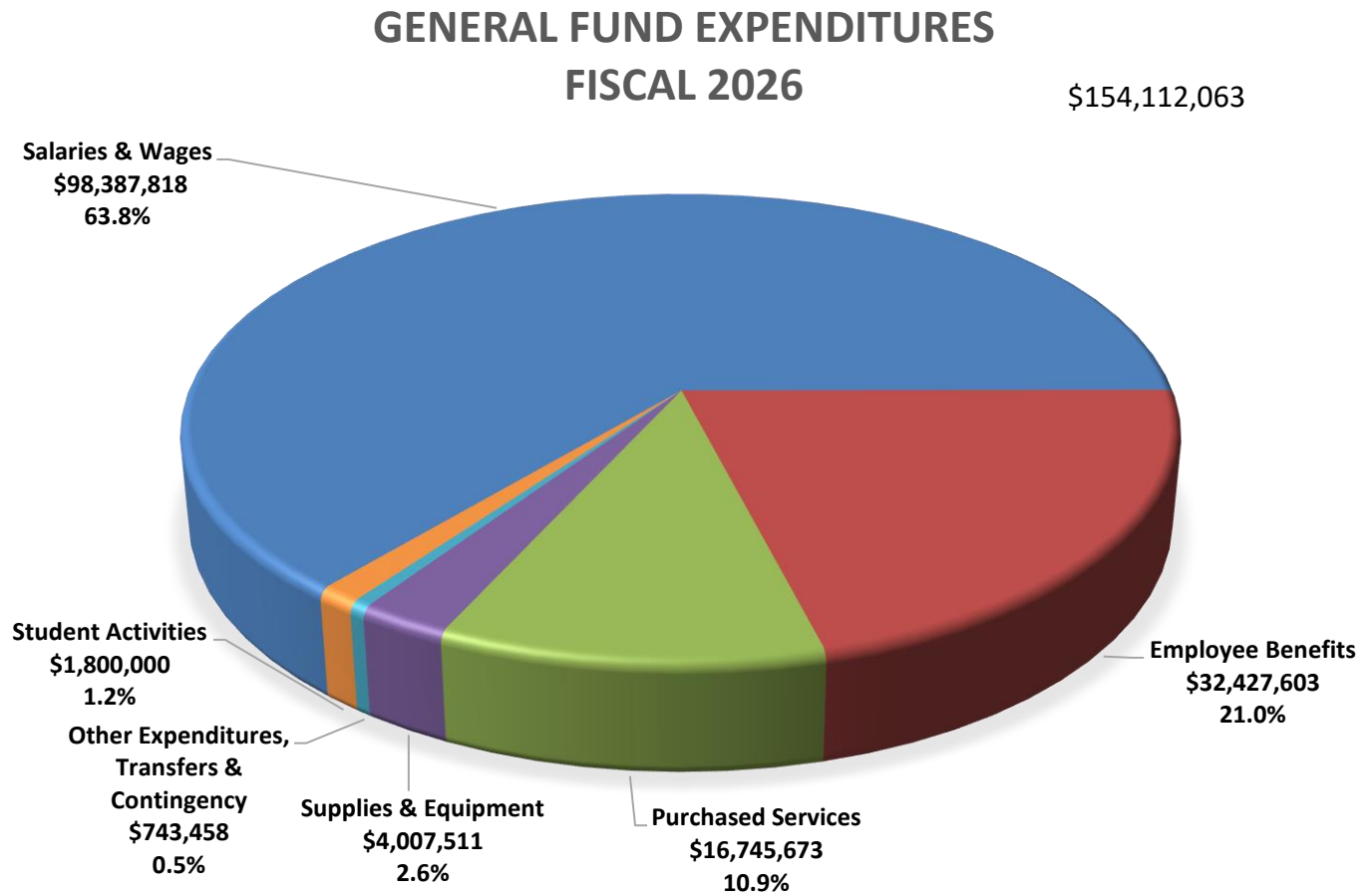


- a. State Basic General Education Aid
 - The Basic Formula is now tied to CPI with a floor of 2% and ceiling of 3%. Current estimates from MDE show CPI at 2.37%.
- b. Property Taxes
 - Tax levy approved by the board in December 2025
- c. Other State Sources (Special education cross subsidy, basic skills, and other categorical aids)
 - Assuming that the unemployment funding will end after Fiscal Year 2025-26.
 - The district is not anticipating any other additional funding from the upcoming legislative session.
- d. Federal Sources (Grants)
 - Federal revenue is projected to decline slightly, with some concern and uncertainty around future funding levels.
- e. Local Sources (Tuition, Fees, Admissions, Interest, Donations)
 - Other local revenues are projected to remain generally stable, with interest earnings declining due to lower interest rates

2. Estimated Enrollment

- a. October 1, 2026 Kindergarten-12th grade total estimated enrollment of 9,357 or a 5-student increase from October 1, 2025.
 - Includes projected 558 kindergarten students.
 - EP Online enrollment of 750, which represents an 8.7% increase from October 1, 2025

3. Expenditures:



a. Salary and Benefits

- Account for 85% of General Fund expenditures
- Negotiation parameters established for unsettled union contracts:
 1. Classified Administrative and Support Staff (CLASS), Paraprofessionals (MSEA), Administrators (AST/EPSS), and Principals, expiring June 30, 2026
 2. The Paid Family Leave (PFL) law took effect January 1, 2026, with Fiscal Year 2026-27 representing the first full year to budget an increased expense equal to 0.44% of total payroll.

b. Purchased Services, Supplies and Equipment

- 3.0% increase for utilities (Electricity, natural gas, water/sewer, etc.)
- 8.0% increase for fiscal costs (Property insurance, legal costs, etc.)
- 2.0% increase for general and instructional supplies
- 2.0% increase for Site and department budgets

4. **Teacher Retirements**

- a. Assuming financial savings related to teacher retirements at the end of the fiscal year.

5. **Solar Power**

- a. Assuming \$100,000 of bill credits due to generation of renewable energy
- b. The district has 24 solar arrays operational, generating the equivalent of approximately 20% of our electricity usage.
- c. The district also subscribes to 3 community solar gardens generating the equivalent of approximately 67% of our electricity usage.

6. **Teacher Staffing – We have assumed:**

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

The following class size targets and staffing allocation ratios drive budget assumptions as follows:

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

*Class sizes may vary depending upon specific enrollment.

7. **District Fees**

- a. High School Parking Permits
 - Lot A & B - \$350/year – No Change
 - Lot C - \$100/year – No Change

8. **Transportation** will continue to be **Free for All.**

JULY 2026						
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AUGUST 2026						
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SEPTEMBER 2026						
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OCTOBER 2026						
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NOVEMBER 2026						
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DECEMBER 2026						
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EDEN PRAIRIE SCHOOLS
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2026-2027 DISTRICT CALENDAR

AUGUST

Aug. 31 Teacher Workshops

SEPTEMBER

Sept. 1-4 Teacher Workshops

Sept. 7 NO SCHOOL: Labor Day

Sept. 8 First Day of School

OCTOBER

Oct. 6 Middle School Conferences (8:00 a.m. - 9:00 a.m. / 4:30 p.m. - 8:00 p.m.)

Oct. 6 High School Conferences (4:00 p.m. - 7:00 p.m.)

Oct. 8 Elementary Conferences (3:40 p.m. - 7:40 p.m.)

Oct. 8 Middle School Conferences (8:00 a.m. - 9:00 a.m. / 4:30 p.m. - 8:00 p.m.)

Oct. 9 NO SCHOOL: Elementary Conferences (8:00 a.m. - 4:00 p.m.); Secondary PD

Oct. 13 Elementary Conferences (3:40 p.m. - 7:40 p.m.)

Oct. 13 High School Conferences (4:00 p.m. - 7:00 p.m.)

Oct. 15-16 NO SCHOOL: MEA

NOVEMBER

Nov. 12 End of 1st Quarter

Nov. 13 NO SCHOOL: Grading Day (6-12); Professional Development (K-5)

Nov. 25-27 NO SCHOOL: Thanksgiving Break

DECEMBER

Dec. 15 High School Conferences (4:00 p.m. - 8:00 p.m.)

Dec. 24-31 NO SCHOOL: Winter Break

JANUARY

Jan. 1 NO SCHOOL: Winter Break

Jan. 18 NO SCHOOL: Martin Luther King Jr. Day

Jan. 28 End of 2nd Quarter / End of Semester

Jan. 29 NO SCHOOL: K-12 Grading Day

FEBRUARY

Feb. 4 Middle School Conferences (8:00 a.m. - 9:00 a.m. / 4:30 p.m. - 8:00 p.m.)

Feb. 9 Elementary Conferences (3:40 p.m. - 7:40 p.m.)

Feb. 11 Elementary Conferences (3:40 p.m. - 7:40 p.m.)

Feb. 11 Middle School Conferences (8:00 a.m. - 9:00 a.m. / 4:30 p.m. - 8:00 p.m.)

Feb. 12 NO SCHOOL: Elementary Conferences (8:00 a.m. - 4:00 p.m.); Secondary PD

Feb. 15 NO SCHOOL: President's Day

MARCH

Mar. 2 High School Conferences (4:00 p.m. - 7:00 p.m.)

Mar. 9 High School Conferences (4:00 p.m. - 7:00 p.m.)

APRIL

Apr. 1 End of 3rd Quarter

Apr. 2 NO SCHOOL: Grading Day (6-12); Professional Development (K-5)

Apr. 5-9 NO SCHOOL: Spring Break

MAY

May 7 NO SCHOOL

May 11 High School Conferences (4:00 p.m. - 6:00 p.m.)

May 31 NO SCHOOL: Memorial Day

JUNE

June 10 Last Day of School

June 11 NO SCHOOL: Grading Day

JANUARY 2027						
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FEBRUARY 2027						
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28						

MARCH 2027						
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APRIL 2027						
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MAY 2027						
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JUNE 2027						
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First Day
of School k-12



No School for
Students & Staff



Last Day
of School k-12

Holidays & Observances (2026–27)

Our school district recognizes and respects the diverse religious practices of our students and employees. On the dates listed below, we strive to provide reasonable accommodations whenever possible. These may include flexibility with scheduling, excused absences, avoidance of major deadlines or required events, and food or space accommodations when requested. Employees and students are encouraged to communicate preferences in advance.

Date(s)	Holiday
Aug 25–26, 2026	Mawlid al-Nabi
Sep 4–5, 2026	Krishna Janmashtami
Sep 8–15, 2026	Paryushana-Parva
Sep 11–13, 2026	Rosh Hashanah
Sep 20–21, 2026	Yom Kippur
Sep 25–Oct 2, 2026	Sukkot
Oct 2–4, 2026	Shemini Atzeret / Simchat Torah
Oct 11–20, 2026	Navaratri
Nov 1, 2026	All Saints' Day
Nov 8, 2026	Diwali
Nov 10–11, 2026	Birth of the Báb / Birth of Bahá'u'lláh
Dec 4–12, 2026	Hanukkah
Dec 12, 2026	Day of the Virgin of Guadalupe
Dec 24–25, 2026	Christmas
Dec 26–Jan 1, 2027	Kwanzaa

Jan 1, 2027	Gantan-sai
Jan 7, 2027	Orthodox Christmas
Feb 6, 2027	Lunar New Year
Feb 7–Mar 8, 2027	Ramadan
Feb 10, 2027	Ash Wednesday
Mar 1–20, 2027	Alá
Mar 9–10, 2027	Eid al-Fitr
Mar 15, 2027	Clean Monday / Great Lent
Mar 20–21, 2027	Naw-Rúz
Mar 21, 2027	Palm Sunday
Mar 22–23, 2027	Purim
Mar 26, 2027	Good Friday / Holy Friday
Mar 28, 2027	Easter / Pascha
Apr 21–29, 2027	Passover
Apr 21, Apr 29, May 2	Ridván
May 3–4, 2027	Yom HaSho'ah
May 16–17, 2027	Eid al-Adha
May 23–24, 2027	Declaration of the Báb
May 28–29, 2027	Ascension of Bahá'u'lláh
Jun 10–12, 2027	Shavuot

JULY 2027						
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AUGUST 2027						
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SEPTEMBER 2027						
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OCTOBER 2027						
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NOVEMBER 2027						
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DECEMBER 2027						
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2027 - 2028 District Calendar Preliminary & Subject to Change

First Day of School

September 7, 2027

Winter Break

December 23 - December 31, 2027

Spring Break

April 3 - April 7, 2028

Last Day of School

June 8, 2028

JANUARY 2028						
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FEBRUARY 2028						
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MARCH 2028						
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APRIL 2028						
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MAY 2028						
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JUNE 2028						
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First Day
of School k-12



No School for
Students & Staff



Last Day
of School k-12

January 26, 2026

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

RE: Fiscal Year 2026 Mid-Year Budget Update

We recommend approval of the updated FY 2026 Budget for Eden Prairie Independent School District No. 272. This report incorporates the audited fiscal year-end results for FY 2025 and adjustments for FY 2026. Notably, no budget adjustments were proposed for the Capital Outlay, Community Education, Debt Service, Internal Service or Trust & Agency Funds. Key highlights from the mid-year update include:

General Fund

The district experienced an increase of 462 students over projections. This enrollment growth had a significant impact on both revenues and expenditures, with projected increases of \$9,482,856 and \$6,983,635, respectively. These changes eliminated a projected fund balance deficit, improving the projected fund balance percentage from 13.4% to 14.4%, still a decline from the Fiscal Year 2024–25 audited level of 14.7%. The following revenue adjustments were made:

- Basic formula revenue adjustments reflecting higher than projected enrollment.
- Continuation of the Tuition Buy Down practice that was implemented during the FY2024-25 Audit and the resulting revenue generation from this implementing.
- June Legislative adjustments, including fully funding special education (proration increase from 95% to 100%), unemployment reimbursement, compensatory adjustments and a new one-year cyber security grant.
- New revenue resulting from an agreement between Eden Prairie Schools (EPO) and Shakopee Public Schools.

The following expenditure adjustments were made:

- Increased staffing costs associated with higher-than-projected enrollment.
- Continuation of the Tuition Buy Down practice that was implemented during the FY2024-25 Audit
- Adjustments to contracted services based on current needs, primarily transportation and ISD 287

Food Service

We are projecting no change to revenues and a reduction in expenditures of \$226,135. These adjustments reflect current-year staffing cost trends, primarily driven by staffing shortages experienced throughout the year to date.

Building Construction Funds

We are projecting a decrease in expenditures of \$163,774 in the Certificates of Participation fund. This budget adjustment reflects the planned spend-down of remaining funds, which will be focused on educational spaces at the Valley View property, including TASSEL, Adult Basic Education, and Alternative Learning.

This budget update is presented in summary form reflecting changes since the adoption of the budget on June 23, 2025. It reflects our continued efforts to proactively plan the district's future by aligning resources with our mission.

2025–26 Mid–Year Budget Update

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EDEN PRAIRIE SCHOOLS



Mid-Year Considerations

- Updates based on Enrollment
- State Funding and Local Cost Updates
- Contract Settlements & Staff Placement
- Employee Benefit Selection
- Use of Contingency Funds
- Site and Department Budget Allocations
- Prior Year Actual Results

2025-26 Mid-Year Budget – Unassigned

GENERAL FUND		Original	Revised	Change
Revenue		\$150,230,225	\$159,713,081	\$9,482,856
Expenditures		\$151,907,704	\$158,891,339	\$6,983,635
Fund Balance		(\$1,677,479)	\$821,742	\$2,499,221
REVENUE:		EXPENDITURES:		
Tuition Buy Down	\$1,600,000	Tuition Buy Down	\$1,600,000	
Basic Formula & Other Adj (Enrollment up 462 Students)	\$3,860,000	Staffing Needs (Enrollment up 462 Students)	\$3,531,000	
SPED Revenue (Impact of Tuition & Legislative)	\$2,459,055	Specialized Contracted Serv (ISD 287 Budget to Actual Review)	\$269,000	
Legislative Adjustments (Unemployment, Cyber Security Grant & Compensatory)	\$585,000	Contracted Transportation	\$931,937	
Shakopee/EPO Agreement	\$660,000	One-Time Curriculum (Math)	\$509,055	
Misc. Adjustments (including Levy)	\$318,801	Misc. Adjustments (Site Budget per enrollment)	\$142,643	

Updated Fund Balance – General Fund

FUND DESCRIPTION	6/30/2025 AUDITED BALANCE	2025-26 PROJECTED REVENUES	2025-26 PROJECTED EXPENDITURES	6/30/26 PROJECTED BALANCE	6/30/26 ADOPTED BALANCE	DIFFERENCE
UNASSIGNED	21,992,802	159,713,081	158,891,339	22,814,544	20,315,323	2,499,221
ASSIGNED						
Assigned – Site Carryover	290,340	-	-	290,340	290,340	-
Assigned – Construction	912,640	-	60,000	852,640	912,640	(60,000)
Assigned – Curriculum Adoption	1,296,396	-	-	1,296,396	1,296,396	24
Assigned – Student Activities/Fundraising	607,430	1,800,000	1,800,000	607,430	607,430	-
Assigned – Enrollment	1,250,000	-	-	1,250,000	1,250,000	-
Assigned – Inspired Journey	1,709,193	-	150,000	1,559,193	1,709,193	(150,000)
Assigned – Flight Plan 2035	1,685,951	-	-	1,685,951	1,685,951	-
Assigned – Achievement & Integration	17,496	-	-	17,496	17,496	-
RESTRICTED – Other Restricted	747,065	1,517,459	1,737,205	527,319	741,206	(213,887)
TOTAL GENERAL FUND	30,509,314	163,030,540	162,638,544	30,901,310	28,825,976	2,075,334

Updated Fund Balance – Other Funds

FUND DESCRIPTION	6/30/2025 AUDITED BALANCE	2025-26 PROJECTED REVENUES	2025-26 PROJECTED EXPENDITURES	6/30/26 PROJECTED BALANCE	6/30/26 ADOPTED BALANCE	DIFFERENCE
Total Capital Outlay	3,350,156	17,179,038	17,684,727	2,844,467	2,844,467	-
Food Service	1,641,274	6,749,515	6,845,200	1,545,589	1,319,454	226,135
Total Community Education	4,009,826	7,472,227	7,746,447	3,735,606	3,735,606	-25
Building Construction Funds	10,457,719	250,000	3,213,835	7,493,884	7,330,110	163,774
Total Debt Service	2,348,732	10,218,815	10,216,267	2,351,280	2,351,280	-
Total Internal Service Fund	8,013,006	18,144,344	18,232,215	7,925,135	7,925,135	-
Total Trust & Agency	16,829,968	750,000	1,000,000	16,579,968	16,579,968	-
TOTAL GENERAL FUND	46,650,682	60,763,939	64,938,691	42,475,930	42,086,021	389,909



2025-26 Mid-Year Budget Update

Fund	Revenue	Expenditures
General	\$163,030,540	\$162,638,544
Capital Outlay	\$17,179,038	\$17,684,727
Food Service	\$6,749,515	\$6,845,200
Community Ed	\$7,472,227	\$7,746,447
Building Construction	\$250,000	\$3,213,835
Debt Service	\$10,218,815	\$10,216,267
Internal Service	\$18,144,344	\$18,232,215
Trust & Agency	\$750,000	\$1,000,000

THANK YOU

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EDEN PRAIRIE SCHOOLS
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PROJECTED FUND BALANCES THROUGH JUNE 30, 2026

FUND DESCRIPTION	6/30/2025 AUDITED BALANCE	2025-26 PROJECTED REVENUES	2025-26 PROJECTED EXPENDITURES	6/30/2026 PROJECTED BALANCE	6/30/2026 ADOPTED BALANCE	DIFFERENCE
GENERAL FUND						
A. UNASSIGNED	21,992,802	159,713,081	158,891,339	22,814,544	20,315,323	2,499,221
B. ASSIGNED						
Site Carryover	290,340	-	-	290,340	290,340	-
Construction	912,640	-	60,000	852,640	912,640	(60,000)
Curriculum Adoption	1,296,396	-	-	1,296,396	1,296,396	-
Student Activities/Fundraising	607,430	1,800,000	1,800,000	607,430	607,430	-
Enrollment	1,250,000	-	-	1,250,000	1,250,000	-
Inspired Journey	1,709,193	-	150,000	1,559,193	1,709,193	(150,000)
Flight Plan 2035	1,685,951	-	-	1,685,951	1,685,951	-
Achievement & Integration	17,496	-	-	17,496	17,496	-
C. RESTRICTED/RESERVED						
Medical Assistance	442,918	290,000	293,359	439,559	439,559	-
Student Activities	60,976	100,000	100,000	60,976	60,976	-
Scholarships	29,284	8,500	11,000	26,784	26,784	-
Literacy Incentive Aid	62,942	-	62,942	-	62,942	(62,942)
Literacy Aid	150,945	-	150,945	-	150,945	(150,945)
Certificate of Participation - Capitalized Interest	-	1,118,959	1,118,959	-	-	-
TOTAL GENERAL FUND	30,509,314	163,030,540	162,638,544	30,901,310	28,825,976	2,075,334
CAPITAL						
Operating Capital	1,407,903	2,674,904	3,058,971	1,023,836	1,023,836	-
Long Term Facilities Maintenance (LTFM)	1,234,502	4,186,105	4,186,105	1,234,502	1,234,502	-
Capital Projects Levy	707,751	10,318,029	10,439,651	586,129	586,129	-
TOTAL CAPITAL OUTLAY	3,350,156	17,179,038	17,684,727	2,844,467	2,844,467	-
FOOD SERVICE	1,641,274	6,749,515	6,845,200	1,545,589	1,319,454	226,135
COMMUNITY SERVICE						
Regular Community Education	1,702,593	5,211,518	5,144,162	1,769,949	1,769,949	-
Local Collaborative Time Study (LCTS)	-	300,000	287,165	12,835	12,835	-
Early Child Family Education	695,835	917,475	1,138,505	474,805	474,805	-
School Readiness	1,611,398	977,000	1,105,135	1,483,263	1,483,263	-
Non Public/Preschool Screening	-	66,234	71,480	(5,246)	(5,246)	-
TOTAL COMMUNITY SERVICE	4,009,826	7,472,227	7,746,447	3,735,606	3,735,606	-
BUILDING CONSTRUCTION FUNDS						
Long Term Facilities Maintenance (LTFM)	10,185,589	250,000	2,941,705	7,493,884	7,493,884	-
Certificates of Participation - Valley View Building	272,130	-	272,130	-	(163,774)	163,774
TOTAL BUILDING CONSTRUCTION FUNDS	10,457,719	250,000	3,213,835	7,493,884	7,330,110	163,774
TOTAL DEBT SERVICE	2,348,732	10,218,815	10,216,267	2,351,280	2,351,280	-
CUSTODIAL FUNDS						
CUSTODIAL	-	-	-	-	-	-
Eden Prairie Family Services Collaborative - LCTS	117,678	-	-	117,678	117,678	-
CUSTODIAL FUND	117,678	-	-	117,678	117,678	-
INTERNAL SERVICE FUND						
Self Funded Medical	7,158,143	16,770,163	16,770,163	7,158,143	7,158,143	-
Self Funded Dental	854,863	1,374,181	1,462,052	766,992	766,992	-
TOTAL INTERNAL SERVICE FUND	8,013,006	18,144,344	18,232,215	7,925,135	7,925,135	-
TRUST & AGENCY						
Post-Employment Benefits Irrevocable Trust	16,829,968	750,000	1,000,000	16,579,968	16,579,968	-
TOTAL TRUST & AGENCY	16,829,968	750,000	1,000,000	16,579,968	16,579,968	-
TOTAL	77,277,674	223,794,479	227,577,235	73,494,918	71,029,675	2,465,243
General Fund (Unassigned)	21,992,802	159,713,081	158,891,339	22,814,544	20,315,323	2,499,221
General Fund Balance %	14.7%			14.4%	13.4%	

**EXTRACT OF MINUTES OF MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 272
EDEN PRAIRIE, MINNESOTA**

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 272, Eden Prairie, Minnesota was held on the 26th day of January, 2026 at _____ p.m.

The following members were present:

And the following members were absent:

Board Member _____ introduced the following Resolution and moved its adoption:

**RESOLUTION RELATING TO THE PROPOSED EXPULSION
OF THE STUDENT IDENTIFIED IN THE ATTACHMENTS
HERETO AND REFERRED TO AS THE “STUDENT”**

WHEREAS, the Student was proposed for expulsion pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56; and

WHEREAS, the Student and his parent were served written notice of the School District’s intent to initiate expulsion proceedings, and such notice was accompanied by a copy of the Minnesota Pupil for Dismissal Act, Minn. Stat. §§ 121A.40 - 121A.56, as required under the Act; and

WHEREAS, the Student’s parent elected to waive the scheduled hearing with the understanding that by such waiver, the proposed terms of expulsion would be submitted for action to the School Board of Independent School District No. 272.

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

1. The School Board hereby accepts the Waiver of Hearing executed by the Student's parent, a copy of which is attached hereto as **Exhibit A** and incorporated herein by reference.
2. The School Board hereby finds that due to the nature of the conduct engaged by the Student, the terms of the expulsion proposed by the School District are reasonable and appropriate.
3. The School Board of Independent School District No. 272 hereby orders that the expulsion of the student be imposed immediately pursuant to Minnesota Pupil for Dismissal Act, Minn. Stat. §§ 121A.40 - 121A.56. Said expulsion shall be imposed in accordance with the written notice provided to the Student and his parent, a copy of which is attached hereto as **Exhibit B**.
4. The Clerk of the School Board is directed to provide written notice of the expulsion to the Student and his parent in substantially the form as provided in the **Exhibit C**.

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

And the following voted against the same:

Whereupon, said Resolution was declared duly passed and adopted.

Record of Board Policy Monitoring

Executive Limitations

Monitoring 2024-2025 School Year Data: July 1, 2024 – June 30, 2025

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	12/08/25	Yes	Yes	Yes	Yes		31 Yes
EL 2.1 Emergency Superintendent Succession	08/25/25	Yes	Yes	Yes	Yes		Yes
EL 2.2 Treatment of Students	08/25/25	Yes	Yes	Yes	Yes		Yes
EL 2.3 Treatment of Parents	09/22/25	Yes	Yes	Yes	Yes		Yes
EL 2.4 Treatment of Staff	10/27/25	Yes	Yes	Yes	Yes		Yes
EL 2.5 Financial Planning and Budgeting	11/24/25	Yes	Yes	Yes	Yes		Yes
EL 2.6 Financial Management and Operations	09/22/25	Yes	Yes	Yes	Yes		Yes
EL 2.7 Asset Protection	08/25/25	Yes	Yes	Yes	Yes		Yes
EL 2.8 Compensation and Benefits	10/27/25	Yes	Yes	Yes	Yes		Yes
EL 2.9 Communication and Support to the School Board	11/24/25	Yes	Yes	Yes	Yes		Yes

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:

Facilities

- Donation of \$100.00 from Rebecca, Greg, Natalie and Miles Rowland, Eden Prairie, MN to be used to support a person or project in need

Community Education

- Two Donations of \$305.00 from Jeffery and Katherine Lacy Wilson, Eden Prairie, MN to the Family Resources Program
- Donation of \$500.00 from an Anonymous donor, to be used for the Citizens in Our Schools Dinner

Cedar Ridge Elementary

- Donation of \$1500.00 from Lunds & Byerly's to be used for general/classroom supplies

SUPERINTENDENT CONSENT AGENDA

A. Monthly Reports

HUMAN RESOURCES

1. Human Resources – Cabinet
 - a. New Hires
Mutzenberger, Jason - Executive Director of Business Services, Administrative Services Center, effective 1/19/2026
 - b. Change in Assignment
 - c. Resignation/Retirements
2. Human Resources – Principals
 - a. New Hires/Rehires
 - b. Change in Assignment
 - c. Resignation/Retirements
3. Human Resources – Administrative/Supervisory/Technical (AST)
 - a. New Hires
 - b. Change in Assignment
 - c. Resignation/Retirements
Perkl, Joseph - Director of Student Activities, Eden Prairie High School, effective 12/10/2025
4. Human Resources – Eden Prairie Supervisors & Specialists (EPSS)
 - a. New Hires/Rehires
 - b. Change in Assignment
 - c. Resignation/Retirements
5. Human Resources – Confidential
 - a. New Hires
 - b. Change in Assignment
 - c. Resignations/Retirements
5. Human Resources – Licensed Staff
 - a. New Hires/Rehires
Casper, Carmen - English and Language Arts Teacher (Long Term Substitute), 1.0 FTE, Eagle Heights Spanish Immersion, effective 1/5/2026-4/29/2026
Collins, Juliann - Band Teacher (Long Term Substitute), 1.0 FTE, Eden Prairie High School, effective 1/5/2026-4/17/2026
Hicks, Kylie - Special Education Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 1/5/2026
Hughes, Kim - Special Education Teacher, .5 FTE, Eden Lake Elementary, effective 1/20/2026
Koch, Shelby - Special Education Teacher, .5 FTE, Forest Hills Elementary, effective 1/20/2026
Kroells, Morgan - Grade 2 Teacher (Long Term Substitute), 1.0 FTE, Prairie View Elementary, effective 2/18/2026-5/13/2026
Langnau-Morris, Candace - Speech Language Pathologist (Long Term Substitute), 1.0 FTE, Forest Hills Elementary, effective 1/20/2026-3/27/2026
Lochner, Erin - Multiage Teacher (K-2), 1.0 FTE, EP Online, effective 2/3/2026
Miller, Cassidy - Grade 2 Teacher (Long Term Substitute), 1.0 FTE, Eden Lake Elementary, effective 1/5/2026-3/24/2026

SUPERINTENDENT CONSENT AGENDA

Napolski, Zelda - Preschool Teacher (Long Term Substitute), 1.0 FTE, Oak Point Elementary, effective 1/20/2026-4/21/2026

Schoeneck, Bethany - Special Education Teacher, 1.0 FTE, Oak Point Elementary, effective 9/9/2025

Stanley, Lydia - Kindergarten Teacher, 1.0 FTE, Oak Point Elementary, effective 1/14/2026

St. Clair, Robert - English and Language Arts Teacher (Long Term Substitute), 1.0 FTE, EP Online, effective 3/23/2026-5/5/2026

Thompson, Kerri - Speech Language Pathologist, 1.0 FTE, Community Education, effective 1/5/2026

Van Wylen, Margaret - Special Education Teacher, 1.0 FTE, Oak Point Elementary, effective 12/15/2025

Zywotko, Melissa - Multiage Teacher (3-5), 1.0 FTE, EP Online, effective 1/27/2026

b. Change in Assignment

c. Resignation/Retirements

Hanson, Ivy - School Psychologist, Eden Prairie High School, 1.0 FTE, effective 6/10/2026

Benson, Mitchell - Physical Education Teacher, 1.0 FTE, Central Middle School, effective 1/15/2026

Macheel, Breanna - Licensed School Nurse, 1.0 FTE, Eden Lake Elementary & Community Education Early Childhood Education, effective 1/7/2026

O'Sadnick, Alison - Occupational Therapist, 1.0 FTE, Eagle Heights Spanish Immersion & Oak Point Elementary, effective 12/19/2025

Sherf, Aryn - Kindergarten Teacher, 1.0 FTE, Oak Point Elementary, effective 12/19/2025

Simpson, Samantha - Grade 3 Teacher, 1.0 FTE, Oak Point Elementary, effective 6/10/2026

Wickman, Jordan - Special Education Teacher, 1.0 FTE, Eden Lake Elementary, effective 6/10/2026

d. Leaves

Thompson, David - Grade 5 Teacher, Eden Lake Elementary, Extended Leave, effective 8/31/2026

6. Human Resources - Classified Staff

a. New Hires/Rehires

BUILDING SERVICES

Schmitz, Luke - Day Custodian (Licensed), Forest Hills Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 12/8/2025

Pearson, Bryan - Custodian (Non-Licensed, Night), Prairie View Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 12/8/2025

CLASS

Kornis, Amy - Curriculum Assistant, Eagle Heights Spanish Immersion, 1 hour/day, 5 days/week, 172 days/year, effective 12/8/2025

Rindels, Danielle - Eagle Zone Program Lead, Prairie View Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 1/2/2026

Meza, Alexandra - Eagle Zone Program Lead, Eagle Heights Spanish Immersion, 8 hours/day, 5 days/week, 260 days/year, effective 1/19/2026

Van Zummeren, Piper - Technology Support Specialist, Administrative Services Center (Technology), 8 hours/day, 5 days/week, 260 days/year, effective 1/26/2026

SUPERINTENDENT CONSENT AGENDA

Lillicrap, Charles - Transportation Dispatcher, Transportation, 8 hours/day, 5 days/week, 260 days/year, effective 01/19/2026.

FOOD SERVICE

Shepherd, Adam - Food Service Assistant I - Floater, District Wide, 4 hours/day, 5 days/week, 178 days/year, effective 01/06/2026

Chranh, Orion - Food Service Assistant I, Central Middle School, 4.5 hours/day, 5 days/week, 178 days/year, effective 01/12/2026

MSEA

Brackeen, Colin - Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 12/15/2025

Castellanos Delgadillo, Adriana - School-Age Care Lead Program Assistant, Eagle Heights Spanish Immersion, 2.5 hours/day, 4 days/week, 142 days/year, effective 1/5/2026

Chang, Jessica - Early Childhood Special Education Paraprofessional, Prairie View Elementary, 2.58 hours/day, 4 days/week, 142 days/year, effective 1/12/2026

Dave, Shreedevi - Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 1/5/2026

Elhafian, Rahaf - Eagle Zone Program Assistant, Oak Point Elementary, 2.92 hours/day, 3 days/week, 109 days/year, effective 12/10/2025

Gadhe, Monalisa Kamlesh - Eagle Zone Program Assistant, Prairie View Elementary, 3.5 hours/day, 5 days/week, 178 days/year, effective 12/15/2025

Gunasekaran, Umadevi - Eagle Zone Program Assistant, Eagle Heights Spanish Immersion, 2 hours/day, 3 days/week, 105 days/year, effective 12/15/2025

Halloff, Kevin - Security Monitor, Eden Prairie High School, 8 hours/day, 5 days/week, 178 days/year, effective 12/19/2025

Hancock, Alisha - Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 1/5/2026

Jonnadula, Subhashini - Special Education Paraprofessional, Central Middle School, 6.67 hours/day, 5 days/week, 178 days/year, effective 1/27/2026

Larson-Petersen, Alexandra - Special Education Bus Paraprofessional, Transportation, 7.13 hours/day, 5 days/week, 178 days/year, effective 12/8/2025

Lawrence, Mamta - Playground Paraprofessional, Prairie View Elementary, 2.5 hours/day, 5 days/week, 178 days/year, effective 1/12/2026

Mahendran, Arulselvi - Lunchroom Paraprofessional, Oak Point Elementary, 3 hours/day, 5 days/week, 178 days/year, effective 12/10/2025

Nur, Idil - Kindergarten Paraprofessional, Eden Lake Elementary, 2.5 hours/day, 5 days/week, 178 days/year, effective 12/11/2025

Nur, Idil - Lunchroom/Playground Paraprofessional, Eden Lake Elementary, 2.5 hours/day, 5 days/week, 178 days/year, effective 12/11/2025

Panda, Swagatika Rani - Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 12/15/2025

Penaloza Florez, Maria - Lunchroom/Playground Paraprofessional, Eden Lake Elementary, 2.5 hours/day, 5 days/week, 178 days/year, effective 12/11/2025

Penaloza Florez, Maria - Eagle Zone Program Assistant, Eagle Heights Spanish Immersion, 4 hours/day, 5 days/week, 178 days/year, effective 12/15/2025

Reid, Ashleigh - Special Education Paraprofessional, Prairie View Elementary, 6.5 hours/day, 5 days/week, 178 days/year, effective 1/5/2026

Sparks, Thomas - Special Education Paraprofessional, Eden Prairie High School, 6.5

SUPERINTENDENT CONSENT AGENDA

hours/day, 5 days/week, 178 days/year, effective 12/18/2025

Torrey, Kristin - Health Services Paraprofessional, District Wide, 3.5 hours/day, 5 days/week, 178 days/year, effective 1/20/2026

Van Wylen, Margaret - Special Education Paraprofessional, Oak Point Elementary, 2.5 hours/day, 5 days/week, 178 days/year, effective 12/15/2025

PRESCHOOL TEACHERS

TRANSPORTATION

Ramm, Scot - Bus Driver, Transportation, 5.15 hours/day, 5 days/week, 178 days/year, effective 01/05/2026

Murphy, Jonathan Josue - Mechanic, Transportation, 5.6 hours/day, 5 days/week, 260 days/year, effective 01/16/2026

b. Change in Assignment

BUILDING SERVICES

Kwok, Yu - From Night Lead, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year to Day Custodian (Licensed), Cedar Ridge Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 01/12/2026

CLASS

King, Wendy - From Receptionist, Eden Prairie High School, 7 hours/day, 5 days/week, 216 days/year to Receptionist, Eden Prairie High School, 8 hours/day, 5 days/week, 260 days/year, effective 1/5/2026

FOOD SERVICE

Jaiswal, Rekha - From Lunchroom Para, Cedar Ridge Elementary, 2.5 hours/day, 5 days/week, 172 days/year to Food Service Assistant I, Central Middle School, 4.5 hours/day, 5 days/week, 178 days/year, effective 1/20/2026

Shepherd, Adam - From Food Service Assistant I (Floater), District Wide, 4hr/day, 5 days/week, 178 days/year to Food Service Assistant I, Eden Lake Elementary, 4.75 hours/day, 5 days/week, 178 days/year, effective 1/16/2026

MSEA

Fidow, Keirto - From Eagle Zone Special Education Paraprofessional, Oak Point Elementary, 1.21 hours/day, 3 days/week, 106 days/year, to School-Age Care Lead Program Assistant, Oak Point Elementary, 1 hour/day, 5 days/week, 178 days/year, effective 1/5/2026

Mahad, Samira - From Eagle Zone Program Assistant, Forest Hills Elementary, 5.1 hours/day, 5 days/week, 178 days/year, to School-Age Care Lead Program Assistant, Forest Hills Elementary, 5.1 hours/day, 5 days/week, 178 days/year, effective 1/5/2026

PRESCHOOL TEACHERS

TRANSPORTATION

c. Resignation/Retirements

BUILDING SERVICES

Schmitz, Luke - Day Custodian (Licensed), Forest Hills Elementary, effective 12/26/2025

CLASS

Burnett, Joelle - Youth Programs Specialist, Community Education, effective 12/15/2025

FOOD SERVICE

Johns, Valerie - Food Service Assistant II, Eden Prairie High School, effective 1/06/2026

SUPERINTENDENT CONSENT AGENDA

MSEA

Cotter, Nancy - Lunchroom Paraprofessional, Cedar Ridge Elementary, effective 1/13/2026

Elhafian, Rahaf - Eagle Zone Program Assistant, Oak Point Elementary, effective 1/8/2026

Franzini, Jordyn - Eagle Zone Special Education Paraprofessional, Community Education, effective 12/1/2025

Gaddam Mounika - Eagle Zone Program Assistant, Forest Hills Elementary, effective 12/27/2025

Jadhav, Shital Vikas - Playground Paraprofessional, Cedar Ridge Elementary, effective 12/19/2025

Jonnadula, Subhashini - Eagle Zone Program Assistant, Eden Lake Elementary, effective 1/23/2026

Jonnadula, Subhashini - Lunchroom Paraprofessional, Eden Lake Elementary, effective 1/26/2026

King, Wendy - Health Services Paraprofessional, Eden Prairie High School, effective 12/19/2025

Kone, Stephane - Eagle Zone Program Assistant, Eagle Heights Spanish Immersion, effective 12/23/2025

Lorenzen, Terry - Special Education Paraprofessional, Prairie View Elementary, effective 12/8/2025

Mahendran, Arulselvi - Lunchroom Paraprofessional, Oak Point Elementary, 1/15/2026

Mahendran, Arulselvi - Eagle Zone Program Assistant, Oak Point Elementary, 1/15/2026

Meyer, Kevin - Special Education Paraprofessional, TASSEL, effective 12/12/2025

Punnoose, Binu - Special Education Paraprofessional, Central Middle School, effective 11/14/2025

Richter, Amanda - Kindergarten Paraprofessional, Prairie View Elementary, effective 2/13/2026

Richter, Amanda - Lunchroom/Breakfast Paraprofessional, Prairie View Elementary, effective 2/13/2026

Rocha Fernandez De Romero, Tania - Special Education Paraprofessional, Forest Hills Elementary, effective 12/19/2025

Subramoniam, Vijaya - Special Education Paraprofessional, Eden Lake Elementary, effective 12/19/2025

Subramoniam, Vijaya - Eagle Zone Special Education Paraprofessional, Eden Lake Elementary, effective 12/19/2025

TRANSPORTATION

Silbaugh, John - Bus Driver, Transportation, effective 12/18/2025

Ramm, Scot - Bus Driver, Transportation, effective 1/15/2026

Brownrigg, John - Bus Driver, Transportation, effective 1/30/2026

d. Probationary Releases

BUILDING SERVICES

CLASS

FOOD SERVICE

SUPERINTENDENT CONSENT AGENDA

MSEA

Carlson, Kaitlyn - Special Education Paraprofessional, Cedar Ridge Elementary,
effective 12/4/2025

PRESCHOOL TEACHERS

TRANSPORTATION

e. Terminations

Board Business

General Consent Agenda

Approval of Payments, all funds, December 2025

Check #(426973-427257,436936-436976)	\$2,858,877.62
Electronic Disbursements	\$7,483,560.74
TOTAL	\$10,342,438.36

Acknowledgment of Electronic Transfers

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
5/17/2024	PMA Financial	MNTrust	4.820%	1/07/2026	\$5,396,164. 39

EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: Nov-25

REVENUES/TRANSFERS IN (BY SOURCE CODE)					
SOURCE	DESCRIPTION	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 24,656,002	\$ 36,100,650	68.30%	72.13%
021-040	TUITION	27,175	112,000	24.26%	4.55%
041-089	FEES & ADMISSIONS	505,865	701,000	72.16%	73.01%
090-199	MISC REVENUE	(1,318,165)	2,396,000	-55.02%	-19.10%
200-399	STATE AID	33,396,164	109,013,698	30.63%	29.30%
400-499	FEDERAL PROGRAMS	6,080	3,494,500	0.17%	2.10%
600-649	SALES	48,566	50,000	97.13%	194.15%
		\$ 57,321,686	\$ 151,867,848	37.74%	37.96%
	CAPITAL OUTLAY	69,038	16,660,374	0.41%	2.32%
	STUDENT ACTIVITIES	1,497,809	1,900,000	78.83%	70.15%
	MEDICAL ASSISTANCE	36,079	290,000	12.44%	22.14%
	SCHOLARSHIPS	-	8,500	0.00%	0.56%
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	\$ 29,381,398	\$ 98,283,154	29.89%	30.04%
200	BENEFITS	9,887,641	32,353,986	30.56%	31.78%
300	PURCHASED SVCS	5,343,492	17,121,663	31.21%	40.08%
400	SUPPLIES & EQUIPMENT	2,728,886	5,021,820	54.34%	50.48%
800	OTHER EXPENSES	123,307	257,658	47.86%	26.20%
900	TRANSFERS & CONTINGENCY	-	100,000	0.00%	0.00%
		\$ 47,464,724	\$ 153,138,281	30.99%	32.00%
	CAPITAL OUTLAY	8,570,710	17,684,727	48.46%	48.55%
	STUDENT ACTIVITIES	1,403,247	1,900,000	73.86%	67.51%
	MEDICAL ASSISTANCE	62,187	218,359	28.48%	27.18%
	SCHOLARSHIPS	-	11,000	0.00%	0.00%
Expenditure Notes:					

EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: Dec-25

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	\$ 25,064,810	\$ 36,100,650	69.43%	74.18%
021-040	TUITION	27,175	112,000	24.26%	6.87%
041-089	FEES & ADMISSIONS	553,695	701,000	78.99%	76.66%
090-199	MISC REVENUE	(1,419,749)	2,396,000	-59.25%	-10.62%
200-399	STATE AID	36,934,302	109,013,698	33.88%	31.24%
400-499	FEDERAL PROGRAMS	14,934	3,494,500	0.43%	2.10%
600-649	SALES	50,129	50,000	100.26%	195.04%
		\$ 61,225,296	\$ 151,867,848	40.31%	39.99%
	CAPITAL OUTLAY	119,108	16,660,374	0.71%	2.36%
	STUDENT ACTIVITIES	1,654,749	1,900,000	87.09%	77.59%
	MEDICAL ASSISTANCE	36,079	290,000	12.44%	37.83%
	SCHOLARSHIPS	-	8,500	0.00%	97.59%
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	\$ 37,809,089	\$ 98,283,154	38.47%	38.58%
200	BENEFITS	12,528,910	32,353,986	38.72%	39.90%
300	PURCHASED SVCS	6,608,688	17,121,663	38.60%	51.59%
400	SUPPLIES & EQUIPMENT	3,100,974	5,021,820	61.75%	57.36%
800	OTHER EXPENSES	126,163	257,658	48.97%	27.28%
900	TRANSFERS & CONTINGENCY	-	100,000	0.00%	0.00%
		\$ 60,173,825	\$ 153,138,281	39.29%	40.66%
	CAPITAL OUTLAY	9,895,462	17,684,727	55.95%	53.94%
	STUDENT ACTIVITIES	1,457,440	1,900,000	76.71%	78.75%
	MEDICAL ASSISTANCE	83,095	218,359	38.05%	36.92%
	SCHOLARSHIPS	-	11,000	0.00%	0.00%
Expenditure Notes:					

Memorandum

To: Eden Prairie School Board
From: Dr. Josh Swanson
Date: January 26, 2026
Subject: Summary of District Policy Updates

Under Policy Governance, the superintendent is responsible for the oversight and management of district policy, but outside entities require board approval via consent agenda. District policies are reviewed annually. Many changes occur following the legislative session, but throughout the year, additional policy updates may be made based on implementation of statute, rule-making, updates from the Minnesota School Boards Association, and guidance from our legal counsel. The proposed updates primarily reflect, recently released, recommended updates to MSBA Model policies.

I recommend the board approve the policies listed below as presented. A brief summary of the changes are provided in the table below, and the full policies are included in Appendix A of the board packet.

Policy #	Policy Name	Notes for the Board
306	Administrator Code of Ethics	MSBA recommendation: This re-aligns us with outside agencies definition and ethics models and aligns to MSBA's recently updated model policy.
416	DOT Drug and Alcohol Testing for Bus Drivers	This is a policy that has historically existed internally, but that I recommend we formalize through board approval based on a review of our practices. We aligned with best practice, DOT recommendations, a non-required MSBA policy and recommendations by the district's legal counsel.
417	Chemical Use and Abuse	MSBA recommendation: Non consequential change that only removes duplicative language in the model policy.

601	School District Curriculum and Instruction Goals	MSBA recommendation: Non consequential language change to align with state program name changes.
612.1	Development of Parental Involvement Policies for Title 1 Programs	MSBA recommendation: Non consequential language change to align with statutory language changes.
616	School District System Accountability	MSBA recommendation: Non consequential language change to align with state program name changes.
621	Literacy and the Read Act	MSBA recommendation: Non consequential language change to align with statutory language changes.
709	Student Transportation Safety Policy	MSBA recommendation: Non consequential language change to align with statutory language and program names.
712	Video Surveillance other than busses	MSBA recommendation: Definition/language updates and clarifications to align with model policy.
722	Public Data Requests	MSBA recommendation: Includes statutory updates from the 2025 legislative session to reflect our current practice.

January 26, 2026

To: Dr. Josh Swanson
From: Business Office
Re: Seek Bids for Oak Point & Eagle Heights Playground Replacement

The notice to seek bids is presented by management and begins the process for investment in deferred maintenance. This project will include the replacement of the playgrounds at Oak Point elementary and Eagle Heights Spanish Immersion elementary schools.

The current playgrounds at Oak Point and Eagle Heights Spanish Immersion schools were installed in 2006 and have a recommended lifespan of twenty years. The district has performed both preventive and responsive maintenance to the playground systems that exceed recommendations by the National Recreation and Parks Association.

This project focuses on replacing portions of the playground systems that are beyond repair while maintaining some of the newer elements that have been installed in recent years. The project will ensure the safety of our early childhood and elementary students during recess. Approval to seek bids will allow timely development of project specifications and plans to solicit bids from contractors.

Funding for this project comes from long-term facilities maintenance. This project has been scheduled to begin in June 2026 with completion in August 2026.

January 26, 2026

To: Dr. Josh Swanson
From: Business Office
Re: Seek Bids for Transportation Building Underground Storage Tanks

The notice to seek bids is presented by management and begins the process for investment in deferred maintenance. This project will include the replacement of two underground fuel storage tanks at the Transportation building.

The current underground storage tanks at the Transportation building were originally installed during the construction of the building in 1996, with similar systems lasting approximately twenty years before replacement becomes necessary. The district has made investments to extend the life of the underground storage tanks through preventive maintenance and annual inspections by third-party professionals. These systems have exceeded their ability to be repaired, and replacement is recommended.

This project focuses on replacing the existing underground steel storage tanks with double-walled fiberglass tanks. The project will ensure the safe removal of the tanks and remediation of the site in accordance with MPCA standards prior to the installation of new tanks. Approval to seek bids will allow timely development of project specifications and plans to solicit bids from contractors.

Funding for this project comes from long-term facilities maintenance. This project has been scheduled to begin in June 2026 with completion in August 2026.



January 26, 2026

To: Dr. Josh Swanson
From: Business Office
Re: Seek Bids for Eden Prairie High School Roof Replacement

The notice to seek bids is presented by management and begins the process for investment in deferred maintenance. This project will include the replacement of two roof sections at Eden Prairie High School.

The current built-up roof systems at Eden Prairie High School were originally installed during the Activities Center addition in 1998, with similar systems lasting approximately twenty-five years before replacement becomes necessary. The district has made investments to extend the life of the roof systems through preventive maintenance and timely repairs. These systems have exceeded their ability to be repaired, and the district's building envelope consultant has recommended replacement.

This project focuses on replacing existing built-up roof system that exceeds current building code requirements. The project will ensure both the structural integrity, and prevent water/moisture intrusion into the building. Approval to seek bids will allow timely development of project specifications and plans to solicit bids from contractors.

Funding for this project comes from long-term facilities maintenance. This project has been scheduled to begin in June 2026 with completion in August 2026.



January 26, 2026

To: Dr. Josh Swanson
From: Business Office
Re: Seek Bids for Eden Prairie High School Remodel

The notice to seek bids is presented by management and begins the process to make deferred maintenance and space usage updates. This project will be to renovate educational spaces within Eden Prairie High School.

Renovations will focus on replacement of the cooking classroom, creation of a culinary classroom, and outdoor learning space along the South entrance. The project will allow for improved instruction, increased enrollment and improved learning outcomes in family and consumer science classes. Approval to seek bids will allow timely development of project specifications and plans to solicit bids from contractors.

Funding for this project will come from long-term facilities maintenance revenue, along with budgeted general and capital funds. This project has been scheduled to begin in June, 2026 with completion in October, 2026.

Bond and Operating Levy Cycle

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EDEN PRAIRIE SCHOOLS



Bonds vs Levies

“Bonds are for Building”

Building Bonds
Capital Facility Bonds
Abatement Bonds
Facility Maintenance Bonds

“Levies are for Learning”

Operating Referendum (Levy)
Capital Project Levy
Annual Tax Levy

49

- Some bonds/levies are voter-approved, others are board-approved
- Bonds result in debt, levies are pay-as-you-go



How Are These Tools Utilized?

Bonds

- Fund Major Projects
- Spread Costs
- Protect ongoing operating budgets

50

Levies

- Cover Budget Gaps
- Fund Staff and Programs
- Maintain Services
- Attract and Retain Staff



Current Debt

- Total Outstanding Debt \$114,600,000(As of 6/30/2025)
 - General Obligation Bonds \$33,715,000
 - Designing Pathways
 - Facility Maintenance Bonds \$67,520,000
 - Deferred Maintenance
 - Certificates of Participation \$13,365,000
 - Valley View



Total School Debt Taxes, Payable 2026, on a Home with an Estimated Market Value of \$560,000



Source: MDE Pay 26 Levy Certification Reports, Dated 11/25/2025. Preliminary data - final levies have not been certified.

NOTE: Shakopee (operating referendum), Eastern Carver County (operating referendum) and Hopkins (bond referendum), all held successful elections. These additional levies were not included in the preliminary property tax statements calculated by the respective counties. Estimates were used for the tax impact of these referendums and are subject to change.

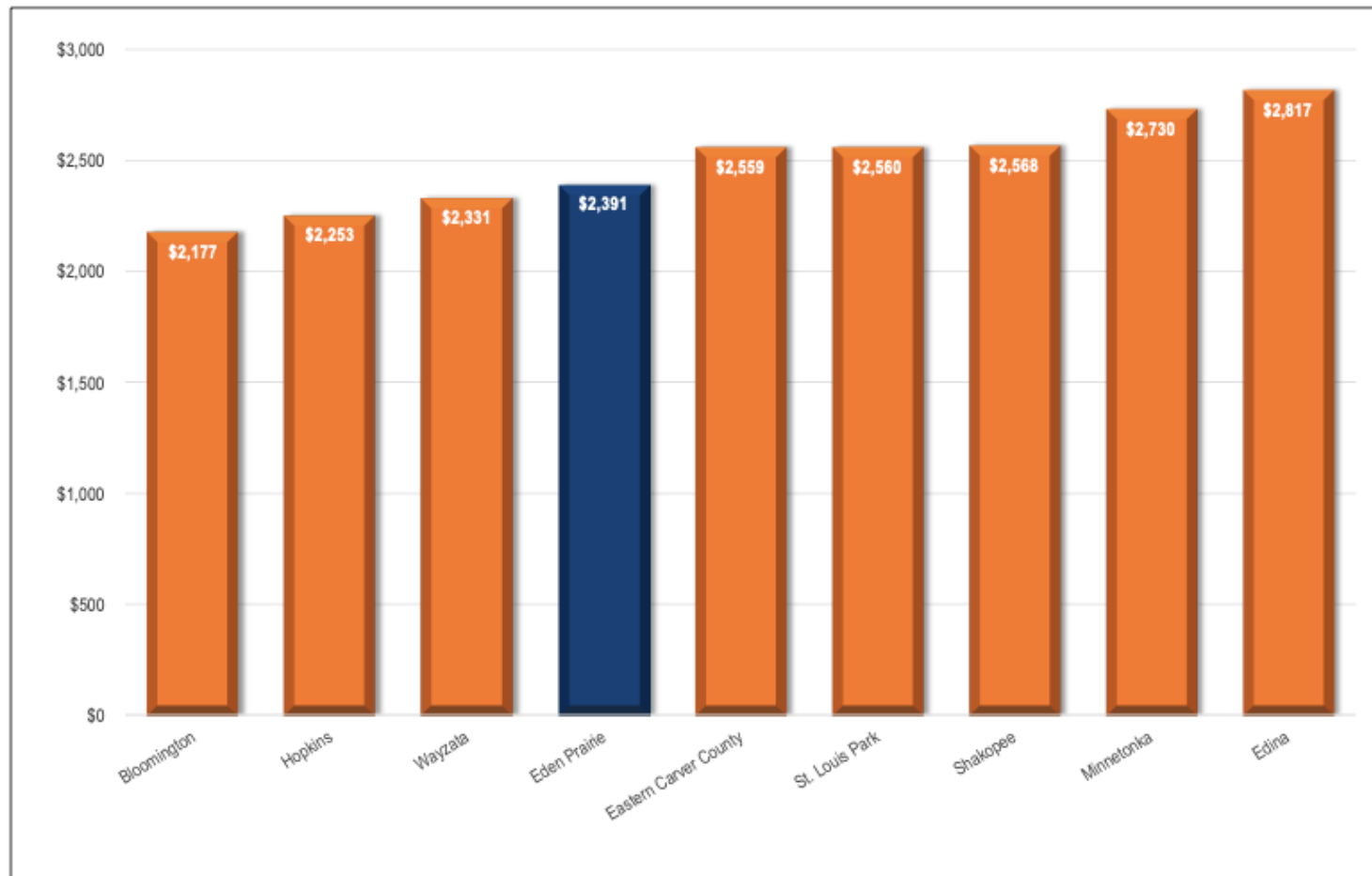


Current Levies

- Voter-Approved Operating Levy
 - Last approved by voters in November 2022
 - Expires in Fiscal Year 2033
 - Generates \$2,240.07 per Pupil Unit (Cap is \$2,340.76)
 - \$23,854,000 (PAY 26 Levy)
 - School board can renew one-time without voter approval



Total School Property Taxes, Payable 2025, on a Home with an Estimated Market Value of \$559,900



Source: Pay 2025 School Tax Report, Pay 2025 MDE Levy Certification.

*2025 MN Department of Revenue Profiles



When Can You Increase Funding?

- Operating Levies
 - Only November each year (Unless an exception is met)
- Bonds
 - Voter-Approved (e.g. Bond Referendum)
 - Various predetermined dates each year (Feb, Apr, May, Aug, Nov)
 - Board-Approved (e.g. Facility Maintenance Bond)
 - District determined

QUESTIONS



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

School Board Committees		
	2025	2026
Board Development Committee	Abby Libsack Ann Bradsher Debjyoti “DD” Dwivedy	Abby Libsack Ann Bradsher Debjyoti “DD” Dwivedy
Community Linkage Committee	Steve Bartz Kim Ross Jody Ward-Rannow	Steve Bartz Kim Ross Jody Ward-Rannow
Policy Committee	Kim Ross Jody Ward-Rannow Debjyoti “DD” Dwivedy	Kim Ross Jody Ward-Rannow Debjyoti “DD” Dwivedy
Negotiations Committee	Aaron Casper Steve Bartz Abby Libsack	Aaron Casper Steve Bartz Abby Libsack
School Board Outside Assignments		
	2025	2026
AMSD (1 time/month or more) Association of Metropolitan Schools	Abby Libsack	Abby Libsack
ISD 287 (2 times/month) – <i>2 Year Term</i> Intermediate School District #287	Kim Ross	Kim Ross
BrightWorks (1 times/year – April 2026)	Ann Bradsher	Ann Bradsher
Minnesota State High School League (MSHSL – 1 time/year)	Ann Bradsher	Ann Bradsher
School Board – Other Assignments		
	2025	2026
Financial Advisory Committee	Ann Bradsher	Ann Bradsher
PTO President’s Council	Jody Ward-Rannow	Jody Ward-Rannow
Strategic Core Planning Team (As requested by Superintendent)	Kim Ross Steve Bartz	Kim Ross Steve Bartz
2035 Flight Plan Facilities Planning (As requested by Superintendent)	Jody Ward-Rannow	Jody Ward-Rannow

Inspiring News, February 2026

The February edition of Inspiring News marks our first district-wide communication of 2026. We wish everyone a Happy New Year!

In the fourth quarter of 2025, the Board completed the annual monitoring process of our district policies, which guide our comprehensive oversight of student results and district operations. We also approved the annual audit report after receiving excellent news from an independent auditing firm, issuing the District a clean and unmodified opinion. The year-end financial summary confirmed continued stability--meeting financial targets as expected. At our December Truth in Taxation Meeting, the board approved the annual local levy below the state's maximum allowable amount. These outcomes reflect the strong, consistent work across the district to ensure financial and programmatic stability for 2026 and beyond.

The District also achieved some notable results in 2025 including:

- A 15-year high in enrollment, reaching more than 9,300 students. Student enrollment drives funding so strong enrollment helps to ensure financial stability.
- Completion of the Flight Plan 2035 academic visioning process. This process is unique among school districts and is key to making sure both current and future students are well prepared for success.
- The launch of the Eden Prairie Schools Hall of Fame to honor alumni, staff and community members whose stories reflect over 100 years of educational excellence.

As we begin the new year, the Board will begin work to review and update its Ends Policies--the core policies that define expected student outcomes. This initiative, discussed extensively at the board table over the past year, aims to align these policies with the District's Strategic Plan and Flight Plan 2035. This work promises to be challenging yet rewarding, as we collaborate with District leaders to plan, shape, and envision how to best prepare Eden Prairie students now and over the next 10 years.

In these challenging times, the strong collaborative relationship among the District, City of Eden Prairie, and Chamber of Commerce is more important than ever. We extend our sincere appreciation to the Eden Prairie community for its ongoing support and engagement, which enables Eden Prairie Schools to remain responsive, innovative, and committed to preparing and inspiring each student, every day!



**Eden Prairie School Board
Community Linkage Committee Meeting Minutes
January 19, 2026**

Charter per Board Policy GP 4.8: 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.

Committee met at Jerry's Market, 9625 Anderson Lakes Parkway, Eden Prairie 55344

Committee Members Present: Steve Bartz, Kim Ross, Jody Ward-Rannow

Meeting convened at 9:10 AM.

Agenda

- Reviewed Inspiring News article for February.
- In light of current events, the committee discussed doing some sort of staff appreciation engagement, perhaps in conjunction with something already scheduled for teacher appreciation or by PTOs.

Meeting adjourned at 9:30 AM.

Action Items:

- Kim will send out Inspiring News Article to the board.
- Kim will email Josh about staff appreciation engagement.



**Eden Prairie School Board
Negotiations Committee Meeting Minutes
Administrative Services Center, Eden Prairie, MN
Thursday, October 9, 2025**

Charter per Board Policy GP 4.8: 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 during the upcoming fiscal year. 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.

Committee met at Administrative Services Center, 8100 School Road Eden Prairie, MN 55344

Committee Members Present: Aaron Casper, Abby Libsack, Steve Bartz

Meeting Convened at 1:00 p.m.

Agenda

1. Superintendent contract discussion

Meeting Adjourned at 2:00 p.m.



**Eden Prairie School Board
Negotiations Committee Meeting Minutes
14852 Scenic Heights Rd, Suite 210, Eden Prairie, MN 55344
Wednesday, December 17, 2025**

Charter per Board Policy GP 4.8 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 during the upcoming fiscal year. 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.

Committee met at 14852 Scenic Heights Rd, Suite 210, Eden Prairie, MN 55344

Committee Members Present: Aaron Casper, Abby Libsack, Steve Bartz

Meeting Convened at 1:00 p.m.

Agenda

1. Superintendent contract provisions review and discussion

Meeting Adjourned at 2:00 p.m.



**Eden Prairie School Board
Negotiations Committee Meeting Minutes
Administrative Services Center, Eden Prairie, MN
Friday, December 19, 2025**

Charter per Board Policy GP 4.8: 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 during the upcoming fiscal year. 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.

Committee met at Administrative Services Center, 8100 School Road Eden Prairie, MN 55344

Committee Members Present: Aaron Casper, Abby Libsack, Steve Bartz

Meeting Convened at 9:00 a.m.

Agenda

1. Superintendent contract discussion

Meeting Adjourned at 10:00 a.m.



**Eden Prairie School Board
Policy Committee Meeting Minutes
January 12, 2026**

Charter per Board Policy GP 4.8: 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.

Committee met at Crumb Deli, 7910 Mitchell Road, Eden Prairie, MN

Committee Members: Debjyoti "DD" Dwivedy, Kim Ross, Jody Ward-Rannow

Meeting convened at 6:35 pm.

Agenda

- Developed list of ends policy topic areas for board policy prioritization survey
- Discussed guiding principles for ends policy update.

Meeting adjourned at 7:31 pm.

Action Items:

- Kim will prepare minutes
- Kim will document guiding principles and create survey



School Board Policy Update Project Guiding Principles

January 13, 2026

As we embark on the heavy lifting phase of this project, the policy committee wanted to share our perspective on what the board is trying to accomplish. Here's our take on the guiding principles. We look forward to discussing these with the board and adding others that may be identified in our workshop conversations.

Policy Update Guiding Principles

- Ends policies should be more aligned with the current district strategic plan and Flight Plan 2035.
- The focus of the policies should be on student outcomes.
- When possible, policies should allow the board to measure progress on the strategic plan and Flight Plan 2035.
- Policies should help the board assess the efficacy of systems in the district.
- Policies should be developed top down, not bottom up. That is to say focused on student outcomes not designed to elicit specific evidence from the administration.



School Board Ends Policy Prioritization Survey

Please rank the following policy topic areas from one to nine with one being the most important to you and nine being the least important. If there are other areas important to you, please list them as well.

The policy committee knows that each of us will have different definitions for each of these. Once we prioritize topic areas, the next step will be to agree on key elements of the definition and desired outcomes for the selected policy areas. Those details will guide the policy committee's work in drafting policies.

Please return your survey to Kim Ross by Friday, January 30, 2026. Kim will tabulate the results and get them to the board prior to our February 9 workshop. Thanks!

Name: _____

<u>Topic Area</u>	<u>Ranking</u>
4 C's – Creativity, Communication, Collaboration, Critical Thinking	_____
Literacy	_____
Adaptability/Resiliency	_____
Digital Citizenship	_____
Career/Workforce Readiness	_____
Engagement in Learning	_____
Academic Growth/Progress	_____
Breadth/Depth of Education	_____
Application of Interdisciplinary Knowledge	_____

Other topics important to you: _____

Eden Prairie School Board
2025–26 Work Plan (*Proposed*) Changes
January 26, 2026

Date of Meeting/Workshop	Changes Requested
Monday, February 9, 2026 – Workshop	
Monday, February 23, 2026	– Moved to January 26, 2026: Approval for Spring 2026 Inspiring News
Monday, March 9, 2026 – Workshop	
Monday, March 23, 2026	
Monday, April 13, 2026 – Workshop	
Monday, April 27, 2026	
Monday, May 11, 2026 – Workshop	
Tuesday, May 26, 2026	
Monday, June 8, 2026 – Workshop	
Monday, June 22, 2026	
Placeholder – General Board Work	
– Board Development Team Building – Strength Finder	
Placeholder – Policy Review	

School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Board Meeting – Monday, July 28, 2025, 7:30 AM					
Board Work				Superintendent Work	
Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc.
				Monthly Reports - TASSEL Student Handbook - EPO Student Handbook - Student Handbooks: - High School - Middle School - Elementary Schools - Summary Detail Included	

Board Meeting – Monday, August 25, 2025, 6:00 PM					
Board Work				Superintendent Work	
Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc.
- EL 2.1 Emergency Supt. Succession - EL 2.2 Treatment of Students - EL 2.7 Asset Protection		Record of Board Self-Evaluation	- Discuss: Fall 2025 Inspiring News Topic	- Monthly Reports - Approval of Contract Agreements: • EPEA Teachers • Food Service • Transportation • Building Service	- School Site Visits - Morris Leatherman Survey (<i>Board Education Superintendent Incidentals</i>) - Flight Plan 2035



School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

POST Board Meeting Workshop – Monday, August 25, 2025 School Board Self-Assessment

Brief Board Meeting – Monday, September 8, 2025, 6:00 PM

Board Work				Superintendent Work	
Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc.
				Approval of Contract Agreements: <ul style="list-style-type: none">EPEA – TeachersFood & Nutrition ServicesTransportation	

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Board Workshop – Monday, September 8, 2025, 6:15 PM

Workshop Topics

- | | |
|---|--|
| <ul style="list-style-type: none">ADMIN Proposals for FY 2025–26 WorkshopsPolicy Monitoring: All BMD Policies: BMD's 3.0 – 3.3<i>Draft:</i> Fall 2025 Inspiring NewsPolicy Monitoring: GP Policies: GP's: 4.4, 4.5, 4.6, 4.7, 4.8 & 4.10 | <ul style="list-style-type: none">Confirm Agenda for next Board Workshop |
|---|--|

School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Board Meeting – Monday, September 22, 2025, 6:00 PM					
Board Work				Superintendent Work	
Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc. ⁶⁹
<ul style="list-style-type: none"> -Ends 1.1 – 1.6 Evidence (FY 2024–25) - EL 2.3 Treatment of Parents - EL 2.6 Financial Management & Operations <u>All BMD Policies</u> <ul style="list-style-type: none"> -3.0 Single Point of Connection -3.1 Unity of Control -3.2 Delegation to the Superintendent -3.3 Superintendent Accountability & Performance <u>GP Policies</u> <ul style="list-style-type: none"> - 4.4 Officer Roles - 4.5 School Board Member Code of Conduct - 4.6 Process for Addressing School Board Members' Violations - 4.7 School Board Committee Principles - 4.8 School Board Committee Structure - 4.10 Operation of School Board Governing Rules 		<ul style="list-style-type: none"> - Approval of Preliminary FY 2026–27 Levy Tax Levy Comparison - Tax Levy Presentation Pay 26 - Record of Board Self-Evaluation 	<ul style="list-style-type: none"> - <i>Final Approval:</i> Fall 2025 Inspiring News 	Monthly Reports	<ul style="list-style-type: none"> - Comprehensive Achievement & Civic Readiness Report - FY 2024–25 Achievement Integration Summary Report <u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> - FY 2024–25 Year-end Preliminary Financial Report - FY 2025–26 Preliminary Enrollment Report



School Board – 2025–2026 ANNUAL WORK PLAN
January 26, 2026

POST Board Meeting Workshop – Monday, September 22, 2025
School Board Self-Assessment

Joint Meeting: Eden Prairie City Council & Eden Prairie School Board
Tuesday, October 7, 2025, 5:30 p.m., City of Eden Prairie

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Board Workshop – Monday, October 13, 2025, 6:00 PM

Workshop Topics	
<ul style="list-style-type: none">• Administration: Setting Stage for FY 2026–27 Budget Guidelines• Policy Update: Ends Policy Review Discussion• Board Education Conversation• CLC Community Engagement Discussion	<ul style="list-style-type: none">• Policy Monitoring: GP’s 4.0, 4.1, 4.2, 4.3 & 4.9• Confirm Agenda for next Board Workshop

School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Board Meeting – Monday, October 27, 2025, 6:00 PM					
Board Work				Superintendent Work	
Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc. ⁷¹
<ul style="list-style-type: none"> - EL 2.4 Treatment of Staff - EL 2.8 Compensation and Benefits <u>GP Policies</u> <ul style="list-style-type: none"> - 4.0 Global Governance Commitment - 4.1 Governing Style - 4.2 School Board Job Products - 4.3 Annual Work Plan - 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 	<u>Superintendent Incidental:</u> - Enrollment Report as of 10/1/2025
POST Board Meeting Workshop – Monday, October 27, 2025 School Board Self-Assessment					

School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Board Workshop – Monday, November 10, 2025, 6:00 PM

Workshop Topics

- ~~Review of School Board Treasurer's Mid-Year Report (11/24/25 Mtg)~~
- Board Education Training
- ~~Confirm agenda for next Board Workshop~~

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Board Meeting – Monday, November 24, 2025, 6:00 PM

Board Work				Superintendent Work	
Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc.
<ul style="list-style-type: none"> -EL 2.5 Financial Planning and Budgeting - EL 2.9 Communication and Support to the School Board 	<ul style="list-style-type: none"> - School Board Mid Year Treasurer's Report 	<ul style="list-style-type: none"> - Record of Board Self-Evaluation 		Monthly Reports	<ul style="list-style-type: none"> - FY 2024-25 Audited Financial Presentation <u>Incidentals:</u> - Flight Plan 2035 Study Team Process - Artificial Intelligence (AI) Updates

POST Board Meeting Workshop – Monday, November 24, 2025 School Board Self-Assessment

School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Board Meeting – Monday, December 8, 2025, 6:00 PM					
Board Work				Superintendent Work	
Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc.
- EL 2.0 Global Executive Constraint		- Approval of Final FY 2026–27 Levy - Approval of School Board Mid-Year Treasurer's Report - <u>Closed Session:</u> - Review of FY 2024–25 Superintendent Annual Review (MN Statute 13D.05, Subd.3(a)) - Record of Board Self-Evaluation		- Monthly Reports - MSHSL Application	- Truth in Taxation Hearing Planning and Budgeting <u>Superintendent Incidental:</u> - Update: Valley View - Update: New Programming Courses, Pathways, Etc.
POST Board Meeting Workshop – Monday, December 8, 2025 School Board Self-Assessment					



School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Annual Organizational Meeting – Monday, January 5, 2026, 6:00 PM					
Board Work				Superintendent Work	
Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, ^{7/4} Required Reporting, Incidentals, Etc.
		2026 Annual Organizational Mtg. - Election of Officers - School Board Compensation - School Board Meeting Calendar - Appointment for Intermediate District 287 Representative		- 2026 Annual School District Organizational Items: - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IOWA)	

School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Board Workshop – Monday, January 5, 2026, 6:30 PM

Workshop Topics

- | | | |
|--|---|----|
| <ul style="list-style-type: none"> 2026 Committees & Outside Organization Discussion Budget: 5-Year Financial Forecast Bonds & Operating Levy Schedule Discuss: Spring 2026 Inspiring News Topic | <ul style="list-style-type: none"> Discuss: Spring 2026 Inspiring News Topic Policy Update Prioritization Discussion Ends Policy Update Discussion Confirm agenda for next Board Workshop | 75 |
|--|---|----|

Board Meeting – Monday, January 26, 2026, 6:00 PM

Board Work				Superintendent Work	
Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc.
	<ul style="list-style-type: none"> FY 2026–27 Final School Calendar (<i>Draft</i>) FY 2027–28 Preliminary School Calendar (<i>Draft</i>) FY 2026–27 Budget Timelines – <i>First Reading</i> FY 2026–27 Budget Assumptions – <i>First Reading</i> 	<ul style="list-style-type: none"> FY 2025–26 Mid-Year Budget Approval Record of Board Self-Evaluation 	<ul style="list-style-type: none"> 2026 School Board Committee & Outside Organization Assignments Approval for Spring 2026 Inspiring News 	<ul style="list-style-type: none"> Monthly Reports FY 2026–27 Bus Purchase 	<ul style="list-style-type: none"> Assessment 101: Reading, Understanding and Using Large Data Sets <u>Board Education</u> Budget: 5-Year Financial Forecast Bonds & Operating Levy Schedule <u>Superintendent Incidentals</u> Artificial Intelligence (AI)

POST Board Meeting Workshop – Monday, January 26, 2025

School Board Self-Assessment



School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Board Workshop – Monday, February 9, 2026, 6:00 PM

Workshop Topics

- Draft: Spring 2026 Inspiring News
- Discussion of the Inspire Magazine Joint Message
- Policy Prioritization Discussion

- Confirm agenda for next Board Workshop

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Board Meeting – Monday, February 23, 2026, 6:00 PM

Board Work

Superintendent Work

Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc.
Ends Report Update for Ends 1.2 and Ends 1.3		- Record of Board Self-Evaluation	Approval for Spring 2026 Inspiring News - Moved to 1/26/26	- Monthly Reports - Approval of FY 2026-27 School Calendar - Approval of Preliminary FY 2027-28 School Calendar - American Indian Education Report	- <u>Closed Session</u> – Safety & Security Update (MN Statute 13D.05, Subd. 3(d)) <u>Board Education:</u> - Flight Plan 2035 Study Team Update

POST Board Meeting Workshop – Monday, February 23, 2026 School Board Self-Assessment

School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Board Workshop – Monday, March 9, 2026, 6:00 PM

Workshop Topics

- | | |
|---|--|
| <ul style="list-style-type: none"> Discuss: July 2026 Inspire Magazine Joint Message Confirm agenda for next Board Workshop | <ul style="list-style-type: none"> Demographics Study |
|---|--|

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Board Meeting – Monday, March 23, 2026, 6:00 PM

Board Work				Superintendent Work	
Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc.
	- FY 2026–27 Capital Budget – <i>First Reading</i>	- Final FY 2026–27 Budget Assumptions - Record of Board Self-Evaluation	- Draft July 2026 Community Magazine Joint Message	- Monthly Reports - Resolution to Release Probationary Teachers - Achievement & Integration Budget	Flight Plan 2035 Facilities Update

POST Board Meeting Workshop – Monday, March 23, 2026 School Board Self-Assessment

School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Board Workshop – Monday, April 13, 2026, 6:00 PM

Workshop Topics

- | | |
|--|--|
| <ul style="list-style-type: none"> FY 2026–27 Annual Work Plan Calendar Discussion Discussion/Review all items in Placeholder area on “Work Plan Changes Document FY 2026–27 School Board Meeting Calendar Discussion | <ul style="list-style-type: none"> FY 2026–27 School Board Budget Discussion New Policy Introduction Process Confirm agenda for next Board Workshop |
|--|--|

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Board Meeting – Monday, April 27, 2026, 6:00 PM

Board Work

Superintendent Work

Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc.
	<ul style="list-style-type: none"> FY 2026–27 School Board Work Plan – <i>First Reading</i> FY 2026–27 School Board Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> Approval of FY 2026–27 Capital Budget Approval of FY 2026–27 School Board Meeting Calendar Record of Board Self-Evaluation 	Approval of Inspire Magazine Joint Message	Monthly Reports	<ul style="list-style-type: none"> <u>Closed Session</u>: Negotiation Strategy (MN Statute 13D.03)

POST Board Meeting Workshop – Monday, April 27, 2026 School Board Self-Assessment



School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Board Workshop – Monday, May, 11, 2026, 6:00 PM

Workshop Topics

- Confirm agenda for next Board Workshop

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Board Meeting – Tuesday, May 26, 2026, 6:00 PM

Board Work				Superintendent Work	
Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc.
	<ul style="list-style-type: none"> - FY 2026-27 Budget – <i>First Reading</i> - FY 2026-27 School Meal Prices – <i>DRAFT</i> 	<ul style="list-style-type: none"> - Approval of FY 2026-27 School Board Work Plan - Approval of FY 2026-27 School Board Budget - Record of Board Self-Evaluation 		Monthly Reports	Flight Plan 2035 Facilities Plan Update

POST Board Meeting Workshop – Tuesday, May 26, 2026 School Board Self-Assessment

School Board – 2025–2026 ANNUAL WORK PLAN

January 26, 2026

Board Workshop – Monday, June 8, 2026, 6:00 PM

Workshop Topics

- General Fund Budget Q&A
- All Ends 1.1 – 1.6 OI's
- Student Handbooks
- Confirm agenda for next Board Workshop

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Board Meeting – Monday, June 22, 2026, 6:00 PM

Board Work

Superintendent Work

Policy Monitoring ENDs, EL's, BMD's & GP's	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Superintendent Agenda Items (HR, Business Services Reports)	Board Education, Required Reporting, Incidentals, Etc.
OI's for FY 2026–27 ALL Ends 1.1 through 1.6		<ul style="list-style-type: none"> - Approval of FY 2026–27 Adopted Budget - ISD 287 10–Year Facilities Maintenance Resolution - Approval of FY 2026–27 School Meal Prices - Record of Board Self-Evaluation 		<ul style="list-style-type: none"> - Monthly Reports - EPS 10–Year Facilities Maintenance Plan - Q-Comp Annual Report - Annual Review of District Mandated Policies - MSHSL Resolution for Membership 	

POST Board Meeting Workshop – Monday, June 22, 2026 School Board Self-Assessment

I. PURPOSE

The purpose of this policy is to establish the requirements of the school board that school administrators adhere to the standards of ethics and professional conduct in this policy and Minnesota law.

II. GENERAL STATEMENT OF POLICY

The standards of professional conduct are as follows:

- A. A school administrator must provide professional educational services in a nondiscriminatory manner.
- B. A school administrator must take reasonable action to protect students and staff from conditions harmful to health and safety.
- C. A school administrator must take reasonable action to provide an atmosphere conducive to learning.
- D. A school administrator must not use professional relationships with students, parents and caregivers, staff, or colleagues to private advantage.
- E. A school administrator must disclose confidential information about individuals only when a compelling professional purpose is served in accordance with state and federal laws and school district policies.
- F. A school administrator must not knowingly falsify or misrepresent records or facts relating to the administrator's qualifications or to the qualifications of other staff or personnel.
- G. A school administrator must not knowingly make false or malicious statements about students, students' families, staff, or colleagues.
- H. A school administrator must not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage.
- I. A school administrator must only accept a contract for a position when licensed for the position or when a school district is issued a variance by the board.
- J. A school administrator, in filling positions requiring licensure, must employ, recommend for employment, and assign only appropriately licensed personnel, or persons for whom the school district has been issued a variance by the appropriate state board or agency, unless, after making reasonable efforts to obtain a variance, an appropriately licensed person cannot be assigned and the position must be filled to meet a legitimate emergency educational need.

- K. A school administrator must not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties.
- A. ~~An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator must subscribe to the following standards:~~
- B. ~~The Educational Administrator:~~
- ~~1. Makes the well-being of students the fundamental value of all decision-making and actions.~~
 - ~~2. Fulfills professional responsibilities with honesty and integrity.~~
 - ~~3. Supports the principle of due process and protects the civil and human rights of all individuals.~~
 - ~~4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.~~
 - ~~5. Implements the school board's policies.~~
 - ~~6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.~~
 - ~~7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.~~
 - ~~8. Accepts academic degrees or professional certification only from duly accredited institutions.~~
 - ~~9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.~~
 - ~~10. Honors all contracts until fulfillment, release, or dissolution is mutually agreed upon by all parties to the contract.~~

- ~~11. Adheres to the Code of Ethics for School Administrators in Minnesota Rule.~~

Adopted: 6/11/2013

Revised: 9/23/2019, 1/26/2026

EDEN PRAIRIE SCHOOL ISD 272
DISTRICT POLICY 416
DOT DRUG AND ALCOHOL TESTING FOR BUS DRIVERS

I. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing and cannabis testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections §§ 181.950-181.957.

II. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, cannabis (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.

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5. “Designated Employer Representative” (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.
6. “Department of Transportation” (DOT) means United States Department of Transportation.
7. “Direct Observation” means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.
8. “Driver” is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent, or occasional drivers, leased drivers, and independent owner-operator contractors.
9. “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. “Licensed Medical Practitioner” means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.
11. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.
12. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver’s provision of a specimen in the case of a directly observed or monitored

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collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before the MRO completes the verification process.
16. "Substance Abuse Professional" (SAP) means a qualified person who

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evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district designates the following individual as the program manager and DER:

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Bryan Barnhart
8055 Wallace Road, Eden Prairie, Minnesota 55344
952-975-7512

3. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration

No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.

2. Alcohol Possession

No driver shall be on duty or operate a CMV while the driver possesses alcohol.

3. On-Duty Use

No driver shall use alcohol while performing safety-sensitive functions.

4. Pre-Duty Use

No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.

5. Use Following an Accident

No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.

6. Refusal to Submit to a Required Test

No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty,

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or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.

7. Use of Controlled Substances

No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance

No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.

9. General Prohibition

Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

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A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

1. Pre-Employment Testing

- a. A driver applicant shall undergo testing for controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.
- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.
- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-

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sensitive transportation work covered by DOT testing rules.

- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query (see Attachment C to this policy). The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not

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promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.

- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.
- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

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- f. Drivers shall only be tested for alcohol while the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing such functions.

4. Reasonable Suspicion Testing

- a. The school district shall require a driver to submit to an alcohol test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol in violation of this policy. This includes alcohol use during duty, while performing safety-sensitive functions, or within four (4) hours before reporting to duty. Reasonable suspicion testing for alcohol may be conducted only if the required observations are made during, just preceding, or just after the driver's performance of safety-sensitive functions. The person who makes the determination that reasonable suspicion exists to conduct an alcohol test shall not conduct the alcohol test of the driver. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of alcohol.
- b. The school district shall require a driver to submit to a test for controlled substances, including medical cannabis, when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used controlled substances, including medical cannabis, in violation of this policy. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances.
- c. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- d. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record

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explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.

- e. The supervisor or school district official who makes observations leading to an alcohol or controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the alcohol or controlled substances tests are released, whichever is earlier.

5. Return-To-Duty Testing

A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.

6. Follow-Up Testing

When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences

- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code, section 521(b). In addition, a refusal to

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submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment D to this policy.

I. Testing Procedures

1. Drug Testing

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in the presence of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's

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inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.
- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.

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- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results;
 - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
 - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor’s inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

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1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

K. Testing Laboratory

The testing laboratory for controlled substances will be ***Trust in Us, LLC, 2597 7th Avenue East, North St. Paul, MN 55109, 763-712-8378***, which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.
2. The required records shall be retained for the following minimum periods:

Basic records: 5 years

"Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

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Information obtained from previous employers: 3 years
Alcohol and controlled substance collection procedures: 2 years
Negative and cancelled controlled substance tests: 1 year
Alcohol tests with less than 0.02 concentration: 1 year
Education and training records: indefinite

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse (“Clearinghouse”) as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows
 - (1) Any on-duty alcohol use;
 - (2) Any pre-duty alcohol use;
 - (3) Any alcohol use following an accident; and
 - (4) Any controlled substance use.
- f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;
- g. Any negative return-to-duty test; and
- h. Any employer’s report of completion of follow-up testing.

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N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal

The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

- a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.
- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide a SAP evaluation or any subsequent recommended education or treatment.
- c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

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3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to cannabis testing or drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo cannabis testing or drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

- 1. The school district must conduct a query of the Clearinghouse record at

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least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substituted controlled substances test result, has an alcohol confirmation test with a concentration of 0.04 or higher, has refused to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations, section 382.701.

2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the

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individual to operate a CMV for the school district.

III. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Adopted: 1/26/2026

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substance, medical cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in the school setting in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.
- C. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. The school district shall establish a drug-free awareness program for its employees.

III. DEFINITIONS

- A. "Chemical abuse," as applied to students, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the minor's normal function in academic, school, or social activities is chronically impaired.
- B. "Controlled substances," as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and "marijuana" as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine,

malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, “controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.

- C. “Drug prevention” means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.
- D. “Teacher” means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.

IV. STUDENTS

- A. Districtwide School Discipline Policy

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

- B. Programs and Activities

- 1. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.

2. As part of its drug-free programs, the school district may implement the drug abuse resistance education program (DARE) that enables peace officers to undergo the training to teach a curriculum on drug abuse resistance in schools.

C. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance

1. A teacher in a nonpublic school participating in a school district chemical use program, or a public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse pre assessment team, or staff member assigned duties similar to those of such a team, of this information.
2. Students involved in the abuse, possession, transfer, distribution or sale of chemicals may be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56, ~~and proposed for expulsion.~~
3. Searches by school district officials in connection with the use, possession or transfer, of alcohol or a controlled substance will be conducted in accordance with school board policies related to search and seizure.
4. Nothing in paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

D. Preassessment Team

1. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team designated by the superintendent or designee. The team must be composed of classroom teachers, administrators, and to the extent they exist in the school, school nurse, school counselor or psychologist, social worker, chemical abuse specialist, and other appropriate professional staff. For schools that do not have a chemical abuse program and team, the superintendent or designee will assign these duties to a designated school district employee.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

E. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota Statutes section 13.32 and applicable federal law and regulations.

2. Destruction of Records

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

F. Consent

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

V. EMPLOYEES

- A. The school district shall establish a drug-free awareness program to inform employees about:
 1. The dangers drug abuse in the workplace.

2. The school district's policy of maintaining a drug-free workplace.
 3. An available drug counseling, rehabilitation, and employee assistance programs.
 4. The penalties that may be imposed on employees for drug abuse violations.
- B. The school district shall notify a federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction occurring in the workplace.

Adopted: 8/14/2012

Revised: 10/28/2019; 4/22/2024, 1/26/2026

SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS**I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota ~~Graduation~~ **Academic** Standards and federal law and are aligned with **comprehensive achievement and civic readiness** ~~creating the world's best workforce~~.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for **comprehensive achievement and civic readiness** ~~establish the "world's best workforce"~~ in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving **for comprehensive achievement and civic readiness** ~~to create the world's best workforce~~ and must include at least the following:
 - 1. the size of the academic achievement gap by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minnesota Statutes, section 120B.30,

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subdivision 1.

- F. ~~“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 and students not 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.**
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with ~~creating the world’s best workforce~~ **comprehensive achievement and civic readiness** and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;
 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups. and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to **comprehensive achievement and civic readiness** ~~the world’s best workforce~~;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35,

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subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, sections 122A.40, subdivision 8, or 122A.41, subdivision 5;

4. strategies for improving instruction, curriculum, and student achievement; including the English and, where practicable, the native language development and the academic achievement of English learners;
 5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
 6. an annual budget for continuing to implement the school district plan.
- B. School district site and school site goals shall include the following:
1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning. * These skills include the following:
 - a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e. problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
 2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;

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- d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills necessary to:
- a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year and shall identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.
 2. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student; and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

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3. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.
4. The school district must **transmit an electronic summary of its report to the Commissioner of Education in the form and manner the Commissioner determines.** ~~annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education. With respect to students screened or identified under paragraph (1), the report must include:~~
 - ~~(a) a summary of the district's efforts to screen for dyslexia;~~
 - ~~(b) the number of students screened for that reporting year; and~~
 - ~~(c) the number of students demonstrating characteristics of dyslexia for that year.~~

Adopted: 8/14/2012

Revised: 8/26/2019; 11/23/2020; 8/28/2023; 1/26/2026

DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS**I. PURPOSE**

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public or private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the engagement of parents and families in its Title I programs.
- B. The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board ~~will~~ directs the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written parent and family engagement policy that will be incorporated into the school district's Title I plan. ~~The This~~ policy ~~will~~ establishes the expectations for meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS

- C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parent and family engagement policies; and
- F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS

- A. The policy will describe the means by which each school with a Title I program will:
1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
 3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
 4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;

DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS

2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
 1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;

DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS

4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 4. Train parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.

DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS

- E. To carry out the requirements of parent and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.
- F. The school district and each school shall inform parents and parent organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

Adopted: 8/14/2012

Revised: 12/9/2019, 1/26/2026

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. "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 ~~Learning & Innovation Advisory~~ ~~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~~ and reflect the diversity of the district and its learning sites, to the extent possible.
3. ~~The 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~~ making 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

SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

in-field teachers and ~~to review~~ ~~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. The School Board must transmit an electronic summary of its report to the Commissioner in the form and manner ~~the Commissioner~~ ~~the Commissioner~~ determines. The school district shall periodically survey affected ~~constituents~~ ~~constitutes~~ 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; 7/25/2022; 8/28/2023; 9/23/2024; 1/26/2026

I. PURPOSE

This policy aligns with Minnesota law established in the READ Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, encoding, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" include phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section

120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.

- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the READ Act; provide support to school-based coaches; support the implementation of structured literacy, targeted instructional matches, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals; and data is used for educational decision making.
- G. "Oral language," also called "expressive language," or "receptive language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" the regular and systematic collection of data about student progress. Progress monitoring, a type of formative assessment, is used to assess student academic performance, to quantify a student's

rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in reading research and is designed to ensure all students develop strong foundational literacy skills.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15th each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).

- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32, and give the parent of each student who is not reading at or above grade level information from the screener about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. For students enrolled in the Eden Prairie Schools language immersion program, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The Eden Prairie Schools language immersion program may provide information about national research on reading proficiency for students in the Eden Prairie Schools language immersion programs in the parent notification.
- E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. For students enrolled in the Eden Prairie School language immersion program:
 - 1. For Immersion students in grades Kindergarten - 2nd they will be screened in Spanish. 2nd grade students will also be screened in CBM-R in English. Students in grades 3 and up will be screened in English with an additional CBM-R screening in Spanish.
 - 2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;
 - 3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;
 - 4. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.

- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level must be screened for reading difficulties including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency.

A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

- E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- F. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
 2. the number of students universally screened for that reporting year;
 3. the number of students demonstrating characteristics of dyslexia for that year; and
 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must

include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the READ Act, and include the following:
 - 1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 - 2. a process to notify and involve parents;
 - 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 - 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 - 5. identification of staff development needs, including a plan to meet those needs;

6. the curricula used by school site and grade level and if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
7. a statement of whether the school district has adopted an MTSS framework;
8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level; and
9. the number of teachers and other staff that have completed training approved by the department.
10. the number of teachers and other staff proposed for training in structured literacy;
11. how the district used funding provided under the Read Act to implement requirements of the Read Act.
12. beginning as soon as practicable after the end of fiscal year 2026, how the district, used literacy aid funding received under Minnesota Statutes, section 124D.98; and
13. beginning on December 31 2025, for teachers within the Eden Prairie Schools language immersion program;
 - a. the program's partner language;
 - b. grade levels included in the program
 - c. the language used to screen students' foundational reading skills
 - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

- e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.
- B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner.
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meet the requirements of Minnesota Statutes section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

- A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:
 - 1. reading intervention teachers working with students in kindergarten through grade 12;
 - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 - 4. curriculum directors;
 - 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;
 - 6. employees who select literacy instructional materials for a district;
and
 - 7. teachers holding English as a second language teaching licenses.

- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 2. teachers who provide instruction to students in a state-approved alternative program; and
 3. teachers who provide instruction to students in the immersion program.

The Commissioner of MDE may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the READ Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
1. a certified trained facilitator; or
 2. a training program that MDE has determined meets the professional development requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with **Minnesota Statutes, section 120B.12**, subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY AID USES

The school district must use its literacy incentive aid to meet the requirements and goals adopted in the school district's local literacy plan.

Adopted: 8/28/2023

Revised: 7/28/2025; 1/26/2026

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING**A. School Bus Safety Week**

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus,

STUDENT TRANSPORTATION SAFETY POLICY

and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes, section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required
 - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

STUDENT TRANSPORTATION SAFETY POLICY

- b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.
 - (3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

2. Instruction

- a. The school district may provide active transportation safety training through distance learning.
- b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 - 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus

privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.

- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

1. K-12 Student Consequences

1 st offense	warning
2 nd offense	1 school-day suspension from riding the bus
3 rd offense	3 school-day suspension from riding the bus
4 th offense	5 school-day suspension from riding the bus

Further offenses individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

2. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

3. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

4. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

5. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

6. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in ~~Sections~~ **Paragraphs** VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in ~~Sections~~ **Paragraphs** VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus, who has a Minnesota commercial driver's license suspended, revoked, or canceled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in ~~Sections~~ **Subparagraphs** VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall

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report the conviction to the person's employer within ten days of the date of the conviction. The

notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING**A. Training**

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in ~~Sections~~ **Subparagraph VII.C.1.b.**, below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and

6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the *Minnesota Department of Public Safety Model School Bus Driver Training Program Manual*.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in Minnesota Statutes, section 169.011, subdivision 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or

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digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and

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the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 1. safe operation of a type III vehicle;
 2. understanding student behavior, including issues relating to students with disabilities;
 3. encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 4. knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 5. handling emergency situations;
 6. proper use of seat belts and child safety restraints;
 7. performance of pretrip vehicle inspections;
 8. safe loading and unloading of students, including, but not limited to:
 - a. utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;

- b. refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - c. avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - d. placing the type III vehicle in “park” during loading and unloading;
 - e. escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- 9. compliance with Paragraph V.F. concerning reporting convictions to the employer within ten days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes Chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
- e. The operator’s employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer’s policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator’s employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.

- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes, section 171.321, subdivision 5.
- g. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of violating Minnesota Statutes, sections 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes Chapter 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, subdivision 2 (See ~~Section~~ Paragraph II.B., above).
- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued

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under Minnesota Statutes section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with Driver’s License Without a School Bus Endorsement

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the eight-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
 - e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre-school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the

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driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the ~~Minnesota Department of Public Safety~~ *Model School Bus Driver Training Program Manual*. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of ~~a disability~~ *their handicapping condition* shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of ~~a disability~~ *their handicapping condition*. The information shall state:
 1. the student's name and address;
 2. the nature of the student's disabilities;
 3. emergency health care information; and
 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's

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parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minnesota Statutes, section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Adopted: 8/14/2012

Revised: 8/26/2019; 8/28/2023; 8/26/2024; 7/28/2025; 1/26/2026

VIDEO SURVEILLANCE RECORDING OTHER**THAN ON BUSES****I. PURPOSE**

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

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

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

B. Use of Video Recordings

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

VIDEO SURVEILLANCE RECORDING OTHER**THAN ON BUSES**

and the rules and/or regulations promulgated thereunder.

C. Security and Maintenance

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

Adopted: 5/28/2013

Revised: 12/9/2019; 4/22/2024; 1/26/2026

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 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

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.
 - 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.
 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.
- C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

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;

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- 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.
- 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.

PUBLIC DATA AND DATA SUBJECT REQUESTS

- 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 (6) 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 (10) 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 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 by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the eCommissioner of the Minnesota Department of Administration ("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 eCommissioner may refer the matter to mediation. Following these efforts, the eCommissioner 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 eCommissioner 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
 - 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:

PUBLIC DATA AND DATA SUBJECT REQUESTS

- a. **One hundred (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 **one hundred (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; 11/26/2025; 1/26/2026