



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

SCHOOL BOARD Regular Meeting

Monday, August 24, 2020

6:00 PM

MEETING AGENDA

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

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

Call to Order - School Board Roll Call

Aaron Casper, Debjyoti "DD" Dwivedy, Elaine Larabee, Holly Link, Adam Seidel, Veronica Stoltz, Terri Swartout

2. Pledge of Allegiance: 6:03 PM

3. Agenda Review and Approval: 6:05 PM (Action)

Approval of the agenda for the Monday, August 24, 2020 meeting of the School Board of Independent School District 272, Eden Prairie Schools.

MOTION _____ Seconded _____

4. Approval of Previous Minutes: 6:05 PM (Action)

Approval of the UNOFFICIAL Minutes of the School Board Meetings for June 22, 2020, July 8, 2020, July 27, 2020 and August 10, 2020.

MOTION _____ Seconded _____

A. June 22, 2020

B. July 8, 2020

C. July 27, 2020

D. August 10, 2020

5. Public Comment: 6:05 PM

6. Announcements: 6:10 PM - Superintendent Josh Swanson (Information)

7. Spotlight on Success: 6:15 PM (Information)

EPIC/Eagle Zone Summer Programming

8. Board Work: 6:25 PM

A. Decision Preparation

1) 2020-21 School Site Visits

B. Policy Monitoring (Action)

1) EL 2.1 Emergency Superintendent Succession (Action)

OI MOTION _____ Seconded _____

Evidence MOTION _____ Seconded _____

2) EL 2.2 Treatment of Students (Action)

OI MOTION _____ Seconded _____

Evidence MOTION _____ Seconded _____

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

OI MOTION _____ Seconded _____

Evidence MOTION _____ Seconded _____

b. EL 2.2.2 - Allow private student data to be unprotected.

OI MOTION _____ Seconded _____

Evidence MOTION _____ Seconded _____

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

OI MOTION _____ Seconded _____ 1

Evidence MOTION _____ Seconded _____

d. EL 2.2.4 - Hire paid personnel without first completing an appropriate background violations.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

e. EL 2.2.5 - Allow any volunteer unsupervised time with students without first completing an appropriate background check.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

f. EL 2.2.6 - Neglect to assure an equitable system for access to academic programming.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

g. EL 2.2.7 - Allow students to be uninformed of their protections under this policy.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

h. EL 2.2.8 - Neglect to assure that all allegations of student maltreatment are handled in a timely manner.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

i. EL 2.2.9 - Neglect to provide adequate minimum eating times and access to school meals for students.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

j. EL 2.2.10 - Neglect to provide adequate minimum time and access to recess for elementary students.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

3) EL 2.7 Asset Protection **(Action)**

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

a. 2.7.1 - Develop a facilities construction renovation and maintenance plan that is not part of a comprehensive rolling five-year plan.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

b. 2.7.2 - Fail to insure against theft and casualty losses at 100 percent of replacement value and against liability losses to School Board members, staff, and the district itself in an amount greater than the average for comparable districts.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

c. 2.7.3 - Subject facilities and equipment to improper wear and tear or insufficient maintenance.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

d. 2.7.4 - Allow external guests or user groups access to the facilities or assets without procedures in place to protect district concerns.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

e. 2.7.5 - Unnecessarily expose the district, its School Board, or its staff to claims of liability.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

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

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

g. 2.7.7 - Allow uninsured personnel access to material amounts of funds.

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

h. 2.7.8 - Receive, process, or disburse funds under controls that are insufficient to meet the School Board-appointed auditor's standards.

OI MOTION ____ **Seconded** ____

Evidence MOTION ____ **Seconded** ____

i. 2.7.9 - Compromise the independence of the School Board's audit or other external monitoring or advice.

OI MOTION ____ **Seconded** ____

Evidence MOTION ____ **Seconded** ____

j. 2.7.10 - Substantially change the principal educational purpose of a school by closing, repurposing, consolidating, combining or creating new or choice destination schools without School Board approval.

OI MOTION ____ **Seconded** ____

Evidence MOTION ____ **Seconded** ____

k. 2.7.11 - Allow anyone other than the School Board to name facilities, schools, classrooms, or spaces within the district.

OI MOTION ____ **Seconded** ____

Evidence MOTION ____ **Seconded** ____

l. 2.7.12 - Eliminate any non-state-required programs that would adversely affect our reputation and/or diminish the value of our broad-based educational opportunities without School Board approval.

OI MOTION ____ **Seconded** ____

Evidence MOTION ____ **Seconded** ____

C. Required Board Action (Action)

1) EP Online

MOTION ____ **Seconded** ____

a. Executive Summary

b. Online Program Presentation

D. Record of Board Self-Evaluation (Action)

1) 2020-21 Record of Board Policy Monitoring - Governance Policies

2) 2020-21 Record of Board Policy Monitoring - Ends and Executive Limitations (Action)

MOTION ____ **Seconded** ____

9. Superintendent Consent Agenda: 7:05 PM (Action)

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

MOTION ____ **Seconded** ____

A. Monthly Reports

1) Resolution of Acceptance of Donations

2) Human Resources Report

3) Business Services Reports

a. Board Business

B. "NEW" District Policy #808 - COVID-19 Face Covering

10. Board Education & Required Reporting: 7:10 PM (Information)

11. Superintendent's Incidental Information Report: 7:30 PM (Information)

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

A. School Preparation Update

12. Board Action on Committee Reports & Minutes: 7:50 PM (Information)

A. Board Development Committee

B. Community Linkage Committee

C. Negotiations Committee

D. Policy Committee

13. **Other Board Updates (AMSD, ISD 287 & ECSU): 8:10 PM (Information)**

- A. AMSD (Association of Metropolitan Schools) - Terri Swartout & Holly Link
- B. ISD 287 (Intermediate School District 287) - Adam Seidel
- C. Metropolitan Educational Cooperative Service Unit (ECSU) - Veronica Stoltz

14. **Board Work Plan: 8:20 PM (Action)**

- A. "Proposed" Work Plan Changes Document (Action)

MOTION ____ **Seconded** ____

- B. 2020-21 Board Annual Work Plan

15. **Adjournment: ____ PM (Action)**

MOTION ____ **Seconded** ____ to adjourn at ____ PM

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE JUNE 22, 2020
SCHOOL BOARD MEETING

A Regular Business Meeting of the Independent School District 272, Eden Prairie Schools, was held on June 22, 2020 via Zoom Conferencing, pursuant Minnesota Statute 13D.021.

1. Convene: Call to Order – 6:00 p.m. (Roll Call)

Present: Aaron Casper, Debjyoti "DD" Dwivedy (*joined meeting at 6:02 pm*), Elaine Larabee, Holly Link (*left meeting at 7:34 pm/rejoined meeting at 7:37 pm*), Adam Seidel, Veronica Stoltz, Terri Swartout
Present: Superintendent Josh Swanson

2. Agenda Review and Approval: MOTION by A. Casper, **Seconded** by V. Stoltz to approve the agenda for the Monday, June 22, 2020 meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed Unanimously

3. Approval of Previous Minutes: MOTION by H. Link, **Seconded** by T. Swartout to approve the UNOFFICIAL Minutes of the Regular Business Meeting held on Monday, May 18, 2020 – Passed Unanimously

A. May 18, 2020 Unofficial Minutes

4. Announcements: "Eagle Excellence" presented by Superintendent Swanson

- **Congratulations:** EPHS junior Ian Brown won Minnesota Public Radio's [2020 Minnesota Varsity Showcase](#) in the composer category for his composition Downtown Chicago. In place of a live concert this spring, Ian was part of a special on-air and online event on May 31.
- **Congratulations:** Class of 2020: 732 Graduates, 272 Red Cord Honors, 116 Silver Cord Honors and 115 Gold Cord Honors. Students are attending college in 28 states and four countries. We also have students joining the Marines, Army, National Guard and Navy.
- **Congratulations:** EPHS Boys Basketball Team Gets Top Honors. [Read more](#) in the Star Tribune.
- **Congratulations:** Eight grader Sasha Allen took fourth place in the National History Day Junior Division Competition for her 10-minute documentary Infant Incubators: The Carnival Sideshow that Saved Lives. She also won an Outstanding Project Award in the Individual Documentary: Junior Division.

5. Spotlight on Success: EPHS - Class of 2020

6. Board Work:

A. Required Board Action

1) ISD 287: 10-Year Facilities Maintenance Resolution

- a. Executive Summary
- b. ISD 287 LTFM 10-Year Plan
- c. Resolution – **MOTION** by D. Dwivedy, **Seconded** by A. Casper - *BE IT RESOLVED*, School Board of District No. 272, approves the "RESOLUTION FOR INTERMEDIATE SCHOOL DISTRICT NO. 287's LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE as presented:
– Passed 6-0: YES (6) - HL,AS,VS,EL,AC,TS; NO (0); Abstention (1) DD

2) Fiscal Year 2020-2021 Budget - **MOTION** by A. Seidel, **Seconded** by H. Link to approve the Fiscal Year 2020-21 Budget as presented – Passed Unanimously

- a. Executive Summary
- b. Fiscal Year 2020-2021 Adopted Budget Document
- c. Presentation

B. Policy Monitoring:

1) Ends 1.1, 1.2, 1.3 Operational Interpretation for FY 2020-2021

- a. Ends Policy 1.1 OI 2020-2021 – **MOTION** by T. Swartout, **Seconded** by A. Casper that the overarching OI is reasonable – Passed Unanimously

(1) Ends Policy 1.1.1 – **MOTION** by H. Link, **Seconded** by A. Seidel that the OI is reasonable – Passed Unanimously

(2) Ends Policy 1.1.2 – **MOTION** by A. Casper, **Seconded** by T. Swartout that the OI is reasonable – Passed Unanimously

(3) Ends Policy 1.1.3 – **MOTION** by D. Dwivedy, **Seconded** by H. Link that the OI is reasonable – Passed Unanimously

- b. Ends Policy 1.2 OI 2020-2021 – **MOTION** by V. Stoltz, **Seconded** by D. Dwivedy that the OI is reasonable – Passed Unanimously

- c. Ends Policy 1.3 OI 2020-2021 – **MOTION** by A. Seidel, **Seconded** by T. Swartout that the OI is reasonable – Passed Unanimously

C. Naming of Eden Prairie High School (EPHS) School Store

- 1) Executive Summary – **MOTION** by D. Dwivedy, **Seconded** by V. Stoltz to approve and change the naming of the EPHS School Store to "The Nest - Home of the Eagles" – Passed Unanimously

D. Congratulations Class of 2020 Board Message – **MOTION** by T. Swartout, **Seconded** by D. Dwivedy to send the message presented to the Community Linkage Committee to draft a "Message from the Board" and present a new version at the next Board Meeting – Passed Unanimously

E. Record of Board Self-Evaluation

- 1) Record of Board Policy Monitoring - Ends & EL's – **MOTION** by D. Dwivedy, **Seconded** by A. Casper to approve the Ends & EL's Record of Board Policy Monitoring Report as presented – Passed Unanimously

- 2) Record of Board Self-Evaluation - Governance Policies (*no updates*)

7. **Superintendent Consent Agenda:** **MOTION** by A. Casper, **Seconded** by A. Seidel to approve the Superintendent's Consent Agenda as presented – Passed Unanimously

A. Monthly Reports

- 1) Resolution of Acceptance of Donations

- 2) Human Resources Report

- a. Monthly HR Report

- 3) Business Services Report

- a. Board Business

- b. Financial Summary

B. Milk & Dairy Bid - Executive Summary

C. EPS 10-Year Facilities Maintenance Plan

- 1) EPS 10-Year Facilities Maintenance Plan - Executive Summary

- 2) ISD 272 LTFM 10-Year Plan

D. Metro South Consortium Agreement

- 1) Executive Summary

- 2) Agreement

E. Approval of Q-Comp MOU

F. Annual Review of District Mandated Policies

- G. Approval of Updated District Policies - See Appendix "A" (*Individual Listing of Policies*)
- 1) District Policy 414 - Mandated Reporting of Child Neglect Or Physical or Sexual Abuse
 - 2) District Policy 419 - Tobacco-Free Environment
 - 3) District Policy 521 - Student Disability Nondiscrimination
 - a. District Policy 521F - Student Disability Discrimination Grievance Report Form
 - b. District Policy 521P - Service Animal Procedure - *Remove*
 - 4) District Policy 534 - Unpaid Meal Policy
 - 5) District Policy 535 - Service Animal Procedure (*New*)

8. Superintendent's Incidental Information

- A. School Year Wrap-up and Planning for Next Year

9. Board Action on Committee Reports & Minutes:

- A. Board Development Committee – update to Board
- B. Community Linkage Committee – update to Board
- C. Negotiations Committee
- D. Policy Committee – update to Board

10. Other Board Updates (AMSD, ISD 287)

- A. AMSD (Association of Metropolitan Schools) - Terri Swartout/Holly Link – update to Board
- B. ISD 287 (Intermediate School District 287) - Adam Seidel

11. Board Work Plan

- A. "Proposed" Work Plan Changes Document – **MOTION** by H. Link, **Seconded** by A. Casper to approve the Work Plan Changes Document as presented – Passed Unanimously

Eden Prairie School Board
 2019 – 2020 WORK PLAN CHANGES
"Proposed" Changes for
June 22, 2020

Date of Meeting/Workshop	Changes Requested
Placeholder – General Board Work	
<ul style="list-style-type: none"> 2020-2021 School Year (August) Schedule School Site Visits Cultural Proficiency Continuum MN Student Survey Report Discussion Board Development Training Distant Learning Virtual Visits (From 5/4/20 Workshop) 	
Placeholder – Policy Review	
<ul style="list-style-type: none"> A review of all Board Policies as it relates to race inclusion for all students in all ethnic groups 	

Eden Prairie School Board
 2020 – 2021 WORK PLAN CHANGES
"Proposed" Changes

Date of Meeting/Workshop	Changes Requested
Wednesday, July 8, 2020 – Brief Business Mtg	Add: Brief Business Meeting at 7:30 a.m.
Monday, July 27, 2020	
Monday, August 10, 2020	Add: Brief Business Meeting
Monday, August 24, 2020	

Monday, September 14, 2020 - Workshop	
Monday, September 28, 2020	
Monday, October 12, 2020 - Workshop	
Monday, October 26, 2020	
Monday, November 9, 2020 – <i>Brief Business Mtg</i>	
Monday, November 9, 2020 – Workshop	
Monday, November 23, 2020	
Monday, December 14, 2020	
Placeholder – General Board Work	
<ul style="list-style-type: none"> • 2020-2021 School Year (August) Schedule School Site Visits • Cultural Proficiency Continuum • MN Student Survey Report Discussion • Board Development Training • Distant Learning Virtual Visits (From 5/4/20 Workshop) 	
Placeholder – Policy Review	

B. 2019-2020 Annual Work Plan

C. 2020-2021 Approved Annual Work Plan

12. **Adjournment – MOTION** by T. Swartout, **Seconded** by V. Stoltz to adjourn the June 22, 2020 Meeting at 8:38 p.m.

13. **Appendix "A" (Reference #7, Item #G)**

- A. District Policy 414 - Mandated Reporting of Child Neglect Or Physical or Sexual Abuse
- B. District Policy 419 - Tobacco-Free Environment
- C. District Policy 521 - Student Disability Nondiscrimination
 - 1) District Policy 521F - Student Disability Discrimination Grievance Report Form
 - 2) District Policy 521P - Service Animal Procedure - *Remove*
- D. District Policy 534 - Unpaid Meal Policy
- E. District Policy 535 - Service Animal Procedure (*New*)



Debjyoti Dwivedy – Board Clerk

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE JULY 8, 2020
BRIEF SCHOOL BOARD MEETING

A Brief Business Meeting of the Independent School District 272, Eden Prairie Schools, was held on July 8, 2020 via Zoom Conferencing pursuant Minnesota Statue 13D.021.

1. **Convene: Call to Order at 7:31 a.m. (Roll Call)**
Present: Aaron Casper, Debjyoti "DD" Dwivedy, Elaine Larabee, Holly Link, Adam Seidel, Veronica Stoltz, Terri Swartout
Present: Superintendent Josh Swanson
2. **Agenda Review and Approval: MOTION** by A. Casper **Seconded** by T. Swartout to approve the agenda for the Wednesday, July 8, 2020 Brief Business Meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed Unanimously
3. **Board Action on Committee Reports & Minutes:**
 - A. Community Linkage Committee
 - 1) Approve CLC Meeting Minutes for June 30, 2020 – **MOTION** by H. Link, **Seconded** by V. Stoltz to approve minutes as presented – Passed Unanimously
 - 2) Approve Congratulations Class of 2020 Board Message – **MOTION** by A. Seidel, **Seconded** by H. Link to approve Board Message as presented – Passed Unanimously
 - B. Board Development Committee
 - 1) Approve BDC Meeting Minutes for June 30, 2020 – **MOTION** by H. Link, **Seconded** by A. Seidel to approve minutes as presented – Passed Unanimously
4. **Adjournment: MOTION** by T. Swartout, **Seconded** by V. Stoltz to adjourn meeting at 7:45 a.m. – Passed Unanimously



Debjyoti Dwivedy – Board Clerk

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE JULY 27, 2020
SCHOOL BOARD MEETING

A Regular Business Meeting of the Independent School District 272, Eden Prairie Schools, was held on July 27, 2020 via Zoom Conferencing, pursuant Minnesota Statute 13D.021.

1. CONVENE: Call to Order at 7:30 AM

Present: Aaron Casper, Debjyoti "DD" Dwivedy, Elaine Larabee, Holly Link, Veronica Stoltz, Terri Swartout

Not Present: Adam Seidel

Present: Superintendent Josh Swanson

2. Agenda Review and Approval: MOTION by A. Casper, Seconded by H. Link to approve the agenda as presented – Passed Unanimously

3. Board Work:

A. Decision Preparation

1) August 2020 Meeting Discussion

B. Required Board Action

1) *Resolution* – "Call the School District General Election" – **MOTION** by D. Dwivedy, **Seconded** by T. Swartout to approve and adopt the *RESOLUTION* as presented – Passed 6-0: Yes: 6; No: 0

4. Superintendent Consent Agenda: MOTION by H. Link, **Seconded** by V. Stoltz to approve the Consent agenda as presented – Passed Unanimously

A. Student Handbooks for FY 2020-21

1) Summary Changes of Handbooks

2) Eden Prairie High School

3) Central Middle School

4) Elementary Schools

5) COVID-19 Addendum for Elementary, CMS & EPHS Handbooks

B. Human Resource Report

5. Board Work Plan

A. Work Plan Change Document – **MOTION** by V. Stoltz, **Seconded** by A. Casper to approve changes as presented – Passed Unanimously

Eden Prairie School Board

2020 – 2021 WORK PLAN CHANGES

"Proposed" Changes for: July 27, 2020 Meeting

Date of Meeting/Workshop	Changes Requested
Wednesday, August 5, 2020 – Brief Business Mtg.	- Add: Brief Business Meeting at 7:30 AM.
Monday, August 10, 2020 – <i>Brief Business Meeting</i>	
Monday, August 24, 2020	
Monday, September 14, 2020 – <i>Brief Business Mtg.</i>	
Monday, September 14, 2020 – Workshop	- Add: <i>Morris Leatherman Survey</i>
Monday, September 28, 2020	
Monday, October 12, 2020 – Workshop	
Monday, October 26, 2020	
Monday, November 9, 2020 – <i>Brief Business Mtg.</i>	
Monday, November 9, 2020 – Workshop	
Monday, November 23, 2020	
Monday, December 14, 2020	
Placeholder – General Board Work	
<ul style="list-style-type: none"> 2020-2021 School Year (August) Schedule School Site Visits Cultural Proficiency Continuum MN Student Survey Report Discussion Board Development Training Distant Learning Virtual Visits 	
Placeholder – Policy Review	
<ul style="list-style-type: none"> A review of all Board Policies as it relates to race inclusion for all students in all ethnic groups 	

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE JULY 27, 2020
SCHOOL BOARD MEETING

A Regular Business Meeting of the Independent School District 272, Eden Prairie Schools, was held on July 27, 2020 via Zoom Conferencing, pursuant Minnesota Statute 13D.021.

B. School Board Annual Work Plan FY 2020-21

6. **Adjournment: MOTION** by T. Swartout, **Seconded** by H. Link to adjourn at 7:56 AM – Passed Unanimously



Debjyoti Dwivedy – Board Clerk

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE AUGUST 10, 2020
SCHOOL BOARD MEETING

A Regular Business Meeting of the Independent School District 272, Eden Prairie Schools, was held on Monday, August 10, 2020 in the Eden Prairie High School/PAC, 17185 Valley View Road, Eden Prairie, MN 55346.

1. CONVENE: Call to Order at 6:00 PM

Present: Aaron Casper, Debjyoti "DD" Dwivedy, Elaine Larabee, Holly Link, Adam Seidel, Veronica Stoltz, Terri Swartout

Present: Superintendent Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval

MOTION by D. Dwivedy, **Seconded** V. Stoltz to approve the agenda as presented – Passed Unanimously

4. Board Work

A. Decision Preparation

1) Safe Learning Plan

a. Eden Prairie Schools Opening 2020 Report

b. Presentation

MOTION by A. Seidel, **Seconded** by D. Dwivedy to recess for 10 minutes due to technical difficulties at 8:08 p.m. – Passed Unanimously
Meeting resumed at 8:18 p.m.

c. Return to Learning Infographic

d. MN Department of Health - Data for K-12 Schools: 14-day COVID-19 Case Rate by County

e. MN Department of Public Safety (State Fire Marshal Division) - School Occupant Loads for COVID-19 Restrictions

f. COVID-19 Preparedness Plan

g. COVID-19 Cleaning Procedures

2) EP Online

a. Executive Summary

b. EP Online Presentation

B. Required Board Action

1) Potential Decision for 2020-21 School Opening

MOTION by H. Link, **Seconded** by A. Casper to approve the Superintendent's Recommendation as presented:

- Begin the year in Elementary and Secondary Hybrid Model
- K-1 Five Days Per Week in the Building
- 2-12 AA/BB/VL Model
- Reassess at the September 28th Board Meeting to create a planful return toward in-person learning
- Per the MSBA recommended resolution: Provide authority to the Superintendent to move between the three models if necessary for public health

MOTION AMENDED by A. Seidel, **Seconded** by D. Dwivedy to change only point three to reflect:

- 2-6 Five Days Per Week in the Building
- 7-12 AA/BB/VL Model

AMENDED MOTION failed 2-5; Yes (2): AS, DD; No (5): AC, EL, HL, VS, TS

Original **MOTION**, Passed Unamioulsly 7-0; Yes – VS, AC, HL, AS, EL, TS, DD; No – 0

5. Board Work Plan

A. Work Plan Change Document

MOTION by D. Dwivedy, **Seconded** by V. Stoltz to approve the changes as presented – Passed Unanimously

Eden Prairie School Board
2020 – 2021 WORK PLAN CHANGES
“Proposed” Changes for the
August 10, 2020 Meeting

Date of Meeting/Workshop	Changes Requested
Thursday, August 13, 2020 – Brief Business Mtg.	- <i>Cancelled</i>
Monday, August 24, 2020	- <i>Add: EP Online (Required Board Action)</i>
Monday, September 14, 2020 – Brief Business Mtg	
Monday, September 14, 2020 – Workshop	
Monday, September 28, 2020	- <i>Add: Reassessment Update – Safe Schools Plan (Required Board Action)</i>
Monday, October 12, 2020 – Workshop	
Monday, October 26, 2020	
Monday, November 9, 2020 – Brief Business Mtg	
Monday, November 9, 2020 – Workshop	
Monday, November 23, 2020	
Monday, December 14, 2020	
Placeholder – General Board Work	
<ul style="list-style-type: none">• 2020-2021 School Year (August) Schedule School Site Visits• Cultural Proficiency Continuum• MN Student Survey Report Discussion• Board Development Training• Distant Learning Virtual Visits	
Placeholder – Policy Review	
<ul style="list-style-type: none">• A review of all Board Policies as it relates to race inclusion for all students in all ethnic groups	

B. 2020-21 Board Annual Work Plan

6. Adjournment

MOTION by A. Seidel, **Seconded** by T. Swartout to adjourn meeting at 11:03 PM



Debjyoti Dwivedy – Board Clerk



Spotlight on Success

Summer Youth Programs





What
Inspires
You?

Learning
New Things

Youth Programs Enrollment at a Glance

Eagle Zone

- 160 students served across all 6 elementary sites
 - 451 Hours of Childcare Provided to the Community

In-Person EPIC Camps

- 451 students
- 1,179 total enrollments

Online EPIC Camps

- 489 students
- 1,651 total enrollments

CMS Summer Academy

- 35 students attended 5-week online course

KinderCamp

- 233 registered students across all 6 elementary sites

Summer Eagle Zone - Top 5 Highlights



1. Faces of happiness the first day of summer programming from students, parents and staff.
2. Staff developed activities around social distancing without compromising the value of the activities.
3. Students spending time with friends who they missed spending time with.
4. The outstanding partnership between families and the program at each site. TRUSTING one another in the current environment.
5. Special Summer Projects - Water days, tie-dye days, wheels day,

Summer Eagle Zone - Parent Testimonials

“My son (age 7) had a wonderful experience this summer at Eagle Zone. The staff did a wonderful job of working great programming into the guardrails of COVID-19 protocols. As a parent, I felt appreciative of the efforts by Eagle Zone in keeping my son safe and healthy. The health checks, social distancing and cleaning procedures gave me the confidence to complete my work day knowing my child and the community were safe.”

“Eagle Zone was a great experience for our family this summer. Even though it was different than last year our child was always excited to go. Safety was first and foremost, but fun was right up there too! From water and wheels days to ice cream and movie days the staff kept it interesting for the kids. I wouldn't hesitate to re-enroll our child next summer. Thank you Eagle Zone staff!”

“This summer, our family made the decision to put our incoming 2nd grader into Eagle Zone. It was the right decision for our family. She absolutely loves the staff and being in a comfortable environment. The staff at EHSl/Oak Point made the summer as much of a normal summer as one could hope for during these strange times. She had a great summer. Thank you again to the staff and school board for having this program this summer. It is a blessing to working parents who are striving for a sense of normalcy for their young children during an unprecedented time. Our family truly appreciates all that you have done!”

Summer Eagle Zone - Parent Testimonials

“I am a Tier 1 worker and worked thru the COVID pandemic. I also am a single mom and was really worried about how to handle distance learning with my 1st grader; and frankly I was worried about what I was going to do with her during the day while I worked – during the summer. Eagle Zone really stepped up and helped me out. They created structure and had consistent staff available for my daughter for everything she needed. EZ staff really kept me in the loop and we had great communication between us that made everything work smoothly. Staff helped my daughter stay on schedule and assure she would complete her assignments.

I am beyond pleased with EZ’s response and call to action during this trying time. They have been a solid resource for me during this very daunting time. I appreciate everything they have done. Their dedication to their jobs really shows thru and I am really lucky to be a part of the Eden Prairie School District.”

“We are so very grateful to the Prairie View Eagle Zone Summer Program. Even during these unprecedented times, the staff went above and beyond to get creative with the kids. My daughter woke up every morning excited to go to Eagle Zone. She loved the bike riding, fishing, nature walks, and crafts. She loves the program and loves the staff so much. We drop her off every day knowing she is in the best of hands.

Thank you Eagle Zone!”

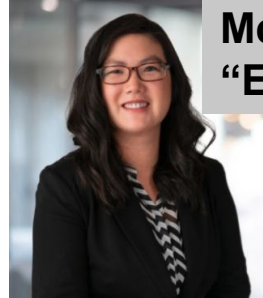
Summer Eagle Zone - Parent Testimonials

make.
This has been hard enough us adults and employees but even more emotionally devastating on the kids. Max has not seen or played with his friends since March. As well as the loss of group sports. He has struggled. He really fought against attending EZ early this season but you have helped him through this in ways I could not. Special shout out to ^{Amanda} Becky, who's connection with Max really brought him back to life.
Thank you. Thank you Thank you.
Thank you for allowing me to work.
Thank you for all the activities you created.
Thank you for giving my son something to look forward to again.

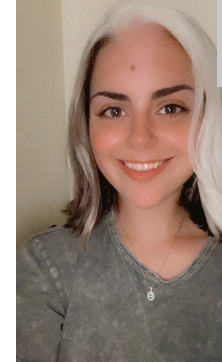
Summer Eagle Zone - Staff Recognition



Krista Konopa
"Resilience"



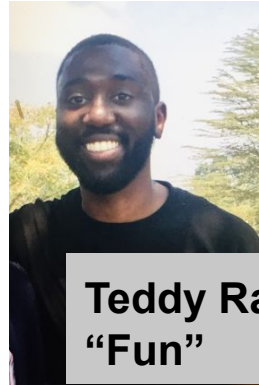
McKayla Boelter
"Exciting"



Meghan Lee
"Collaboration"



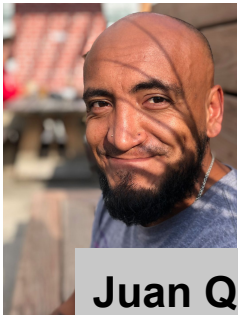
Melanie Ralston
"Rewarding"



Teddy Ratemo
"Fun"



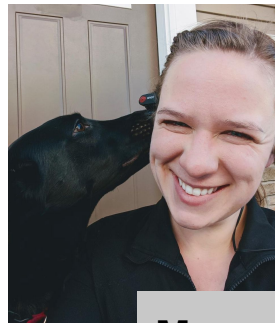
Kalli Larrabee
"Collaboration"



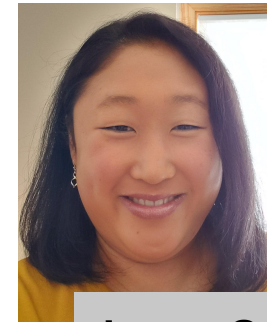
Juan Quiñonez
"Consistency"



Libby Tikalsky
"Inspiring"



Morgan Luhman
"Adventure"



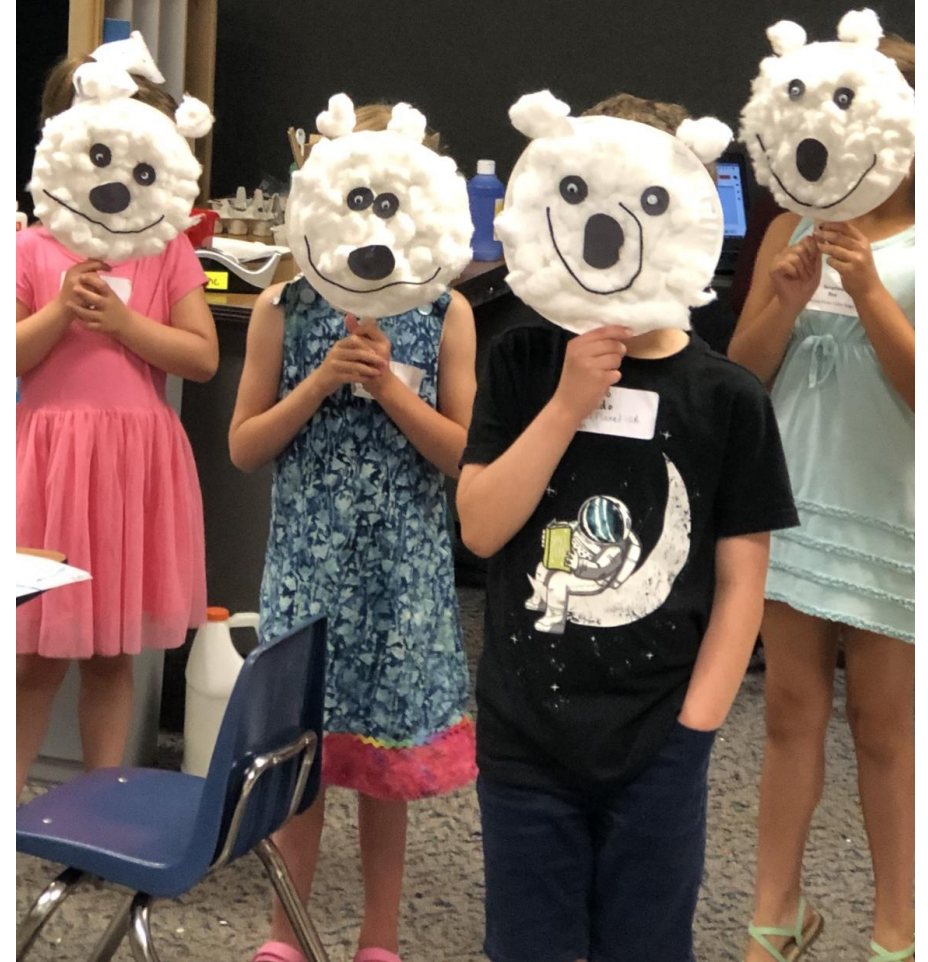
Jenna Goetze
"Rewarding"



Becky Lux
"Creativity"

Summer EPIC - Top 5 Highlights

1. Licensed Teachers adapted on short-notice to develop live online classes.
2. Students had safe space for much-needed social interaction.
3. Students had a more individualized experience, with smaller groups both in-person and online.
4. By spreading out to 4 buildings, we built in logistical convenience for families and had a more expanded presence in the community.
5. EPIC Instructors revamped all curriculum to create new outdoor games and indoor projects that were engaging and allowed for physical distancing.



Summer EPIC - Parent Testimonials

“My 8 year old daughter loved this camp. She was so happy to be back at a school with teachers and other kids. I was impressed with the precautions put in place so felt comfortable signing her and my other daughter up for more camps. Thank you!”

“My daughter gained a sense of community and loved meeting new kids. She learned so many outdoor games that she now wants to play at home. This was perfect for her age and development.”

“My kids enjoyed it thoroughly. No matter what camp it is, the teachers are so warm and welcoming: they always bring a smile on my and my child’s face and that’s very important for me.”

“Thank you so much! This was my daughter’s first time out since March and I was worried, however you all did amazing following the guidelines and she had a blast.”

Summer EPIC Camps

A few examples of the 88 different EPIC camps and classes offered this summer:

- Architect-in-Training
- Beat the Clock
- Fairy Tales From Around the World
- Giant Board Games
- Keep it Moving Art
- Learning to Persevere
- Marbles and Magnets
- Mighty Math
- Mindfulness and Movement
- Mixed Media Art
- Obstacle Course
- Shark Week
- Storybook Science
- And many more!





EAGLE ZONE
School Age Care



EPIC
Youth Programs

Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: EL 2.1 Emergency Superintendent Succession	Monitoring Timeframe: July 1, 2018-June 30, 2019 July 1, 2019-June 30, 2020	Policy Monitoring Column FOR BOARD USE ONLY Compliance rating: <ul style="list-style-type: none"> • OI is/is not reasonable • Evidence supports/does not support the OI <i>Include specific evidence for rating conclusion and recommendations.</i>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: August 26, 2019 August 24, 2020	
		Board member name:
<u>Global Constraint:</u> To protect the Board from sudden loss of Superintendent services, the Superintendent shall not permit there to be fewer than two other staff members sufficiently familiar with Board and Superintendent issues and processes who would be able to take over with reasonable proficiency as an interim successor.		(enter rating and reasoning when appropriate)
<u>Operational Interpretation:</u> 1. It is my interpretation that the Board requires a proactive plan that assures uninterrupted leadership of the organization due to a planned or unplanned short-term absence by the Superintendent. <ul style="list-style-type: none"> a. "Short Term" may be interpreted to be as little as one (1) day to as many as thirty (30) workdays to provide time for the board to make appropriate arrangements. b. In the event of an unplanned or planned absence, the Superintendent or his/her Assistant shall notify the Chair of the School Board. 2. It is appropriate that a line of succession be established with licensure, knowledge, and experience as the expected qualifications. The following persons and positions are designated to assume District leadership as the "Acting" Superintendent (in the order indicated) on behalf of the Superintendent in his/her anticipated or unanticipated absence. <ul style="list-style-type: none"> a. Assistant Associate Superintendent of Academics and Innovation* b. Senior Director of Community Education* 		

<ul style="list-style-type: none"> c. Senior Director of Student Support Services* d. Executive Director of Business Services e. Executive Director of Human Resources f. Senior Director of Personalized Learning and Teaching* g. Senior Director of Communications and Community Relations <p><i>*Position Description Requires a Minnesota District Superintendent License or person currently holding the position is Licensed as a District Superintendent in Minnesota.</i></p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. MN Statute 123B.143 SUPERINTENDENT. Subdivision 1. Contract; duties. All districts maintaining a classified secondary school must employ a superintendent who shall be an ex officio non-voting member of the school board. <ol style="list-style-type: none"> a. The succession list (#2 above) contains at least two current administrators with District Superintendent certification. 2. The Assistant Associate Superintendent, executive directors and senior directors are knowledgeable of all major district processes. <ol style="list-style-type: none"> a. These major processes are; educational programs, community education, family education, business services, technology, food services, facilities, human resources, communication and transportation. They are knowledgeable due to weekly cabinet meetings routinely held throughout the year. These meetings consist of regular discussion, problem solving, and decision making, communication or strategic planning for all major processes within the system. 3. The Assistant Associate Superintendent, executive directors and senior directors are knowledgeable regarding Eden Prairie school governance and able to follow the correct process for communication and implementation with the board. <ol style="list-style-type: none"> a. All members of the Superintendent's cabinet are involved in writing the policies and are familiar with all Ends, Executive Limitations, Board Management Delegation and Governance Process Policies. They are also active in writing and reporting on all Monitoring Reports. The superintendent's cabinet members work in partnership with the board governance subcommittee. 4. The Assistant Associate Superintendent, executive directors and senior directors are fully trained and licensed in their respective fields and have extensive leadership, supervision and organizational development experience. <ol style="list-style-type: none"> a. Degrees, licensure or training for these staff members is available upon request. 	

<p>5. The members of the Superintendent's cabinet are fully trained to activate and lead the District Crisis Center (DCC).</p> <p>a. The Superintendent's cabinet and their immediate subordinates have participated in the development of the plan itself and have participated in emergency planning exercises and drills. They have participated in debrief sessions following the drills.</p>	
<p>Measurement Plan:</p> <p>1. The School Board will review EL 2.1 annually.</p> <p>2. If enacted, the effectiveness of this plan will be reviewed in debrief fashion by the School Board Chair and Vice Chair and findings reported to the Board.</p>	
<p>Evidence:</p> <p>1. The school board has reviewed 2.1 annually.</p> <p>2. The succession plan was not enacted during the time of monitoring.</p>	
<p>Statement of Assertion:</p> <p>Report is Reasonable and Evidence support the Operational Interpretation.</p>	
<p>Board member's summarizing comments:</p>	

Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: EL 2.2 Treatment of Students	Monitoring Timeframe: July 2018 – June 2019 July 1, 2019 - June 30, 2020	Policy Monitoring Column FOR BOARD USE ONLY Compliance rating: <ul style="list-style-type: none"> ● OI is/is not reasonable ● Data does/does not provide adequate evidence of compliance <i>Include specific evidence for rating conclusion and recommendations.</i>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: August 26, 2019 August 24, 2020	
		Board member name:
<u>Global Constraint:</u> The Superintendent shall not cause or allow an educational environment that is unsafe, unwelcoming, inequitable, disrespectful, unnecessarily intrusive, or that otherwise inhibits the effective learning needs of each student.		(enter rating and reasoning when appropriate)
<u>Operational Interpretation:</u> A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement. (National Dropout Prevention Center/Network)		

<p><u>Justification:</u></p> <p>The District approves, disseminates, reviews, and enforces the following District Policies that are intended to create and support a safe learning environment.</p> <p>Bullying prohibited514</p> <p>Community notification, predatory offenders906</p> <p>Crisis management plan806</p> <p>Hazing prohibited.....526</p> <p>Healthy school meals533</p> <p>Internet acceptable use524</p> <p>Removal of student with IEP532</p> <p>Student vehicle parking.....527</p> <p>Transportation, nonpublic school students.....708</p> <p>Transportation policy709</p> <p>Transportation, public school students.....707</p> <p>Video recording, school bus and building.....711, 712</p> <p>Violence, disruption prohibited.....525</p> <p>Visitors.....903</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. District Policies required by state statute (otherwise known as Mandatory Policies) shall be reviewed and updated by the Superintendent on an annual basis. 2. District Policies that are recommended by MSBA or developed locally shall be reviewed and/or updated upon notice of change by MSBA, or at least every three years. 	
<p><u>Evidence:</u></p> <p>1. The Superintendent reviewed the District Policies in June 2019 and identified 40 policies that required review and or updates. In June 2019 the policies were assigned to be brought to the board prior to the start of the 2019 school year. A comprehensive annual review of district policies occurred in June 2019 and 103 district policies were updated and approved by the board during the monitoring period.</p>	

<p>2. The School Board has approved one (1) updated district Policy and adopted two (2) one (1) new policy policies during the reporting period to maintain compliance with statute requirements. The School Board adopted one (1) new district policy during the reporting period to maintain compliance with statute requirements.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.2.1 Furthermore, the Superintendent shall not: Allow students to be unprotected against violence or harassment.</p>	
<p><u>Operational Interpretation:</u> The policy of the school district is to maintain a learning environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. (District Policy 413: Harassment and Violence) Staff training and student engagement Fostering positive, meaningful relationships between staff and students and promoting welcoming learning environments are critical components of a safe school.</p>	
<p><u>Justification:</u> State law (Minn. Stat. § 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minn. Stat. Ch. 363A (MHRA). District Policy 413: Harassment and Violence complies with that statutory requirement and addresses the classifications protected by the MHRA and/or federal law. One hundred percent compliance with this policy is the district's goal; however, it is improbable that all instances of harassment or violence will be mitigated throughout the district during a calendar year. Districts should ensure research informed practices are in place to prevent as many incidents as possible and be prepared to respond effectively and appropriately when incidents do occur by having</p>	

<p>appropriate policies and established procedures. Furthermore, district efforts should reflect a focus on creating positive, predictable, and responsive school environments for the purpose of increasing student access to learning as a means of preventing, mitigating, and eliminating acts of harassment or violence.</p>	
<p><u>Measurement Plan:</u></p> <p>Sociologists describe “norms” as understandings that govern individuals' behavior in society. In this context, the policy statement reflects a norm, social contract, or expectation detailing how members of the school community are expected to behave towards each other. One hundred percent compliance with this policy is the district's goal; however, it is improbable that all instances of harassment or violence will be mitigated throughout the district during a calendar year. District efforts should reflect a focus on creating positive, predictable, and responsive school environments for the purpose of increasing student access to learning as a means of preventing, mitigating, and eliminating acts of harassment or violence. As stated above, violation of this norm (policy) occurs when any pupil, teacher, administrator, or other school personnel of the school violates District Policy 413. Therefore:</p> <ol style="list-style-type: none"> 1. Systemic efforts to mitigate incidents related to harassment and violence in the school setting and to comply with Policy 413 shall be reported. 2. District actions to remain in compliance with Policy 413 shall be reported. <p>Voluntary compliance within the school community shall be measured by the number of reportable incidents of harassment and/or violence as defined by Policy 413 and reported via the annual Discipline Incident Reporting System (DIRS) Report.</p>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. District policies 413 was reviewed and updated during the reporting period. 2. Processes and procedures are in place and communicated so that reports or complaints can be appropriately investigated and addressed, as it relates to policy 413. 3. Systemic and proactive efforts to mitigate incidents related to harassment and violence in the school setting also took place throughout the monitoring period. <ol style="list-style-type: none"> a. Student handbooks approved by the School Board on July 22, 2019 2020 included the district policies on violence harassment and the consequences for failure to abide by the prohibitions as listed. 	

- ~~b. Staff are expected to remain vigilant in their supervision of students and report violations to their supervisors.~~
- c. ~~During the Spring and Summer of 2018, We follow the triennial legislative requirement for all staff to participated in a training to ensure understanding of the Safe & Supportive Schools Act, EPS Bullying Prevention Policy, and relevant strategies to support student behavior in all of our buildings and settings. Training specific to this policy is provided to all district staff at least every 3 years.~~
- d. Principals, Associate Principals, Deans, staff, and security personnel provide student supervision and take appropriate actions when student behavior is contrary to Policy 506 Student Behavior and/or the Student Handbook.
- e. The District contracts with the Eden Prairie Police for School Liaison Officers to further enforce and provide security within our school buildings and at selected school events.
- f. The human resources department provides training on how to recognize and report sexual, racial, and religious harassment and violence to all new employees within thirty (30) days of their hire date. In addition to the new hire training, the transportation and buildings/grounds staff are re-trained annually (spring/summer).
- g. ~~As of Spring, 2020, all of our school sites have participated in the MDE-supported Positive Behavior Interventions and Supports (PBIS) implementation with MDE-supported training began in 4 elementary schools summer of 2015. Since that time, one additional elementary and our 2 secondary schools have completed training and started to implement. The one remaining elementary building has completed one year of the 2-year formal training process. A plan is in place to support ongoing implementation of this framework in all EP schools. PBIS is a research-based framework to strengthen the climate and culture by proactively teaching school expectations of the school community, reinforcing positive behaviors, emphasizing relationship development, and being responsive to negative behaviors. This is done to establish a positive learning culture that responsively meets the needs of each student, and includes an emphasis on proactively teaching positive behavioral expectations. These elements have been shown to support successful school interactions for all students and reduce undesired behavior. Strategies within this framework are selected and implemented based on observed student needs and are modified as needs evolve. These proactive, research-based steps are designed to eliminate incidents of harassment or violence.~~
- h. Throughout the 2019-2020 school year, site teams have focused on restorative practices to proactively build relationships and to responsively address inappropriate behaviors. This work supports a sense of

psychological safety at school, addresses accountability for harm done, and re-builds community for all involved.

2. The data below is from the FY 2019 DIRS report to MDE.

The District submitted its annual DIRS Report (District Incident Report System) in Summer, 2019. The DIRS Manual lists twenty-nine student offenses that are tracked from the Infinite Campus Student Information System. The DIRS Manual provides definitions of each of the reportable offenses in order to maintain consistency of reporting. For purposes of this report, the following student offenses were used to aggregate the data:

According to the 2018-19 DIRS Report, EPS experienced the following reportable offenses in grades K-12:

a.

HARASSMENT	2016-17	2017-18	2018-19
Sexual, Religious, Racial	0	0	0
Hazing	0	0	0
Verbal Abuse	X	X	X
Bullying/Cyberbullying	X	X	X
Harassment	16*	19	X
TOTAL	28*	28	16

X-less than 10 *Corrected to include data that was missing in the previous analyses

b.

VIOLENCE	2016-17	2017-18	2018-19
Assault	11	X	15
Fighting	76	90	71

Terroristic Threat	X	X	X
Threat / Intimidation	17	20	15
Weapon	X	12	X
TOTAL	116	130	111

X=less than 10

Analysis

1. The tables may contain data sets expressed as "X". Statutory data privacy provisions preclude the District from reporting data sets of less than 10.
2. The total numbers have been reduced. The numbers in categories have changed, but in large part due to clarity around definitions following additional training.
3. The data reported reflects the number of situations reported (each of which may have included more than one student). The district efforts focused on proactive strategies for teaching students' appropriate ways to solve problems and for accessing adult support before a situation becomes violent will continue to be a priority in the 2019-20 school year, with a particular emphasis on restorative practices to prevent offenses and to reduce the likelihood of repeated offenses.
4. The district is taking proactive, research-based steps to eliminate incidents of harassment or violence. When an incident occurs, the district is taking appropriate action to respond to student needs.

Statement of Assertion:

Report is Reasonable and Evidence support the Operational Interpretation

2.2.2 Furthermore, the Superintendent shall not: Allow private student data to be unprotected.

Operational Interpretation:

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

<p>State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder. (District Policy 515: Protection and Privacy of Pupil Records)</p>	
<p><u>Justification:</u> The procedures and policies regarding the protection and privacy of parents and students as provided in District Policy 515: Protection and Privacy of Pupil Records are adopted by the school district, pursuant to the requirements of 20 U.S.C. § 1232g, <i>et seq.</i>, (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000</p>	
<p><u>Measurement Plan:</u> The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:</p> <ol style="list-style-type: none"> 1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records; 2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records; 3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent; 4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder; 5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational 	

<p>interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and</p> <p>6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal No Child Left Behind Act and, if applicable, a student's history of violent behavior.</p> <p>The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English, and shall provide for the need to effectively notify parents or eligible students identified as disabled.</p>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. The school district provided parents and eligible students currently in attendance an annual notice of their rights (per the measurement plan) via the student handbooks distributed and/or accessible by each student at the beginning of the 2018-2019 2019-2020 school year or upon later registration in the District, through the District and school websites, and the <i>Parent Post</i> e-newsletter. 2. There were no instances indicating an outside governmental agency finding of non-compliance with the MN Student Data Privacy Act during the reporting period. 	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.2.3 Furthermore, the Superintendent shall not: Unfairly or inequitably identify and address student behavior violations.</p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. I interpret "unfairly identify" student behavior violations to mean the District student discipline policy adequately describes those behaviors or actions for which any student could reasonably expect an appropriate and consistent official action from a school staff member or administrator. 	

<ol style="list-style-type: none"> I interpret “inequitably address” to mean that there is a District expectation that administration and staff enforce the student discipline policy and apply it equitably and consistently to all students in response to the identified student conduct violation. This includes an expectation of consistency regarding the severity of the consequence, regardless of the student’s demographic designation. Failure to fairly or equitable identify and address student behavior is referred to as “disproportionality”. 	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> District Policy 506 Student Discipline was adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56. Disproportionality: Suspension is associated with negative outcomes for society in general. Skiba and colleagues have found that suspension is applied disproportionately to students who are older, male, from low socio-economic background, are a racial/ethnic minority, or have been identified with a disability. Specifically, students of a minority background are suspended more often, for less serious and more subjective behaviors, and with more serious consequences (Mendez & Knoff, 2003). Instead of supporting students with risk factors, suspension often increases the disparity between student groups. <i>“Disproportionate Minority Representation in Suspension and Expulsion in Minnesota Public Schools: A report from the Minnesota Department of Education (http://tinyurl.com/jwvr7rp).</i> 	
<p><u>Measurement Plan:</u></p> <p>The Disciplinary Incident Reporting System (DIRS) enables both the Minnesota Department of Education and our school district to comply with state and federal reporting requirements. DIRS is a web-based, password-protected system through which all public-school districts must report disciplinary incidents that result in either suspension or expulsion.</p> <p>Minnesota Statutes, section 121A.06, Subdivision 3, requires the Minnesota Department of Education (MDE) to annually report on disciplinary incidents, including incidents involving dangerous weapons, that occur in Minnesota public schools. Data for this report is obtained from MDE’s Disciplinary Incident Report System (DIRS).</p> <ol style="list-style-type: none"> Eden Prairie Schools submits its DIRS data each July to the Minnesota Department of Education. Longitudinal and current year data from this report shall be used in the monitoring report. 	

2. Intentional and research informed actions to prevent inequitable practices and responses to student behavior shall be reported during monitoring.

Evidence:

1. The data included in this report is from the FY 2019~~20~~ DIRS report to MDE.
 1. Number of expulsions in 2018-19~~19-20~~= 0 students
 2. Out-of-School Suspensions by MDE demographic

NOTE: Data from previous years was also reviewed and updated to ensure that it is un-duplicated by incident in the first column (shown in gray) and unduplicated by student in the last three columns.

Demographic comparison across 3 yrs.	OSS Incidents			Percent of Students Represented in OSS (by demographic)			Number (by demographic) in Student Body			Percent (by demographic) of Total Student Body		
SCHOOL YEAR	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	x	x	x	4.95%	2.33%	0.57%	35	36	30	0.4%	0.41%	0.34%
Asian	x	x	x	3.30%	3.72%	4.55%	1162	1207	1215	13.15%	13.78%	13.87%
Black	118	155	107	43.97%	48.84 %	46.60%	1143	1179	1279	12.93%	13.46%	14.61%
Hispanic	27	22	25	10.44%	8.37%	11.36%	666	715	743	7.53%	8.16%	8.48%
White	62	89	63	29.67%	28.84 %	30.11%	5368	5130	4985	60.73%	58.55%	56.93%
Native Hawaiian / Pacific Islander	x	0	0	0.55%	0.00%	0.00%	11	x	8	0.12%	0.10%	0.09%
Two or More	21	29	15	7.14%	7.91%	6.82%	453	485	494	5.13%	5.54%	5.64%

Races																
Undefined		0	0	0		0%	0.00%	0.00%		X	X	3		0.01%	0.01%	0.03%
TOTAL		245	309	220		n/a	n/a	n/a		8839	8762	8757		100%	100%	100%

3. Out-of-School Suspension—Special Education

Students in Special Education: 3-yr. comparison	OSS Incidents	Percent of Students Represented in OSS	Number in student body	Percent of Total Student Body
18-19 Special Education	65	28% of students with OSS (50 students)	960	10.96%
17-18 Special Education	98	28% of students with OSS (61 students)	890	10.16%
16-17 Special Education	105	41% of students with OSS (75 students)	920	10.41%

OSS	2017-2018	2018-2019	2019-2020
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Incidents by Special Education Status	309 total incidents by 215 students			220 total incidents by 176 students			115 total incidents by 102 students		
	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body
Special Education	31.71%	28.37%	10.16%	29.54%	28.41%	10.96%	23.48%	23.53%	9.43%
	(98 of 309 incidents)	(61 of 215 students)	(890 of 8762 students)	(65 of 220 incidents)	(50 of 176 students)	(960 of 8757 students)	(27 of 115 incidents)	(24 of 102 students)	(813 of 8618 students)

OSS Incidents by Race	2017-2018			2018-2019			2019-2020		
	309 total incidents by 215 students			220 total incidents by 176 students			115 total incidents by 102 students		
	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body
American Indian	n/a*	n/a*	0.41%	0%	n/a*	0.34%	0%	0%	0.28%
	(<10 of 309 incidents)	(<10 of 215 students)	(36 of 8762 students)	(0 of 220 incidents)	(<10 of 176 students)	(30 of 8757 students)	(0 of 115 incidents)	(0 of 102 students)	(24 of 8618 students)
Asian	0%	n/a*	13.78%	0%	n/a*	13.87%	n/a*	n/a*	14.72%
	(0 of 309 incidents)	(<10 of 215 students)	(1207 of 8762 students)	(0 of 220 incidents)	(<10 of 176 students)	(1215 of 8757 students)	(<10 of 115 incidents)	(<10 of 102 students)	(1269 of 8618 students)

Black	50.16% (155 of 309 incidents)	48.84% (105 of 215 students)	13.46% (1179 of 8762 students)	48.64% (107 of 220 incidents)	46.60% (82 of 176 students)	14.61% (1279 of 8757 students)	35.65% (41 of 115 incidents)	35.29% (36 of 102 students)	15.05% (1297 of 8618 students)
Hispanic	7.11% (22 of 309 incidents)	8.37% (18 of 215 students)	8.16% (715 of 8762 students)	11.36% (25 of 220 incidents)	11.36% (20 of 176 students)	8.48% (743 of 8757 students)	16.52% (19 of 115 incidents)	16.67% (17 of 102 students)	8.69% (749 of 8618 students)
White	28.80% (89 of 309 incidents)	28.84% (62 of 215 students)	58.55% (5130 of 8762 students)	28.63% (63 of 220 incidents)	30.11% (53 of 176 students)	56.93% (4985 of 8757 students)	28.70% (33 of 115 incidents)	31.37% (32 of 102 students)	55.34% (4769 of 8618 students)
Native Hawaiian / Pacific Islander	0% (0 of 309 incidents)	0% (0 of 215 students)	0% (0 of 8618 students)	0% (0 of 220 incidents)	0% (0 of 176 students)	0.09% (8 of 8757 students)	0% (0 of 115 incidents)	0% (0 of 102 students)	0.08% (7 of 8618 students)
Two or More Races	9.38% (29 of 309 incidents)	7.91% (17 of 215 students)	5.54% (485 of 8762 students)	6.81% (15 of 220 incidents)	6.82% (12 of 176 students)	5.64% (494 of 8757 students)	11.30% (13 of 115 incidents)	8.82% (<10 of 102 students)	5.84% (503 of 8618 students)
Undefined	0% (0 of 309 incidents)	0% (0 of 215 students)	0% (0 of 8618 students)	0% (0 of 220 incidents)	0% (0 of 176 students)	0.03% (3 of 8757 students)	0% (0 of 115 incidents)	0% (0 of 102 students)	0% (0 of 8618 students)
All	100%	100%	100%	100%	100%	100%	100%	100%	100%

	(309 of 309 incidents)	(215 of 215 students)	(8762 of 8762 students)	(220 of 220 incidents)	(176 of 176 students)	(8757 of 8757 students)	(115 of 115 incidents)	(102 of 102 students)	(8618 of 8618 students)	
<p>* subgroups with fewer than 10 students (<10) were not enumerated to preserve anonymity; corresponding percentages are shown as not applicable (n/a)</p> <p>2. Intentional and Research Informed Actions:</p> <p>Administrators were continued to receive and provide training in the Tools of the Cultural Proficiency, part of a research informed framework to support culturally competent and equitable responses to students. This includes consideration of language barriers and cultural communication differences. Positive behavior interventions & supports is a also a research informed framework that supports equitable practices.</p> <p>These practices are intentionally designed to support social-emotional learning proactively and in response to challenging behavior. One component of these supports is restorative practices.</p> <ol style="list-style-type: none"> Administrators received training in restorative practices in October 20189, January 201920, and April 2019June 2020. Administrators received training from legal experts around equitable implementation of policy and due process as it relates to student discipline in January 2019. Administrative collaboration with other districts to learn about prevention of and response to disproportionality in discipline over 64 meetings between October 2018August 2019 and June 2019February 2020. Administration periodically reviewed discipline data, including ongoing monitoring of individual student needs to ensure interventions were effectively impacting each student's behavior. Administrators engaged in training on the Tools of Cultural proficiency during 6 meetings between August 20189 and June 201920. Building PBIS Teams received training in restorative practices in June 201920. <p><u>Statement of Assertion:</u></p>										

Report is Reasonable and Evidence support the Operational Interpretation	
2.2.4 Furthermore, the Superintendent shall not: Hire paid personnel without first completing an appropriate background check.	
<u>Operational Interpretation:</u> The purpose of Policy 404 Employment Background Checks is to maintain a safe educational environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district.	
<u>Justification:</u> State Statute (123B.03) requires school districts to conduct criminal background checks on all employees.	
<u>Measurement Plan:</u> Compliance is demonstrated by consistent application of Policy 404 Employment Background Checks.	
<u>Evidence:</u> All paid personnel who were newly employed by the District during the reporting period completed an appropriate background check prior to hire.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.2.5 Furthermore, the Superintendent shall not: Allow any volunteer unsupervised time with students without first completing an appropriate background check.	
<u>Operational Interpretation:</u> Parent involvement is an important aspect of Eden Prairie Schools as it helps create a sense of community where our students, staff, parents, and community members work together to ensure the success of all students. Eden Prairie Schools offers many opportunities for parents and community members to be involved in our schools. To	

that end, the school district will seek a criminal history background check for all volunteers using the following criteria: <ol style="list-style-type: none"> 1. Will the person have significant student contact (such as one-on-one contact with students, driving, and overnight field trips)? 2. Does the volunteer work require a significant amount of time alone with students with a low level of staff supervision (such as volunteer coaches or mentors)? 	
<u>Justification:</u> State Statute (123B.03) requires school districts to conduct criminal background checks on all employees, student activities staff, and student activities volunteers (with the exception of <i>enrolled</i> student volunteers).	
<u>Measurement Plan:</u> <ol style="list-style-type: none"> 1. If the decision matrix listed above indicates that a background check is necessary, the background check process is required, and the Human Resources Department and the responsible staff member review its results. If there are no concerns, the responsible staff member contacts the potential volunteer. 2. If the decision matrix indicates that a background check is not necessary and there are no concerns voiced by school personnel, the responsible staff member contacts the potential volunteer as appropriate. 	
<u>Evidence:</u> The school district conducted criminal background checks on all volunteers (with the exception of <i>enrolled</i> student volunteers) per the Operational Interpretation during the reporting period.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.2.6 Furthermore, the Superintendent shall not: Neglect to assure an equitable system for access to academic programming.	
<u>Operational Interpretation:</u> Educational equity is based on the principles of fairness and justice in allocating resources, opportunities, treatment, and success for every student. Educational equity programs promote the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned,	

<p>systematic, and focused on the core of the teaching and learning process. (Source: Northwest Regional Education Laboratory).</p> <p>Equity is defined as: fairness, justice, and impartiality.</p> <p>Equal Access means impartiality in opportunity.</p> <p>Equal Educational Opportunities means providing appropriate resources, opportunities, and treatment for each student.</p>	
<p><u>Justification:</u></p> <p>The four key action components that ensure educational excellence by incorporating equitable and effective school practices are:</p> <p>Access Educational institutions must ensure every student has an equal opportunity to participate in all aspects of the educational process, including learning facilities, resources, and extracurricular and curricular programs.</p> <p>Instruction Educational institutions must use instructional practices that promote positive images of diverse groups and a strong commitment to an equitable approach to teaching and learning.</p> <p>Materials Educational institutions and staff members must review textbooks, audiovisuals, and other materials to minimize bias in content, graphics, pictures, and language.</p> <p>Assessment Educational institutions must account for variances in student learning styles and cultural backgrounds, and align assessment with school curricula, instruction, and systemic improvement goals.</p>	
<p><u>Measurement Plan:</u></p> <p>This policy shall be measured against the four key components (Access, Instruction, Materials, Assessment) listed in the justification of this policy.</p>	
<p><u>Evidence:</u></p> <p>1. Access:</p>	

AP-Course Enrollment Data	2016-17 Unduplicated Count			2017-18 Unduplicated Count			2018-19* Unduplicated Count		
Ethnicity	# Enrolled in-AP Course	Total Enrollment	% Enrolled in-AP	# Enrolled in-AP Course	Total Enrollment	% Enrolled in-AP	# Enrolled in-AP Course	Total Enrollment	% Enrolled in-AP
American Indian	1	22	4.5%	1	19	5.3%	1	19	5.3%
Asian	211	373	56.6%	231	410	56.3%	215	428	50.2%
Black	58	394	14.7%	68	426	16.0%	53	479	11.1%
Hispanic	44	202	21.8%	42	231	18.2%	36	235	15.3%
White	757	2062	36.7%	719	2,030	35.4%	620	1,955	31.7%
Grand Total	1071	3053	35.1%	1,061	3,116	34.1%	926	3,129	29.6%

*Data retrieved from Infinite Campus course enrollment records on 7/23/19.

AP Course Enrollment Data	2017-18			2018-19			2019-20*		
	Unduplicated Count			Unduplicated Count			Unduplicated Count		
Ethnicity	# Enrolled in AP Course	Total Enrollment	% Enrolled in AP	# Enrolled in AP Course	Total Enrollment	% Enrolled in AP	# Enrolled in AP Course	Total Enrollment	% Enrolled in AP
American Indian	1	19	5.30%	1	19	5.30%	2	15	13.33%
Asian	231	410	56.30%	215	428	50.20%	242	460	52.61%
Black	68	426	16.00%	53	479	11.10%	65	436	14.91%
Hispanic	42	231	18.20%	36	235	15.30%	39	220	17.73%
White	719	2,030	35.40%	620	1,955	31.70%	598	1751	34.15%
Grand Total	1,061	3,116	34.10%	926	3,129	29.60%	946	2882	32.82%

*Data retrieved from Infinite Campus enrollment records on 7/27/2020.

K-6 Gifted/ Talented	2016-2017				2017-2018				2018-19*			
	% of Students in District K-6		% of Students in GT		% of Students in District K-6		% of Students in GT		% of Students in District K-6		% of Students in GT	
Ethnicity	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
American Indian	0.4%	0.3%	0.4%	0.0%	0.5%	0.4%	0.7%	0.1%	0.5%	0.5%	0.7%	0.1%
Asian	8.4%	8.4%	12.9%	12.2%	8.9%	8.6%	11.4%	10.8%	8.4%	8.6%	11.2%	10.9%
Black	8.6%	8.8%	5.2%	5.1%	9.5%	8.8%	6.0%	5.6%	10.1%	9.0%	5.9%	5.5%
Hispanic	3.7%	3.9%	1.3%	2.0%	3.6%	3.7%	1.6%	2.0%	4.0%	3.6%	2.5%	1.8%
White	29.7%	27.8%	34.7%	26.2%	28.3%	27.6%	34.8%	27.1%	27.7%	26.8%	34.6%	26.6%
Total	50.8%	49.2%	54.6%	45.4%	50.8%	49.2%	54.5%	45.5%	51.2%	48.8%	55.0%	45.0%

*Data retrieved from Infinite Campus enrollment records on 7/23/19.

K-6 Gifted/ Talented	2017-2018				2018-19				2019-20*			
	% of Students in District K-6		% of Students in GT		% of Students in District K-6		% of Students in GT		% of Students in District K-6		% of Students in GT	
Ethnicity	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
American Indian	0.50%	0.40%	0.70%	0.10%	0.50%	0.50%	0.70%	0.10%	0.43%	0.50%	0.76%	0.19%
Asian	8.90%	8.60%	11.40%	10.80%	8.40%	8.60%	11.20%	10.90%	8.51%	8.94%	13.55%	11.45%
Black	9.50%	8.80%	6.00%	5.60%	10.10%	9.00%	5.90%	5.50%	10.00%	8.66%	5.92%	4.77%
Hispanic	3.60%	3.70%	1.60%	2.00%	4.00%	3.60%	2.50%	1.80%	4.21%	3.33%	1.72%	1.34%
White	28.30%	27.60%	34.80%	27.10%	27.70%	26.80%	34.60%	26.60%	28.49%	26.93%	35.88%	24.43%
Total	50.80%	49.20%	54.50%	45.50%	51.20%	48.80%	55.00%	45.00%	51.64%	48.36%	57.82%	42.18%

*Data retrieved from Infinite Campus enrollment records on 7/27/2020.

1. Instruction:
 - a. Sheltered Instruction Observation Protocols (SIOP): research-based and validated model of sheltering instruction for English Language Learners.

- b. All Eden Prairie Schools employees completed a Culturally Responsive Practices online course.
- c. ~~Beyond Diversity and Site-based equity teams~~ [The Tools of Cultural Proficiency](#) build racial and cultural awareness and capacity toward culturally responsive teaching, focused on eliminating the racial achievement gap.
- d. Kinder Camp: August camp for students transitioning into kindergarten, focused on children who have not had a preschool experience and/or may not yet be kindergarten ready. Opportunity for informal evaluation to target instruction earlier in the school year and make the most appropriate placement decisions for the student and family.
- e. The Brotherhood and Sisterhood – high school organizations for students at risk, under-represented, and/or of color toward outcomes of student engagement, self-advocacy, and successful high school outcomes.
- f. Dare 2 Be Real student program in place at the high school. This program promotes, addresses and discusses racial equity and leadership. Students undergo intensive training and structured discussions that are intended to prepare a new generation for global readiness.
- g. Advancement Via Individual Determination (AVID) program implemented in 8 schools.
- h. Eden Prairie High School elective course, Intro to Social Justice, provides students with opportunities to explore their identity, examine system inequities and social justice in the United States.
- i. Eden Prairie High School elective course, Multicultural and Human Relations in Schools, introduces pre-service teachers to core concepts and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, sexual identity, and disability.
- 2. Materials
 - a. Educational institutions and staff members must review textbooks, audiovisuals, and other materials to minimize bias in content, graphics, pictures, and language
 - b. Curriculum Improvement Committee (CIC) program cycle
 - c. Professional Development (How do you recognize bias in the curriculum?)
 - d. The World's Best Workforce parent advisory group reviews equitable learning opportunities with an emphasis in the area of curriculum, instruction and assessment.
- 3. Assessment
 - a. AVID (advancement via individual determination) is a set of strategies to help students become college and career ready. A large component of the middle school and high school AVID programming is a requirement that students take enriched or advanced course work. To empower students, AVID offers a series of research-based strategies, structures, and supports to eliminate opportunity gaps and increase success while students engage in challenging work. AVID at the elementary level lays the groundwork for success as students' progress through

middle and high school. The AVID strategies have a long track record of benefiting each student, but are particularly effective at helping traditionally underserved students perform at high levels.

Site	2016-17	2017-18	2018-19*
CMS Elective	109 students (7 & 8)	110 students (7 & 8)	104 students (7 & 8)
EPHS Elective	56 students (9 & 10)	54 students (9-11)	88 students (9-12)
EL Elementary	146 students (6)	849 (K-6)	829 (K-6)
OP Elementary	310 students (K, 1, 6)	821 (K-6)	827 (K-6)
PV Elementary	119 students (5 & 6)	766 (K-6)	761 (K-6)
FH Elementary	145 students (5 & 6)	737 (K-6)	780 (K-6)
CR Elementary	x	676 (K-6)	702 (K-6)
EHSI	x	838 (K-6)	838 (K-6)

*Data retrieved from Infinite Campus course enrollment records on 7/23/19.

Site	2017-18	2018-19	2019-20*
CMS Elective	110 students (7 & 8)	104 students (7 & 8)	87 students (7 & 8)
EPHS Elective	54 students (9-11)	88 students (9-12)	107 students (9-12)

EL Elementary	849 (K-6)	829 (K-6)	785 (K-6)
OP Elementary	821 (K-6)	827 (K-6)	818 (K-6)
PV Elementary	766 (K-6)	761 (K-6)	754 (K-6)
FH Elementary	737 (K-6)	780 (K-6)	608 (K-6)
CR Elementary	676 (K-6)	702 (K-6)	628 (K-6)
EHSI	838 (K-6)	838 (K-6)	819 (K-6)

*Data retrieved from Infinite Campus enrollment records on 7/27/2020.

Statement of Assertion:

Report is Reasonable and Evidence supports the Operational Interpretation

2.2.7 Furthermore, the Superintendent shall not: Allow students to be uninformed of their protections under this policy.

Operational Interpretation:

Students have a right to be active participants in their education and the environment in which they work and learn. The District is responsible for informing students and parents of their rights and responsibilities as members of the school community. Parents represent their child until the “age of majority.” When using the term “parent” I am referring to a child’s guardian or to any other adult allowed and/or permitted by law to access private educational records and/or make educational decisions for the child.

<p><u>Justification:</u></p> <p>The practice of annual notification of student rights and responsibilities is supported by state statute and requirements as set forth in District Policy.</p> <p>It is the practice of the School District to develop Student Handbooks each school year that include the rights and responsibilities of students. The Student Handbook is distributed and posted online for easy access. The following District Policies require annual notification:</p> <table border="0"> <tr> <td>Harassment</td> <td>413</td> </tr> <tr> <td>Student Discipline</td> <td>506</td> </tr> <tr> <td>Bullying</td> <td>514</td> </tr> <tr> <td>Hazing</td> <td>526</td> </tr> </table> <p>Parents are required to acknowledge in writing that they have read and understand the Student Handbook, as under the law they are required to make educational decisions on behalf of their child until that child has reached the “age of majority.” The “age of majority” is the age at which a person, formerly a minor, is recognized by law to be an adult, capable of managing his or her own affairs and responsible for any legal obligations created by his or her actions. The “age of majority” in Minnesota is age 18.</p>	Harassment	413	Student Discipline	506	Bullying	514	Hazing	526	
Harassment	413								
Student Discipline	506								
Bullying	514								
Hazing	526								
<p><u>Measurement Plan:</u></p> <p>Compliance with this policy shall be evidenced by the annual process of student handbook creation, dissemination, and acknowledged receipt and understanding by students and parents.</p>									
<p><u>Evidence:</u></p> <p>The District complied with the expectations of this policy as evidenced by the annual process of student handbook creation, dissemination, and acknowledged receipt and understanding by Eden Prairie students and parents during the reporting period.</p>									
<p><u>Statement of Assertion:</u></p> <p>Report is Reasonable and Evidence support the Operational Interpretation</p>									

2.2.8 Furthermore, the Superintendent shall not: Neglect to assure that all allegations of student maltreatment are handled in a timely manner.	
<u>Operational Interpretation:</u> “Neglect” is interpreted as <i>failing to act</i> “Assure” is interpreted as <i>making something certain</i> “Timely Manner” in this context means <i>as soon as possible but in no event longer than 24 hours</i>	
<u>Justification:</u> District Policy 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE fully complies with Minn. Stat. § 626.556 requiring school personnel, as mandated reporters, to report suspected child neglect or physical or sexual abuse as soon as possible but in no event longer than 24 hours after becoming aware of the alleged maltreatment. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused. The statute requires that reports be made directly to law enforcement and/or MDE by the person who “has reason to believe...”, not by his/her supervisor.	
<u>Measurement Plan:</u> <ol style="list-style-type: none"> DISSEMINATION OF POLICY AND TRAINING <ol style="list-style-type: none"> This policy shall appear in school personnel handbooks. The school district will develop a method of discussing this policy with school personnel. This policy shall be reviewed at least annually for compliance with state law. MANDATED REPORTING Compliance will be demonstrated by adhering to all requirements of Minn. Stat. § 626.556 and District Policy 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE 	
<u>Evidence:</u> The school district reports all instances of child neglect, physical and sexual abuse. The school district has not been found in violation by MDE.	

Statement of Assertion:

Report is Reasonable and Evidence support the Operational Interpretation.

2.2.9 Furthermore, the superintendent shall not: Neglect to provide adequate minimum eating times and access to school meals for students.

Operational Interpretation:

~~Students need to be able to eat breakfast and/or lunch at school within a space and timeframe that is suitable to that task.~~

- ~~1. Adequate minimum time is defined as at least a 10-minute meal period for breakfast and
 - a. a 20-minute meal period for elementary school lunch,
 - b. a 25-minute meal period for middle school lunch, and
 - c. a 30-minute meal period for high school lunch.~~
- ~~2. Adequate access is defined as providing a designated eating space that is clean and accessible to all students.~~

Students need to be able to eat breakfast and/or lunch at school within a space and timeframe that is suitable to that task.

3. Adequate minimum time is defined as at least a 10-minute time to eat for breakfast and 20-minutes of time to eat for lunch for K-12 students.
4. Adequate access is defined as providing a designated eating space that is clean and accessible to all students.

Justification:

There are no federal or state regulations governing minimum time or access standards for school meals for students. In the absence thereof, the district looks to several sources to define adequate minimum time. Minnesota Department of Education recommendations were reviewed, current “like” and proximal school district practices were reviewed, and staff and leadership were consulted.

<p>Minnesota Department of Education recommends that districts consider the Centers for Disease Control's recommendation of providing students with 10 minutes of eating time for breakfast and 20 minutes of eating time for lunch within a clean and accessible meal space.</p> <p>The operational interpretation of this policy is consistent with the majority of neighboring districts to Eden Prairie Schools, which utilize meal periods that closely align with the times described in the operational interpretation of this policy.</p> <p>The operational interpretation of this policy is consistent with feedback provided by district building principals based on their observations and interactions with staff and students during meal periods at their sites.</p> <p>The variance in lunch periods between elementary, middle, and high schools is attributed to differences in the average wait time associated with obtaining lunch at each level.</p> <p>Time and/or space provided beyond the minimum levels described in the operational interpretation of this policy would require a reduction in instructional opportunities for students during the existing school day or an expansion of the minutes built within the school day.</p>	
<p><u>Measurement Plan:</u></p> <p>Compliance with this policy shall be evidenced by the annual process of reviewing:</p> <ol style="list-style-type: none"> 1. Meal schedules at each elementary and secondary school building to ensure adequate minimum time. 2. An accounting of practices related to the cleanliness and accessibility of eating spaces at each elementary and secondary school building. 	
<p><u>Evidence:</u></p> <p>1. A review of meal schedules from each elementary and secondary school building was conducted in August 2019. All school sites were in compliance with the adequate minimum meal times described in the operational interpretation of this policy during the 2018-19 school year. All sites provide a minimum of 10 minutes of eating time for breakfast each day. In January 2020, meal times were increased by 5 minutes</p>	

<p>where needed to meet the minimum seated time for students to eat lunch. School schedules were reviewed to ensure adequate times were met.</p> <p>2. In January and February 2020, an audit was completed at every school site for breakfast and lunch to time the amount of time that the very last student in every breakfast or lunch that went through the line had once they sat down to eat before it was time to clear the table and return to class. It was observed over multiple weeks that with the changes that were made to the schedule in January that each student had more than the 10 or 20 minutes defined in the operational interpretation.</p> <p>3. An accounting of practices related to the cleanliness and accessibility of eating spaces at each elementary and secondary school building was conducted in August 2019. Findings included:</p> <ul style="list-style-type: none"> a. All elementary and secondary school eating spaces are ADA compliant. b. All elementary and secondary school eating spaces are large enough to accommodate the numbers of students being served within them during each meal shift. c. All elementary and secondary school eating spaces feature age-appropriate seating. d. Staff are designated at each school to assist students, monitor safety, and maintain cleanliness during each meal period. e. Custodians are designated at each school to ensure that eating spaces are clean following the conclusion of meal periods each day and prepared for the following day's usage. 	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation.</p>	

<p>2.2.10 Furthermore, the superintendent shall not: Neglect to provide adequate minimum time and access to recess for elementary students.</p>	
<p><u>Operational Interpretation:</u> Recess is defined as a regularly scheduled period in the school day where students are encouraged to engage in physical activity or play with their peers in activities of their choice under the supervision of trained adult monitors.</p>	

<ol style="list-style-type: none">1. Adequate minimum time is defined as at least a 20-minute recess period for elementary school students.2. Adequate access is defined as providing a designated outdoor or indoor space for recess activities that safely accommodates the number of students accessing it at one time.	
<p><u>Justification:</u></p> <p>There are no federal or state regulations governing minimum time or access standards for recess for elementary students.</p> <p>In the absence thereof, the Minnesota Department of Education recommends that districts consider the best practices outlined in the “Active Recess” toolkit developed by the Minnesota Department of Education, which includes a recommendation for daily recess for at least 20 minutes for all K-5 students within a defined playground space that features access to play equipment and trained supervisors and that allows for students to safely and universally engage in a variety of recess activities.</p> <p>The operational interpretation of this policy is consistent with the practice of the majority of neighboring districts to Eden Prairie Schools, which utilize an approximately 20-minute recess period within an adult-monitored playground, gymnasium, or classroom space.</p> <p>The operational interpretation of this policy is also consistent with feedback provided by our building principals based on their observations and interactions with staff and students during and outside of recess periods at their sites.</p> <p>Time and/or space provided beyond the minimum level described in the operational interpretation of this policy would require a reduction in instructional opportunities for students during the school day or an expansion of the minutes built within the school day.</p> <p>Recess is just one strategy suggested by the body of academic research for engaging students in physical activity throughout the school day. Additional strategies include engaging students in physical education courses, engaging students in physical extracurricular activities, and the integration of physical activity into classroom instructional activity, all of which are also utilized in elementary schools within our district.</p>	

<p><u>Measurement Plan:</u></p> <p>Compliance with this policy shall be evidenced by the annual process of reviewing:</p> <ol style="list-style-type: none"> 1. Student recess schedules at each elementary school building to ensure adequate minimum time. 2. An accounting of practices related to the safety and accessibility of recess spaces at each elementary school building. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. A review of recess schedules from each elementary school building was conducted in August 2019. All school sites were in compliance with the adequate minimum recess times described in the operational interpretation of this policy during the 2018-19 2019-20 school year. 2. An accounting of practices related to the safety and accessibility of recess spaces at each elementary and secondary school building was conducted in August 2019. Findings included: <ol style="list-style-type: none"> a. All elementary recess spaces are ADA compliant. b. All elementary recess spaces are in adherence with Policy 807 regarding playground safety. c. An annual process is in place throughout the district by which building principals are able to review and request updates to recess spaces through the submission of capital requests. d. An annual process is in place throughout the district by which staff are able to review and request updates to age-appropriate play equipment. e. Trained staff are designated at each school to monitor students during recess periods to ensure safe engagement in physical play activities. f. All playgrounds are inspected annually by a certified playground safety consultant. 	
<p><u>Statement of Assertion:</u></p> <p>Report is Reasonable and Evidence support the Operational Interpretation.</p>	

School Board member's summarizing comments:

Eden Prairie School District 272
Superintendent Monitoring Report

Policy Name: 2.7 Asset Protection	Monitoring Timeframe: July 1, 2018 - June 30, 2019 July 1, 2019 - June 30, 2020	Policy Monitoring Column FOR BOARD USE ONLY Compliance rating: <ul style="list-style-type: none"> • OI is/is not reasonable • Data does/does not provide adequate evidence of compliance <i>Include specific evidence for rating conclusion and recommendations.</i>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: August 26, 2019 August 24, 2020	
		Board member name:
<u>Global Constraint:</u> The Superintendent shall not cause or allow district assets to be unprotected, inadequately maintained, inappropriately used, or unnecessarily risked.		(enter rating and reasoning when appropriate)
<u>Operational Interpretation:</u> I interpret compliance with the overall policy to mean that all twelve (12) policy provisions are in compliance. Furthermore: <ol style="list-style-type: none"> 1. I interpret "assets" to mean physical and intellectual property of the District with a value greater than \$5,000. 2. I interpret "unprotected" to mean assets without insurance and/or a plan/guiding procedures. 3. I interpret "inadequately maintained" to mean a lack of preventive maintenance, repair, or renovation which may cause an asset to deteriorate and experience an accelerated depreciation, within available financial resources. 4. I interpret "inappropriately used" to mean the utilization of assets not in accordance with the desired Ends of the district. 5. I interpret "unnecessarily risked" to mean the exposure of assets to circumstances resulting in a higher likelihood of theft or otherwise being unavailable for the asset's intended purposes. 		
<u>Justification:</u> The provisions 2.7.1 through 2.7.12 adequately summarize and categorize those district assets that this policy protects.		
<u>Measurement Plan:</u> All provisions are in compliance.		

<p><u>Evidence:</u> Presented in provisions 2.7.1 through 2.7.12.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.7.1 Furthermore, the Superintendent shall not: Develop a facilities construction, renovation and maintenance plan that is not part of a comprehensive rolling ten-year plan.</p>	
<p><u>Operational Interpretation:</u> I interpret “a comprehensive rolling ten-year plan” to be a master plan for facilities construction, renovation, and/or maintenance that is reviewed and updated annually. The annual update allows the District to consider alternatives to the plan in order to reflect new facility needs and educational plans for the future.</p>	
<p><u>Justification:</u> A school district needs an ongoing program of assessment of existing school sites and facilities in order to identify school facility improvement issues, alternative means of addressing those issues, and to maintain a quality educational environment for students, staff, and community/partnership users. “To establish and maintain quality school facilities and a desirable learning environment for students, staff, and community users, an ongoing assessment of school facility needs and a program of public information about those needs is essential. (Guide for Planning School Construction Projects in Minnesota; MDE, 2003; p. 37)</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. The comprehensive rolling ten-year facilities plan shall be reviewed and updated on an annual basis. 2. The comprehensive rolling ten-year facilities plan shall be consulted and referenced during the development of any facilities construction, renovation, and/or maintenance plan. 3. The Capital Fund budget shall be reviewed and updated on an annual basis. 	
<p><u>Evidence:</u> At the April 23, 2018 April 22, 2019 school board meeting, the board approved the 2018-19 2019-20 capital budget which included funds to address facility improvements. Prior to approval, the administration worked with principals, department leaders, facility, staff, and the Superintendent’s Cabinet to determine priorities for maintaining district facilities.</p> <p>Facility work completed or planned in fiscal year 2019 2020 adhered to the Comprehensive Facility Plan and included the following components:</p>	

<ol style="list-style-type: none"> 1. The district continued working on a long-term facility planning process geared to align with the strategic plan 2. Implemented facility changes to accommodate educational program needs and related space concerns 3. Discussed with the School Board deferred maintenance and capital fund expenditures and revenue sources 4. Planned for the building of the Welcome Center and adjoining parking lot replacement of the high school gym floor and bleachers, Oak Point/Eagle Heights parking lot addition, district-wide pavement upgrades, and many annual building updates throughout the district 5. Continued development of Designing Pathways recommendations <p>The school board approved on June 18, 2018 June 24, 2019 a multi-year facilities plan of proposed projects by building location as part of the 10-year long-term facility maintenance plan which was submitted to MDE for review and approval in July 2018 2019. At the January 28, 2019 school board meeting, the district sold \$9,995,000 of general obligation facility maintenance bonds to fund two years of deferred maintenance projects. On May 14, 2019 the community approved a referendum to fund Designing Pathways facility improvements. On July 18, 2019 the district sold \$37,765,000 of general obligation school building bonds to fund these facility improvements.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.7.2 Furthermore, the Superintendent shall not: Fail to insure against theft and casualty losses at 100 percent of replacement value and against liability losses to School Board members, staff, and the organization itself in an amount greater than the average for comparable organizations.</p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. Property, Casualty, Umbrella insurance coverage is in place to insure the School District for losses to real and personal property per Statement of Values on file with the insurance company. <ol style="list-style-type: none"> a. “Fail to insure against theft and casualty losses at 100 percent of replacement value” is interpreted to mean a level of theft and casualty insurance that assumes a reasonable level of risk with consideration to the overall cost of said insurance (See Justification 2.a.). 2. Equipment breakdown insurance coverage is in place specifically for boilers and machinery. 3. Automobile insurance coverage is in place to insure the School District for losses resulting from owned, financed, leased or rented school buses, vans, driver’s education vehicles and ground/facilities vehicles are as per Schedule on file with the insurance company. 4. Commercial General Liability, Umbrella Excess Liability coverages are placed to insure against Bodily Injury & Property Damage Liability; Personal & Advertising Injury Liability; Medical Payments; Violent Event Response, Employee Benefits Liability and Sexual Abuse 5. School Leader’s Errors & Omissions coverage included Directors and Officers and school leader’s professional. 6. Crime coverage included for loss sustained from employee dishonesty, theft, disappearance and destruction. 	

<ol style="list-style-type: none"> 7. Inland Marine coverage for the transport of goods in transit, as well as moveable property and instrumentalities of communication. These categories include items such as instruments, cameras, fine arts, signs, valuable papers, electronic data processing and miscellaneous equipment. 8. Data and Network Security covers claims made by third parties arising out of a breach of the School District's computer network and data storage units or devices. 9. Volunteer Accident coverage protects an organization's volunteer workforce for medical costs associated with an accidental injury incurred while working on behalf of the organization. 10. International General Liability coverage is in place to insure students and staff while on international school sponsored trips. 11. Drone Liability coverage is in place to protect the School District for third party claims of property damage or injury resulting from the use of a district owned drone. 12. Workers' Compensation is a form of insurance providing wage replacement and medical benefits to employees injured in the course of employment in exchange for mandatory relinquishment of the employee's right to sue his or her employer for the tort of negligence. 	
<p><u>Justification:</u> This policy revolves around risk management, that is the identification, assessment, and prioritization of risks. The strategies to manage risk typically include transferring the risk to another party, avoiding the risk, reducing the negative effect or probability of the risk, or even accepting some or all of the potential or actual consequences of a particular risk. The business office uses Marsh & McLennan for brokerage services for this category of insurance coverage. Below are a number of considerations and coverage categories reviewed on an annual basis, the last review being 2019-20 coverage was reviewed on May 25, 2018 June 4, 2019:</p> <ol style="list-style-type: none"> 1. Policies and procedures are in place to provide assurance of protection & supervision of facilities and equipment. (District Policy 902 Use of School District Facilities and Equipment) 2. Insurance is meant to provide a reasonable assurance that the owner of the insured real property can fully replace it in case of a loss. In this case, the Administration has chosen to insure at 100% of replacement value which considers the following pertinent facts: <ol style="list-style-type: none"> a. The current estimated property value is \$459,287,084 \$477,012,008 based on a property appraisal completed in 2017 plus an industry recommended 1.14% 3.85% increase for 2018 2019 over the prior year. b. The property insurance plan the District purchases utilizes Special Form Replacement Cost on a Blanket Property coverage basis (i.e., total property limit can be used at any one location or multiple locations), meaning the only loss situation that the full 100% coverage would be utilized would be in the case of the complete destruction of all real and personal property of the District in every location in a single event. If the District were to lose multiple buildings in a single event, the total amount of insurance coverage would be available to rebuild and refurbish those school sites. 3. School Districts are subject to Minnesota Rule: Chapter 466. Tort Liability, Political Subdivisions. (https://www.revisor.mn.gov/statutes/?id=466&view=chapter#stat.466.02) A school district cannot be held liable for actions that are not foreseeable when reasonable measures ... are employed to insure adequate ...duties 	

<p>are being performed ..., and there is adequate consideration being given for the safety and welfare of all students in the school. (http://cousineaulaw.com/laws/minnesota-tort-laws)</p> <ol style="list-style-type: none"> a. In most education-related civil lawsuits there are two main categories of tort liability relevant to educational institutions—Intentional and Negligent Torts. <ol style="list-style-type: none"> i. Intentional Torts—occur when an individual attempts or “intends” to cause harm to another. For intent to exist, the individual must be aware that injury will, or could, be the result of the act. ii. Negligent Torts—there are four elements of a negligent tort: <ol style="list-style-type: none"> 1. Duty—The duty of an individual or the institution to protect those in our care 2. Breach (of Duty)—failure of the individual or institution to exercise a standard of reasonable care. 3. Proximate Cause—showing that the individual or institution failed to exercise a standard of reasonable care. 4. Injury—No matter how great the duty (Element 1), how egregious the breach of that duty (Element 2), or how foreseeable the consequences and proximate cause of the individual or institution’s standard of care (Element 3), there is no liability if actual injuries cannot be proven. 	
<p><u>Measurement Plan:</u> Compliance with this policy shall be evidenced through annual review of school district risk management processes and the subsequent renewal of our insurance plans that conform to the interpretation of this policy.</p>	
<p><u>Evidence:</u> <u>Coverages in place July 1, 2018</u></p> <ol style="list-style-type: none"> 1. Property, Casualty, Umbrella insurance coverage is in place through Liberty Mutual (July 1, 2018–July 1, 2019 July 1, 2019–June 30, 2020) 2. Equipment breakdown insurance coverage is in place through Hartford Steam Boiler Inspection & Insurance Co. (July 1, 2018–July 1, 2019 July 1, 2019–June 30, 2020) 3. Automobile insurance coverage is in place through Liberty Mutual (July 1, 2018–July 1, 2019 July 1, 2019–June 30, 2020) 4. Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual (July 1, 2018–July 1, 2019 July 1, 2019–June 30, 2020) 5. School Leaders Errors & Omissions coverages are in place through Liberty Mutual (July 1, 2018–July 1, 2019 July 1, 2019–June 30, 2020) 6. Crime coverages are in place through Liberty Mutual (July 1, 2018–July 1, 2019 July 1, 2019–June 30, 2020) 7. Inland Marine coverages are in place through Liberty Mutual (July 1, 2018–July 1, 2019 July 1, 2019–June 30, 2020) 8. Data Security coverages are in place through Liberty Mutual (July 1, 2018–July 1, 2019 July 1, 2019–June 30, 2020) 9. Network Security and Privacy coverages are in place through Beazley Insurance Co. (July 1, 2018–July 1, 2019 July 1, 2019–June 30, 2020) 	

<p>10. Volunteer Accident coverage is in place through HSR, Inc (July 1, 2019-June 30, 2020)</p> <p>11. International General Liability coverages are in place through AIG (July 1, 2019-June 30, 2020)</p> <p>12. Drone Liability coverage is in place through Global (July 1, 2019-June 30, 2020)</p> <p>13. Workers' Compensation coverage is in place through SFM (July 1, 2019-June 30, 2020)</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.7.3 Furthermore, the Superintendent shall not: Subject facilities and equipment to improper wear and tear or insufficient maintenance.</p>	
<p><u>Operational Interpretation:</u> I interpret this to mean all facility reviews and maintenance plans are in place for all school district buildings and grounds. The School Board is informed about the financial resources needed to implement the plans and that school budgets reflect the identified facility needs (within fiscal limitations).</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. Proactive maintenance plans explicitly stated facility needs with associated costs, and appropriate budgets are essential to ensure school district assets are protected. 2. Facilities and equipment such as computers, school buses, boilers, air handling units, coolers and freezers, dishwashers, serving lines and ovens routinely exceed their expected useful life due to the following procedures, training and asset handling requirements: <ol style="list-style-type: none"> a. Maintenance staff, technology staff, food service staff and school bus mechanics keep detailed records of maintenance schedules for all equipment b. All staff is trained on the use of equipment that they operate and hold appropriate licensure or certification where required c. Access to facilities and equipment is limited through security, either human or electronic, at all times. The proper authorities and key staff are notified in the case of breach of this security 	
<p><u>Measurement Plan:</u> Short and long-term maintenance plans are in place for each district facility. The School Board receives facilities progress reports as needed or desired throughout the year. Budgets include funds for maintenance and equipment needs as determined in district plans within available resources. Finally, the Superintendent approves expenditures from building contingency funds as needed.</p>	
<p><u>Evidence:</u> Plans as identified in the justification are in place along with a budget to support them.</p>	

<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.7.4 Furthermore, the Superintendent shall not: Allow external guests or user groups access to the facilities or assets without procedures in place to protect district concerns.</p>	
<p><u>Operational Interpretation:</u> The District encourages maximum use of school facilities and equipment for community purposes that do not interfere with use for school purposes. The District expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries. The school district administration may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.</p>	
<p><u>Justification:</u> District Policy 902 Use of School District Facilities and Equipment puts forth the processes related to the public use of school facilities and equipment.</p>	
<p><u>Measurement Plan:</u> Compliance shall be evidenced by the appropriate application of District Policy 902.</p>	
<p><u>Evidence:</u> Eden Prairie Community Education reserved buildings for 1,745 uses that served approximately 20,650 28,801 community members during fiscal year 2019 2020. The Eden Prairie High School Student Activities Department rented its facilities (performing arts center, bubble, activity center, gyms, private instructor rooms, music areas, fields, and tennis courts) for 10,633 8,016 events during fiscal year 2019 2020. Information regarding the procedures in place for community use of District facilities can be found at: http://comed.edenpr.org/facility_use</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	

<p>2.7.5 Furthermore, the Superintendent shall not: Unnecessarily expose the organization, its School Board, or its staff to claims of liability.</p>	
<p><u>Operational Interpretation:</u> I interpret this to mean the actions of the school board, the superintendent's behavior, and the behavior of all district employees will be governed by state and federal law.</p>	
<p><u>Justification:</u> The best way to preserve the legal liability of the school district is to ensure policies and procedures are current, the School Board and Staff are aware and understand the policies and procedures, and that required trainings (Federal and State) occur annually. A deliberate provision for staff awareness of legal responsibilities and professional behavior is essential.</p>	
<p><u>Measurement Plan:</u> Commercial General Liability, Umbrella Excess Liability and School Leader's Errors & Omissions and Crime coverages are in place to insure against Bodily Injury & Property Damage Liability; Personal & Advertising Injury Liability; Medical Payments; Employee Benefits Liability and Sexual Abuse, School Leader's Professional, Director's and Officer's Liability, and Employment Practices Liability. In addition, we provide opportunities for training to staff and Board members on Federal and State laws annually as required. Written policies indicating appropriate procedures for various activities within the district are in place and available on our web site and in the central office.</p>	
<p><u>Evidence:</u> Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual (July 1, 2018-July 1, 2019) (July 1, 2019-June 30, 2020) School Leader's Errors & Omissions coverages are in place through Liberty Mutual (July 1, 2018-July 1, 2019) (July 1, 2019-June 30, 2020) Crime coverages are in place through Liberty Mutual (July 1, 2018-July 1, 2019) (July 1, 2019-June 30, 2020)</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	

2.7.6 Furthermore, the Superintendent shall not: Endanger the organization's public image, its credibility, or its ability to accomplish ends.	
<u>Operational Interpretation:</u> I interpret this to mean the Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful, unsafe, imprudent, or in violation of commonly accepted educational and professional ethics and practices.	
<u>Justification:</u> <ol style="list-style-type: none"> 1. The school district's image, credibility, and ability to accomplish its Ends must be protected at all times. A deliberate provision and attention to maintaining a current, purposeful, legal, and ethical financial system significantly improves the district's ability to achieve its Ends and maintain the support of its community. 2. Superintendents are not only subject to rules and regulations related to the operation of a school district, but also to the Minnesota Code of Ethics for School Administrators (MN Rule 3512.5200). 	
<u>Measurement Plan:</u> <ol style="list-style-type: none"> 1. This policy shall be measured by the presence (or lack thereof) of any formal complaints found to be factual by the School Board, their designee, or the Board of School Administrators that the public image, credibility, or ability to accomplish our Ends has been endangered. 2. Other evidence to support compliance with this policy include the acceptance of related Executive Limitation monitoring reports determined to be in compliance by the School Board. 	
<u>Evidence:</u> <ol style="list-style-type: none"> 1. There were no formal complaints made to the School Board or Board of School Administrators regarding public image violations or violations against the rules and regulations set forth by the Minnesota Code of Ethics for School Administrators. 2. All Executive Limitation monitoring reports regarding public image and credibility were accepted as in compliance. 	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	

<p>2.7.7 Furthermore, the Superintendent shall not: Allow uninsured personnel access to material amounts of funds.</p>	
<p><u>Operational Interpretation:</u> I interpret this to mean that adequate internal controls and insurance coverages are in place to limit the District's exposure and risk of loss.</p>	
<p><u>Justification:</u> Insurance coverage is essential to protect the overall integrity of the financial system. Insurance ensures that fraud, negligence, or theft by an employee will have a limited impact on the school district.</p> <p>Proper internal controls are essential to limit the district's exposure to loss through fraud or error.</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. The School District develops, publishes, enforces, and reviews annually internal controls regarding access to funds. 2. The external auditors annually review the system of internal controls, conduct a system walk-through and report any exceptions. 3. Employee Theft and Dishonesty/Crime policies are in place to insure against: Employee Theft Per Loss (also includes Public Employees Faithful Performance); Depositor's Forgery/Alteration; Theft, Disappearance & Destruction (Money, Securities & Other Property – including Robbery & Safe Burglary; and Computer Funds & Transfer Fraud. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. The District Business Office conducted its formal internal control annual review and trained Business Office employees regarding the District's regulations regarding access and handling of district funds in June 2018 June 2019. <ol style="list-style-type: none"> a. The internal control procedures revealed no exceptions during fiscal year 2019 2020. b. Each site petty cash and safe is randomly audited annually by business office staff. c. All cash deposits must be accompanied by a written cash receipt. Cash receipt backup retained at the site is randomly audited by business office staff. d. The use of the online payment systems, Feepay, Campus and USAePay will reduce the amount of cash transactions throughout the district, especially in student activities and food service. 2. The fiscal year 2019 2020 financial audit required by state statute will be presented on or about November 25, 2019 November 23, 2020. <p>The audit report includes a section on "Internal Controls" that would indicate concerns with the District's internal processes and controls during the prior fiscal year.</p>	

3. The fiscal year 2018 2019 Audit indicated no internal control deficiencies regarding uninsured personnel access to material amounts of funds.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.8 Furthermore, the Superintendent shall not: Receive, process, or disburse funds under controls that are insufficient to meet the School Board-appointed auditor's standards.	
<u>Operational Interpretation:</u> I interpret this to mean the District audit and financial statements must be based on Generally Accepted Government Auditing Standards, the federal Single Audit Act, and the Minnesota Legal Compliance Guide issued by the Office of the State Auditor in reference to the school district's financial resources.	
<u>Justification:</u> School districts are required to have an annual independent financial audit, to submit audited financial data to the Minnesota Department of Education (MDE) electronically, and to submit all required components of the audit report to MDE and to the Office of the State Auditor.	
<u>Measurement Plan:</u> The Annual Audit Report that routinely tests the district's financial processes and practices. Non-compliance would be reflected by "findings" published in the Annual Audit Report to the Board of Education.	
<u>Evidence:</u> The School Board approved the fiscal year 2018 2019 audit on November 19, 2018 November 25, 2019 and these reports were submitted to the Minnesota Department of Education and the State Auditor's office in December 2018 2019. The fiscal year 2018 2019 Annual Audit revealed one legal compliance findings and two internal control findings over compliance. A corrective action plan was put in place to address the findings.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	

<p>2.7.9 Furthermore, the Superintendent shall not: Compromise the independence of the School Board’s audit or other external monitoring or advice.</p>	
<p><u>Operational Interpretation:</u> I interpret this to mean I will not interfere with the external auditing process and not utilize auditing personnel for other financial business. I will ensure the annual audit takes place in a timely manner.</p>	
<p><u>Justification:</u> The external audit is, in its purest form, a report card on the overall functioning of the school district. As such, the Superintendent and Executive Director of Business Services should cooperate (and not disrupt) the audit process to all possible extent. As a primary safeguard to maintaining fiscal integrity, the external audit should remain as neutral to the administration and operations of the district as possible.</p>	
<p><u>Measurement Plan:</u> Per State Statute, the School Board appoints an external auditor to conduct all external audits. Audits are conducted at the beginning of each fiscal year, and must be completed by the School Board prior to December 31. As a part of the process, the School Board meets with the external auditor to review the audited statements and to report its findings.</p>	
<p><u>Evidence:</u> The School Board approved the fiscal year 2018 2019 audit on November 19, 2018 November 25, 2019 and these reports were submitted to the Minnesota Department of Education and the State Auditor’s office in December 2018 2019.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.7.10 Furthermore, the Superintendent shall not: Substantially change the principal educational purpose of a school by closing, repurposing, consolidating, combining or creating new or choice destination schools without School Board approval.</p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. I interpret <i>school</i> as: <ol style="list-style-type: none"> a. The legal definition of <i>school</i> per Minnesota Statute 120A.05, b. I further interpret <i>school</i> to be the “real property” consisting of any one of the eight (8) current <i>school</i> buildings and Lower Campus. 2. The phrase <i>principal educational purpose</i> is interpreted as the standard course of academic programs implemented to meet the standards established by the Minnesota Commissioner of Education (MN Statute 120A.05). 	

<ol style="list-style-type: none"> 3. I interpret <i>substantially change the principal purpose of a school</i> to mean: <ol style="list-style-type: none"> a. Alter the primary use of one of the District's elementary, middle or secondary schools per the legal definition of a <i>school</i> (MN Statute 120A.05). b. Significantly alter the physical space <u>and</u> primary use of a specially designated or designed space of a <i>school</i> (i.e. gym, swimming pool, media center, etc.). c. To demolish, reconfigure, or remodel in order to create a new use at a cost in excess of \$100,000 at one site. 4. I interpret <i>by closing or repurposing it</i> to mean: <ol style="list-style-type: none"> a. <i>Closing</i> is eliminating the use of a District <i>school</i> building for any District purpose. b. <i>Repurposing</i> is: <ol style="list-style-type: none"> i. Creating a District "<i>Destination School</i>" ii. Using a District <i>school</i> building for a purpose not associated with a school. 5. I interpret <i>by consolidating or combining it with another school</i> to mean: <ol style="list-style-type: none"> a. The action of moving one <i>school</i> into another <i>school's</i> building, and eliminating one of the <i>schools</i> affected, or; b. Moving one <i>school</i> into another school's building and changing the principal educational purpose of individual <i>schools</i>. 6. I interpret <i>board approval</i> as an affirmative majority vote by a quorum of the School Board on a recommendation provided by the Superintendent or his/her designee. 	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. The legal definition of <i>school</i> was used to delineate those structures from other District real properties. 2. Minnesota Statute 120A.05 defines the <i>principal educational purpose</i> of school sites: <ol style="list-style-type: none"> a. Subd. 9.Elementary school. "Elementary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in prekindergarten through grade 6 or any portion thereof, and staff meeting the standards established by the commissioner. b. Subd. 11.Middle school. "Middle school" means any school other than a secondary school giving an approved course of study in a minimum of two consecutive grades above 4th but below 10th with building, equipment, courses of study, class schedules, enrollment, and staff meeting the standards established by the commissioner of education. c. Subd. 13.Secondary school. "Secondary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof, and staff meeting the standards established by the commissioner of education. <p>(Note: the Education Center in Eden Prairie is not included in this definition, as the District does not own real property at that site.)</p> <ol style="list-style-type: none"> 3. The definition of "Real Property" was used to differentiate it from other types of property owned by the district <ol style="list-style-type: none"> a. "Real Property" is defined as "A building or structure shall include the building or structure itself, together with all improvements or fixtures annexed to the building or structure, which are integrated with and of permanent benefit to the building or structure, regardless of the present use of the building, and which 	

<p>cannot be removed without substantial damage to itself or to the building or structure.” (MN Statute 272.03.b.)</p> <p>(Note: the Education Center in Eden Prairie is not included in this definition, as we do not own real property at that site.)</p> <p>4. <i>Closing or Repurposing</i></p> <ol style="list-style-type: none"> It is not uncommon for individual rooms in a facility to provide several functions as needs arise and priorities change over a period of time while the <i>school</i> as a whole retains its <i>principal educational purpose</i>. Most often, the <i>repurposing</i> of usable space does not require substantial changes to the physical structure. This interpretation does not limit Administration from managing its <i>schools</i> to produce the desired ends. It does limit the administration from <i>substantially changing</i> to a <i>school</i> in a manner that would: <ol style="list-style-type: none"> Physically alter a “specially designated or designed space” for a new use. Require contracts over \$100,000 for repurposing classroom or specialized space at a single <i>school</i> to be approved by the School Board per MN Statute 123B.52 and MN Statute 471.345, Subd. 3. <p>5. <i>“Destination School”</i></p> <ol style="list-style-type: none"> Meets the legal definition of a <i>school</i> and provides the standard academic program and standards as established by the Minnesota Commissioner of Education <i>in an alternative, enhanced, or specialized learning environment</i>. Is open to enroll <u>eligible</u> students regardless of their home location within the School District Provides a specialized academic focus in <i>an alternative, enhanced, or specialized learning environment</i> that may include, but is not limited to: language immersion, technology, environmental studies, fine arts, online, STEM, etc. <ol style="list-style-type: none"> Programs such as Level III Gifted Services, Special Education Low Incidence and Center-Based programs, and English Language Learners are not <i>destination schools</i>. Eagle Heights Spanish Immersion School is a <i>destination school</i> per this interpretation. The Level IV Gifted and Talented programming would be considered a <i>destination school</i> at such point as it encompasses multiple grade levels at one or more <i>school</i> sites. <p>6. Board Approval</p> <ol style="list-style-type: none"> School Board voting rules are self-explanatory and legally required to do the business of the school district <p>This interpretation has the expectation that the Superintendent will undertake a process that provides adequate background information, opportunities for discussion, and culminates with a specific recommendation for Board action.</p>	
<p><u>Measurement Plan:</u></p> <p>The Superintendent shall be found to be in compliance with this policy when:</p> <ol style="list-style-type: none"> The district’s <i>school</i> sites retain their “principal” educational purpose, The district’s <i>school</i> sites are not repurposed, consolidated or combined with another school without Board approval. 	

<p><u>Evidence:</u> No spaces were changed during the reporting period, except where legally required by the Governor’s executive order and not under the control of the superintendent.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.7.11 Furthermore, the Superintendent shall not: Allow anyone other than the School Board to name facilities, schools, classrooms, or spaces within the district.</p>	
<p><u>Operational Interpretation:</u> The Eden Prairie School Board is responsible for permanently naming facilities, which includes buildings, rooms, internal spaces, streets, landscape materials and associated exterior furnishings, courts, athletic fields, open spaces, forests, and all other areas owned, operated, or controlled by the Eden Prairie School District.</p> <p>Eden Prairie School District may name facilities according to provisions established by statute. The School Board may elect to name facilities in recognition of individuals who have attained achievements of extraordinary and lasting distinction or enter into authorized agreements and contracts to lease naming rights for school facilities or enter into an agreement with a sponsoring agent in order to generate alternative sources of revenue to be used according to a plan specified by the School Board.</p>	
<p><u>Justification:</u> Board authority, established in statute, permits the Board to enter into a contract to lease the naming rights for school facilities, sell advertising on or in facilities and otherwise enter into an agreement with a sponsoring agent. The School Board exercises approval authority for naming of all facilities owned, operated, or controlled by the Eden Prairie School District.</p>	
<p><u>Measurement Plan:</u> Compliance with this policy shall be evidenced via the Board naming all permanent facilities owned or leased by the District.</p>	
<p><u>Evidence:</u> The Eden Prairie High School brought forward a space to rename as the South Commons Collab. The School Board approved this name on September 23, 2019. On June 22, 2020, the School Board approved renaming the EPHS School Store to The Nest - Home of the Eagles. No other spaces formally changed names during FY 2019-20.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	

2.7.12 Furthermore, the Superintendent shall not: Eliminate any non-state-required programs that would adversely affect our reputation and/or diminish the value of our broad-based educational opportunities without School Board approval.

Operational Interpretation:

1. An “educational program” is defined as “a set of learning activities with a specific goal.” In the context of a school district, an educational program is interpreted as a set of courses leading to acquisition or mastery of a set of identified competencies.
2. The core of this policy [The Superintendent shall not] “Eliminate any non-state required programs...without board approval” is self-explanatory. I interpret this policy to mean that Administration must seek approval via official vote of the School Board to discontinue any educational program at any level that is not required by Minnesota statute.
 - a. The State of Minnesota requires the following of all of its high school graduates:
 - i. 4 credits of language arts
 - ii. 3 credits of mathematics, including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra I credit by the end of eighth grade.
 - iii. 3 credits of science, including a biology credit. In addition, students in the graduating class of 2015 and beyond must complete a chemistry, physics, or Career and Technical Education (CTE) credit as part of the 3-credit requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.)
 - iv. 3½ credits of social studies, including U.S. history, geography, government and citizenship, world history and economics.
 - v. 1 credit in the arts
 - vi. 7 elective credits
 - b. In grades K-8 school districts are required to put state academic standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. (Source: MDE) Therefore, specific elective courses and programs are not required at these levels, but the standards embedded in those courses and programs are required to be delivered in some form to students.
3. The phrase “adversely affect our reputation and/or diminish educational opportunities” is subjective in nature. Therefore, the discussion regarding “value” becomes a consideration for the School Board rather than one for the Superintendent in the decision-making process.

<u>Justification:</u> The parents and owners of Eden Prairie schools value the broad-based educational program offered by the District.	
<u>Measurement Plan:</u> Compliance shall be evidenced by adherence to the intent and direction of this policy.	
<u>Evidence:</u> No programs were eliminated during the reporting period.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
School Board member's summarizing comments:	

Memorandum

To: Eden Prairie School Board

From: Dr. Josh Swanson

Date: August 19, 2020

Regarding: EP Online Recommendation

History

EP Online was originally approved as a Minnesota Department of Education (MDE) Supplemental online provider in May 2018. Since that time, approximately 20 courses have been built and my annual goals and conversation with the board has included the vision of becoming an approved Minnesota Department of Education Comprehensive provider. When COVID-19 forced us to transition to distance learning, I directed the team to use this opportunity to explore what an application and accelerated approval process may look like, so we could serve our students and families who may want an online choice during the pandemic. The team began a process to ensure a design was innovative, feasible, had access to high quality resources, would meet the state requirements, and had an instructional delivery model that could meet the needs of students and families.

Current State

Since the governor's executive order came out on July 30, 2020 that includes a requirement to provide a distance learning experience for any student/family who requests it, our interest in this option has far exceeded any expectations that our data would have indicated. As of August 19, 2020, we have over 1570 students who have made this request. With the very short timeline and without the ability to cap this option it has forced us to review some of the distanced instructional delivery at the middle school and high school levels. In consultation with teachers and principals we've made some adjustments, so that we can be in compliance with the executive order.

Future State

After expiration of the executive order, students will be enrolled in EP Online as a separate school. Creating a separate school requires board approval under Executive Limitation 2.7.10. We anticipate we may need to enroll students officially in EP Online at some point inside of the 2020-21 school year and move beyond just meeting the requirements within the executive order. As was presented on August

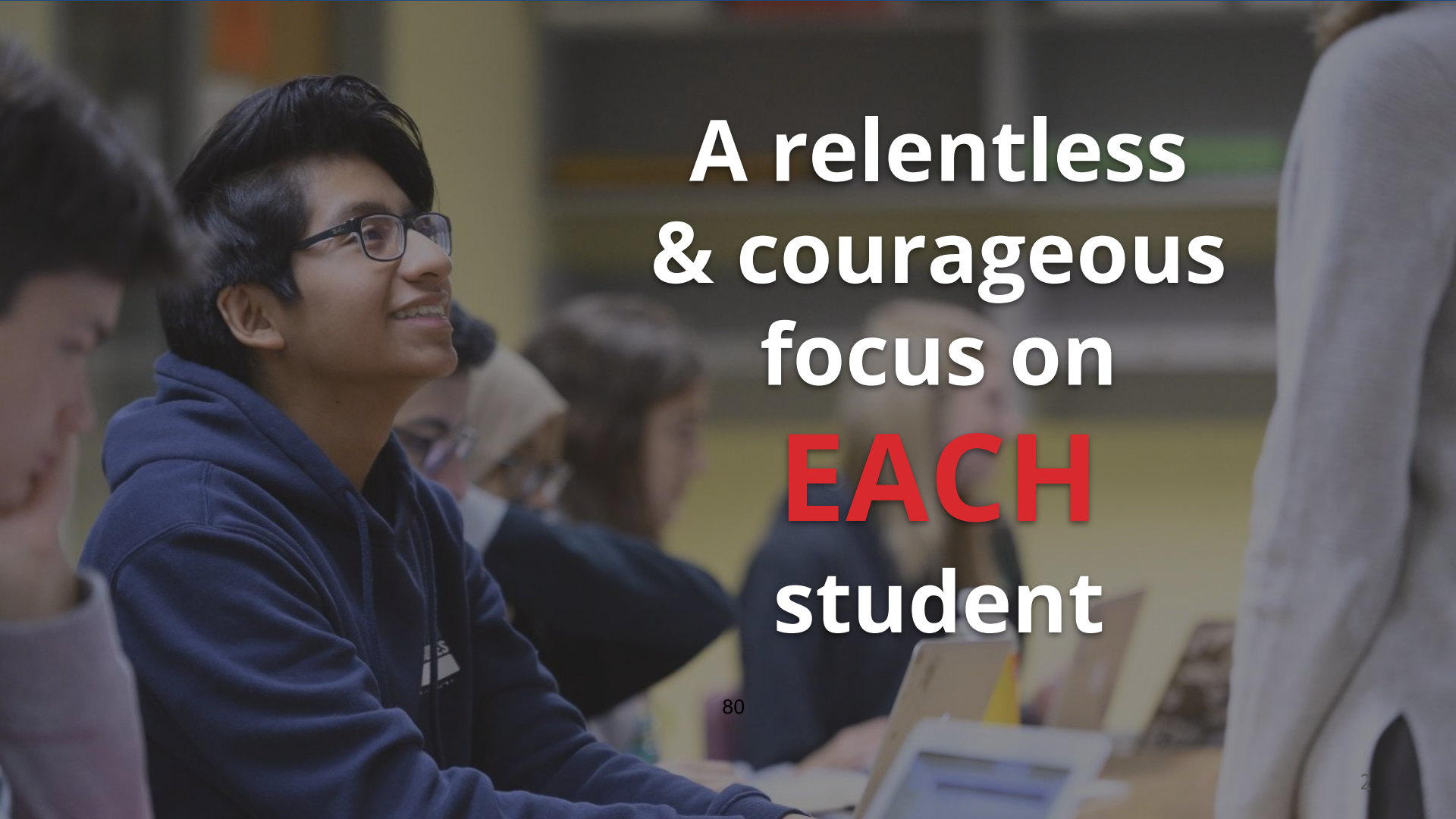
10, 2020, careful thought has gone into selection of resources to support our curriculum, assessment design, financial flexibility that can scale, professional development, course alignment and expectations. The model aligns with our current high standards and academic policies and leverages the strategies we know build relationships, which we are known for. The online courses will be taught by our Eden Prairie teachers, be interactive, and help our students build not only the content and academic knowledge required by the standards, but also the 21st century skills and citizenship skills to contribute positively to society.

EP Online will leverage: the strong technology backbone and background that we have, the online tools we have available, and our relationships across the State through cooperatives and virtual services to be able to provide support to students at a distance. The establishment of this school will open incredible future opportunities for students in our district and across the state with the creative possibilities that it could support.

I recommend that the board take action to approve the creation of EP Online as a separate comprehensive K-12 school following approval by the Minnesota Department of Education and the expiration of the Governor's Executive Order. At that time the school will be its own entity. Final design and implementation will be set in motion and the new school would operate under the vision as was presented on August 6, 2020 across K-12.



 **EP Online** 

A young man with dark hair and glasses, wearing a blue hoodie, is looking up and smiling. He is in a classroom or library setting with other students in the background. The text is overlaid on the right side of the image.

A relentless
& courageous
focus on
EACH
student

Current State

- **Pandemic Enrollment - Governor Walz Executive Order**
- **Current Design & Structure**
- **Responsiveness to Families**

Future State

- **Virtual Classroom**
- **Personalized Learning**
- **Resources designed for Online Environment**

THANK YOU



EDEN PRAIRIE SCHOOLS

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2020 – June 30, 2021)
Monitoring July 1, 2019 – June 30, 2020 School Year Data**

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
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BOARD-MANAGEMENT DELEGATION (BMD) POLICIES					
3.0 Single Point of Connection	09/28/2020				
3.1 Unity of Control	09/28/2020				
3.1.1	09/28/2020				
3.1.2	09/28/2020				
3.1.3	09/28/2020				
3.2 Delegation to the Superintendent	09/28/2020				
3.2.1	09/28/2020				
3.2.2	09/28/2020				
3.2.3	09/28/2020				
3.2.4	09/28/2020				
3.3 Superintendent Accountability and Performance	09/28/2020				
3.3.1	09/28/2020				
3.3.2	09/28/2020				
3.3.3	09/28/2020				
3.3.4	09/28/2020				
3.3.5	09/28/2020				

Record of Board Self-Evaluation
Governance Policies
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Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.0 Global Governance Commitment	10/26/2020				
4.0.1	10/26/2020				
4.0.2	10/26/2020				
4.1 Governing Style	10/26/2020				
4.1.1	10/26/2020				
4.1.2	10/26/2020				
4.1.3	10/26/2020				
4.1.4	10/26/2020				
4.1.5	10/26/2020				
4.1.6	10/26/2020				
4.2 School Board Job Products	10/26/2020				
4.2.1	10/26/2020				
4.2.2	10/26/2020				
4.2.2 - A	10/26/2020				
4.2.2 - B	10/26/2020				
4.2.2 - C	10/26/2020				
4.2.2 - D	10/26/2020				

Record of Board Self-Evaluation
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4.2.3	10/26/2020				
4.3 Annual Work Plan	10/26/2020				
4.3.1	10/26/2020				
4.3.2	10/26/2020				
4.3.3	10/26/2020				
4.4 Officer Roles	09/28/2020				
4.4.1	09/28/2020				
4.4.1.1	09/28/2020				
4.4.1.2	09/28/2020				
4.4.1.3	09/28/2020				
4.4.1.4	09/28/2020				
4.4.1.5	09/28/2020				
4.4.1.6	09/28/2020				
4.4.1.7	09/28/2020				
4.4.1.8	09/28/2020				
4.4.1.9	09/28/2020				
4.4.2	09/28/2020				
4.4.3	09/28/2020				
4.4.4	09/28/2020				

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2020 – June 30, 2021)
Monitoring July 1, 2019 – June 30, 2020 School Year Data**

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.5 School Board Members' Code of Conduct	09/28/2020				
4.5.1	09/28/2020				
4.5.2	09/28/2020				
4.5.2.1	09/28/2020				
4.5.2.2	09/28/2020				
4.5.2.3	09/28/2020				
4.5.3	09/28/2020				
4.5.3.1	09/28/2020				
4.5.3.2	09/28/2020				
4.5.4	09/28/2020				
4.5.5	09/28/2020				
4.5.6	09/28/2020				
4.5.7	09/28/2020				
4.5.8	09/28/2020				
4.5.8.1	09/28/2020				
4.5.8.2	09/28/2020				
4.5.8.3	09/28/2020				
4.5.8.4	09/28/2020				
4.5.8.5	09/28/2020				
4.5.8.6	09/28/2020				

Record of Board Self-Evaluation
Governance Policies
(July 1, 2020 – June 30, 2021)
Monitoring July 1, 2019 – June 30, 2020 School Year Data

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.5.8.7	09/28/2020				
4.6 Process for Addressing School Board Member Violations	09/28/2020				
4.6.1	09/28/2020				
4.6.2	09/28/2020				
4.6.3	09/28/2020				
4.6.4	09/28/2020				
4.6.4.1	09/28/2020				
4.6.4.2	09/28/2020				
4.7 School Board Committee Principles	09/28/2020				
4.7.1	09/28/2020				
4.7.2	09/28/2020				
4.7.3	09/28/2020				
4.7.4	09/28/2020				
4.8 School Board Committee Structure	09/28/2020				
4.8.1	09/28/2020				
4.8.2	09/28/2020				

Record of Board Self-Evaluation
Governance Policies
(July 1, 2020 – June 30, 2021)
Monitoring July 1, 2019 – June 30, 2020 School Year Data

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Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.8.3	09/28/2020				
4.8.4	09/28/2020				
4.9 Governance Investment	10/26/2020				
4.9.1	10/26/2020				
4.9.1.1	10/26/2020				
4.9.1.2	10/26/2020				
4.9.1.3	10/26/2020				
4.9.2	10/26/2020				
4.9.3	10/26/2020				
4.10 Operation of the School Board Governing Rules	09/28/2020				
4.10.1	09/28/2020				
4.10.1.1	09/28/2020				
4.10.1.2	09/28/2020				

**Record of Board Policy Monitoring
Ends and Executive Limitations
July 1, 2019 – June 30, 2020**

Monitoring 2019-2020 School Year Data

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

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – demonstrates expected progress?		Date to bring back the district’s plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							
1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school	19-20 OI 5/18/20	Yes	Yes				Yes
	Evidence 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
1.1.1 Each student is reading at grade level by the end of third grade	19-20 OI 5/18/20	Yes	Yes				Yes
	Evidence 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						

1.1.2 Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	19-20 OI 5/18/20	Yes	Yes				Yes
	Evidence 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	19-20 OI 5/18/20	Yes	Yes				Yes
	Evidence 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
1.2 Each student demonstrates the 21 st century skills needed to succeed in the global economy	19-20 OI 5/18/20	Yes	Yes				Yes
	Evidence 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						

1.3 Each student demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society	19-20 OI 5/18/20	Yes	Yes				Yes
	Evidence 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – supports Operational Interpretation or not?		Date to re-monitor if either the OI is Not Reasonable or if Evidence doesn’t support OI	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.0 Global Executive Constraint	12/14/20						
EL 2.1 Emergency Superintendent Succession	08/24/20						
EL 2.2 Treatment of Students	08/24/20						
EL 2.3 Treatment of Parents	09/28/20						
EL 2.4 Treatment of Staff	10/26/20						
EL 2.5 Financial Planning and Budgeting	12/14/20						
EL 2.6 Financial Management and Operations	09/28/20						

EL 2.7 Asset Protection	08/24/20						
EL 2.8 Compensation and Benefits	10/26/20						
EL 2.9 Communication and Support to the School Board	11/23/20						

Resolution of Acceptance of Donations

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

Eden Prairie High School:

- Eaton's Charitable Grant Sponsorship Donation of \$3,000 to EPHS Robotics Team 2502 – funds to be used to support robotics and STEM in the community

Cedar Ridge Elementary:

- Donation of \$140.00 – Wells Fargo, YourCause, LLC Trustee for Wells Fargo Community Support Campaign, Plano, TX – funds to be used for student curriculum and supply usage

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

1. Human Resources – Principals

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

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

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

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

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

4. Human Resources - Licensed Staff

a. New Hires

Boyd, Bonnie – Science, 0.6 FTE, Central Middle School, effective 8/24/2020.

Griffin, Elizabeth – Social Worker, 0.8 FTE, TASSEL, effective 8/24/2020.

Halpin, Kelly – Social Worker, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/24/2020.

Hamm, Karen – School Psychologist, 1.0 FTE, Oak Point Elementary/Eagle Heights Spanish Immersion, effective 8/24/2020.

Vongemmingen, Beth – Guidance Counselor, 1.0 FTE, Central Middle School, effective 8/24/2020 through 6/1/2021.

Weerasinghe, Anne – Social Worker, 1.0 FTE, Eden Lake Elementary, effective 8/24/2020.

Wohlrs, Paige – Special Education Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/24/2020.

b. Change in Assignment

Evavold, Kirsten – Data-Based Instruction Site Coordinator, 1.0 FTE, Eden Prairie High School, effective 8/24/2020.

Wagner, Laura – Special Education Teacher – Work Experience, 1.0 FTE, TASSEL, effective 8/24/2020.

c. Resignation/Retirements

Bjerke, Debra – World Language Spanish Teacher, 1.0 FTE, Eagle Heights Spanish Immersion/Oak Point Elementary and Cedar Ridge Elementary, effective 6/10/2020.

Brown, Mark – Elementary Education Teacher, 1.0 FTE, Eden Lake Elementary, effective 6/10/2020.

Gosen, Emily – School Psychologist, 1.0 FTE, Oak Point Elementary, Eagle Heights Spanish Immersion, effective 6/10/2020.

Heyer, Jennifer – Elementary Education Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 6/10/2020.

Logue, Bryan – TOSA, 1.0 FTE, effective 9/15/2020.

Reno, Carol – Elementary Education Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 8/21/2020.

Ziols, Owen – Elementary Education Teacher, 1.0 FTE, Eden Lake Elementary, effective 6/10/2020.

- d. Leave of Absence
Cichy, Amanda – Special Education Teacher, 1.0 FTE, TASSEL, effective 8/24/2020 through 6/1/2021.
Hanson, Jennifer – Guidance Counselor, 1.0 FTE, Central Middle School, effective 8/24/2020 through 6/1/2021.
- 5. Human Resources - Classified Staff
 - a. New Hires
 BUILDING SERVICES
 CLASS
 FOOD SERVICE
 MSEA
 PRESCHOOL TEACHERS
Bartell, Amy – Little Eagles Preschool Teacher, Community Education, working 4 hours/day, 4 days/week, 156 days/year, effective 8/24/2020.
Braun, Lisa – Little Eagles Preschool Teacher, Community Education, working 7 hours/day, 4 days/week, 156 days/year, effective 8/24/2020.
Cavanaugh, Alexandra – Little Eagles Preschool Teacher, Community Education, working 3.5 hours/day, 4 days/week, 156 days/year, effective 8/24/2020.
Eddy, Courtney – Little Eagles Preschool Teacher, Community Education, working 7 hours/day, 5 days/week, 185 days/year, effective 8/24/2020.
Ericsson, Angela – Little Eagles Preschool Teacher, Community Education, working 7 hours/day, 4 days/week, 185 days/year, effective 8/24/2020.
Fagerlie, Martha – Little Eagles Preschool Teacher, Community Education, working 3.5 hours/day, 4 days/week, 156 days/year, effective 8/24/2020.
Frazier, Megan – Little Eagles Preschool Teacher, Community Education, working 7 hours/day, 5 days/week, 185 days/year, effective 8/24/2020.
Hall, Kimberly – Little Eagles Preschool Teacher, Community Education, working 7 hours/day, 4 days/week, 156 days/year, effective 8/24/2020.
Kyllo, Amelia – Little Eagles Preschool Teacher, Community Education, working 4 hours/day, 5 days/week, 185 days/year, effective 8/24/2020.
Lee, Choua Claire – Little Eagles Preschool Teacher, Community Education, working 7 hours/day, 5 days/week, 185 days/year, effective 8/24/2020.
Lorang, Jillian – Little Eagles Preschool Teacher, Community Education, working 7 hours/day, 5 days/week, 185 days/year, effective 8/24/2020.
Nandory, Kyleigh – Little Eagles Preschool Teacher, Community Education, working 7 hours/day, 5 days/week, 185 days/year, effective 8/24/2020.
Penick, Kacie – Little Eagles Preschool Teacher, Community Education, working 7 hours/day, 5 days/week, 185 days/year, effective 8/24/2020.
Steinberg, Andrea – Little Eagles Preschool Teacher, Community Education, working 3.5 hours/day, 4 days/week, 156 days/year, effective 8/24/2020.
Thierfelder, Kelly – Little Eagles Preschool Teacher, Community Education, working 3.5 hours/day, 4 days/week, 156 days/year, effective 8/24/2020.
Thompson, Mariah – Little Eagles Preschool Teacher, Community Education, working 3.5 hours/day, 5 days/week, 185 days/year, effective 8/24/2020.
Thum, Theresa – Little Eagles Preschool Teacher, Community Education, working 7 hours/day, 5 days/week, 185 days/year, effective 8/24/2020.
Torkelson, Aubrey – Little Eagles Preschool Teacher, Community Education, working 7 hours/day, 5 days/week, 185 days/year, effective 8/24/2020.
Zehms, Therese – Little Eagles Preschool Teacher, Community Education, working 3.5 hours/day, 5 days/week, 185 days/year, effective 8/24/2020.

TRANSPORTATION

b. Change in Assignment

BUILDING SERVICES

CLASS

FOOD SERVICE

MSEA

Harper, Whitney – Little Eagles Preschool Lead Paraprofessional, Community Education, working 6 hours/day, 5 days/week, 178 days/year, effective 8/31/2020.

Schulze, Michelle – Health Services Paraprofessional, Oak Point Elementary and Eagle Heights Spanish Immersion, working 6.5 hours/day, 5 days/week, 178 days/year, effective 8/24/2020.

PRESCHOOL TEACHERS

TRANSPORTATION

c. Resignations/Retirements

BUILDING SERVICES

CLASS

Dulek, Cassandra – Office Professional – Media, Eagle Heights Spanish Immersion, effective 6/10/2020.

Young, Stacie – Office Professional – Media, Oak Point Elementary, effective 8/3/2020.

FOOD SERVICE

MSEA

Barraza, Marjorie – Instructional/Kindergarten/Crossing Guard Paraprofessional, Eagle Heights Spanish Immersion, effective 6/9/2020.

Cardozo, Ana – Health Services Paraprofessional, Oak Point Elementary, effective 9/4/2020.

Dawson, Jessica – Kindergarten/Lunchroom/Playground Paraprofessional, Eden Lake Elementary, effective 6/9/2020.

Kartha, Vinita – ESL Assistant, Forest Hills Elementary, effective 6/9/2020.

Kerns, Elizabeth – Little Eagles Preschool Paraprofessional, Community Education, effective 8/20/2020.

Meza, Genesis – Kindergarten/Crossing Guard Paraprofessional, Eagle Heights Spanish Immersion, effective 6/9/2020.

Schwieters, Jan – Special Education Paraprofessional, Eden Lake Elementary, effective 6/9/2020.

Trotter, Amir – Little Eagles Preschool Paraprofessional, Community Education, effective 8/11/2020.

PRESCHOOL TEACHERS

TRANSPORTATION

Chase, Christian – Bus Driver, Transportation, effective 7/16/2020.

Daley, Amanda – Bus Driver, Transportation, effective 6/9/2020.

Flowers, Mae – Bus Driver, Transportation, effective 7/21/2020.

D. Layoff

Cowan, Barbara – Due Process Clerk, Cedar Ridge Elementary and Eden Lake Elementary, effective 8/14/2020.

Nelson, Heather – Due Process Clerk, TASSEL, effective 8/14/2020.

Skinner, Kathryn – Due Process Clerk, ECSE, effective 8/14/2020.

Board Business

General Consent Agenda

Approval of Payments, all funds, June 2020

Check #406855-407777	\$2,109,872.39
Electronic Disbursements	\$9,336,840.21
TOTAL	\$11,446,712.60

Approval of Payments, all funds, July 2020

Check #407778-407958	\$2,314,088.41
Electronic Disbursements	\$3,931,046.96
TOTAL	\$6,245,135.37

Acknowledgment of Electronic Transfers June 2020

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
05/26/20	PMA Financial	MNTrust	.300%	06/25/20	\$15,503,821.92
05/26/20	PMA Financial	MNTrust	.300%	06/25/20	\$1,000,246.58
06/25/20	PMA Financial	MNTrust	.200%	07/24/20	\$15,502,463.02
06/25/20	PMA Financial	MNTrust	.200%	07/24/20	\$1,000,158.91
05/01/19	PMA Financial	MNTrust	2.425%	07/29/20	\$249,830.69
05/01/19	PMA Financial	MNTrust	2.393%	07/29/20	\$249,732.40
05/01/19	PMA Financial	MNTrust	2.351%	07/29/20	\$249,794.39
05/03/19	PMA Financial	MNTrust	2.320%	07/29/20	\$249,688.17
07/02/19	PMA Financial	MNTrust	2.047%	07/29/20	\$249,989.90
07/02/19	PMA Financial	MNTrust	2.039%	07/29/20	\$249,970.14

07/23/19	PMA Financial	MNTrust	1.897%	07/29/20	\$249,939.64
07/23/19	PMA Financial	MNTrust	1.877%	07/29/20	\$249,889.73
07/23/19	PMA Financial	MNTrust	1.824%	07/29/20	\$249,952.41
07/23/19	PMA Financial	MNTrust	1.820%	07/29/20	\$245,368.46
07/23/19	PMA Financial	MNTrust	1.798%	07/29/20	\$1,527,412.13
07/29/19	PMA Financial	MNTrust	1.791%	08/01/20	\$3,069,756.16

808 COVID-19 FACE COVERING POLICY**I. PURPOSE**

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on school property to wear face coverings in classrooms, preschool, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

II. GENERAL OF STATEMENT OF POLICY

- A. The policy of the school district is to comply with Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education.
- B. Face coverings are meant to protect other people in case the wearer does not know they are infected.
- C. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.
- D. A violation of this policy occurs when any student, staff, or other person present in a school building, in the school district office, or on a school transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

III. DEFINITION OF FACE COVERING

- A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:
 - 1. Paper or disposable mask;
 - 2. Cloth face mask;
 - 3. Scarf;

4. Bandana;
 5. Religious face covering; and
 6. Medical-grade masks and respirators
- B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.
- C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING

- A. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- B. A face shield may be used as an alternative to a face covering in the following situations:
1. A student in grades kindergarten through eighth grade may wear a face shield when wearing a face covering is problematic.
 2. A teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process
 3. Staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition may wear a face shield instead of a face covering.
 4. Staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided.

- C. Staff, students, and other people present in school buildings or in district offices may temporarily remove their face covering or face shield in the following situations:
1. When engaging in classes or activities conducted outdoors, though people participating in these activities should maintain six feet of distance to the extent possible;
 2. When engaging in indoor physical activity where the level of exertion makes wearing a face covering difficult, though people participating in these activities should maintain six feet of distance to the extent possible;
 3. During activities, such as swimming or showering, where the face covering will get wet;
 4. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
 5. Pre-kindergarten students age 5 years and younger participating in programming in a school building or district office;
 6. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;
 7. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument, though people participating in these activities should maintain six feet of distance to the extent possible;
 8. When required by school staff for the purposes of identification;
 9. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction
 10. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

V. IMPLEMENTATION

- A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building.
- B. The school district will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the school district will maintain an extra supply of face coverings for people who forget to bring their face covering.
- C. The school district will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds.
- D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the school district may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.
- E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct. To the extent the face covering requirements of this policy conflict with MSBA Model Policy 504 – Student Dress and Appearance, this Policy shall control.

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.

- B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment.
- C. Students who fail or refuse to comply with this policy may be subject to discipline or removal from school property. Students unwilling to participate in in-person or hybrid learning in compliance with this policy will be offered distance learning.
- D. The school district may, in its discretion, report violators of this policy to law enforcement. Any individual who willfully violates Emergency Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100. (NOTE: This does not apply to: (1) children younger than 14 years old; or (2) students 14 years old and older who are enrolled in a school identified in Paragraph 12 of Emergency Executive Order 20-81, and who are on the premises of the school for educational purposes).

Adopted: 8/24/2020

Revised:



Returning to School 2020 - 2021



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Hybrid Model

Kindergarten & 1st Grade All Day

2nd through 12th Grade

A

A

B

B

VL

Unique TASSEL and Early Childhood Considerations¹⁰⁶

Return to School Video for Families

Socially Distant Classroom





 **EP Online** 

Ramp Up to Learning!

- Soft Landings (Staff & Students)
- Relationships
- Gradual Release
- Scaffold into Live Streaming

Accordion Process with Personalized Learning

Feedback sessions with teams of teachers:

- K-12 classroom teachers
- Gifted Program Specialists
- K-12 Music Program Teachers
- K-12 Physical Education Teachers
- Elementary Specialists - Music, Art, PE, World Language



TECHNOLOGY TRAINING UPDATES



**SCHOOLOGY
CONFERENCES
PREMIUM**



**LIVE STREAMING
SOFTWARE**

112



Health Services Staff are Providing Training this week at Sites

- 1. Staff Procedures & Communication***
- 2. Supporting Student Practices***

Mitigation Strategies for In-Person Learning Opportunities




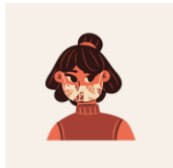
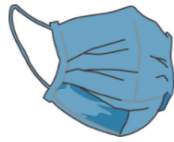

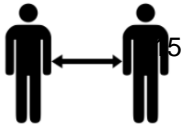

- Wear a mask
- Wash hands often using soap and water
- If unable to wash hands, use hand sanitizer that contains at least 60% alcohol
- Maintain social distancing & limit mixing of groups.
- Disinfect frequently touched surfaces throughout the day
- Stay home if you are ill.

Proactive Instruction in Safe School Procedures



“Stay Safe” EXPECTATIONS

The purpose of our PBIS work is to create a safe, kind and responsible community through a proactive, unified approach.

	Be Safe	Be Kind	Be Responsible
Sharing space with others (Visuals are included for convenience for sites with younger students or for students with developmental delays.)	Wash hands frequently and for at least 20 seconds 	Wear a face covering 	Keep face covering on 
	Cough into your elbow 	Stay 6 feet away from others 	Remind others: wear a face covering & stay 6 feet apart 

***Return to Work Video* for staff**

Action Steps led by Site and District Coordinators When Cases Occur



Identify

1. Follow screening procedures for students and staff
2. Identify possible cases of COVID-19



Isolate

1. Isolate the individual if in the school building
2. Provide direction to the individual and/or family for when it will be safe for the individual to return based on public health guidelines



Report

1. Report cases of COVID-19 to District COVID-19 Coordinators
2. Report positive test cases of COVID-19 to the MN Department of Health



Trace

1. Interview individual and review schedule to identify potential close contacts
2. Trace who has been in close contact with the individual



Communicate

1. Communicate to the school community via email there has been a positive test case
2. Communicate via phone call to those individuals/families who have been in close contact of the need to quarantine for 14 days

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Clean

1. Close impacted space for up to 24 hours and identify temporary alternative space
2. Clean and disinfect space impacted

Transportation

- Parents notified August 20
 - Bus stop & times
- Bus routes are established
 - 50% capacity maintained
- All bus riders will wear a face covering
- Buses will be cleaned between routes



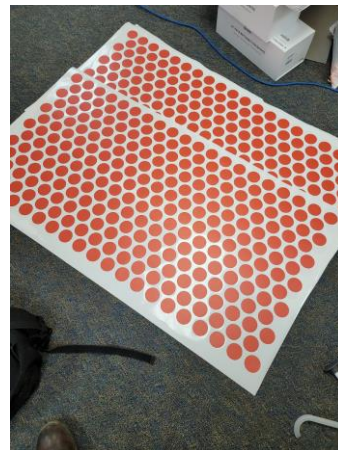
118

Temperature Screening

- Temperature check monitors are installed and available at each site
- Temperature screening procedure is in place
- Nurses have worked with Principals to identify isolation areas within each building



Signage



Cleaning Supplies for Staff



121

Nutrition Services



- All students will have access to school breakfast and lunch
- Parents will receive a weekly survey
 - a. Also available on the website
 - b. Meals are bundled for purchase
- In-Person students will eat mainly in the cafeteria
- Students will experience contactless meal pickup
 - a. Staff will serve/package food
 - b. Hand held scanners will be used by cashiers

STAY SAFE MN

Safe Learning Plan for the 2020-21 School Year

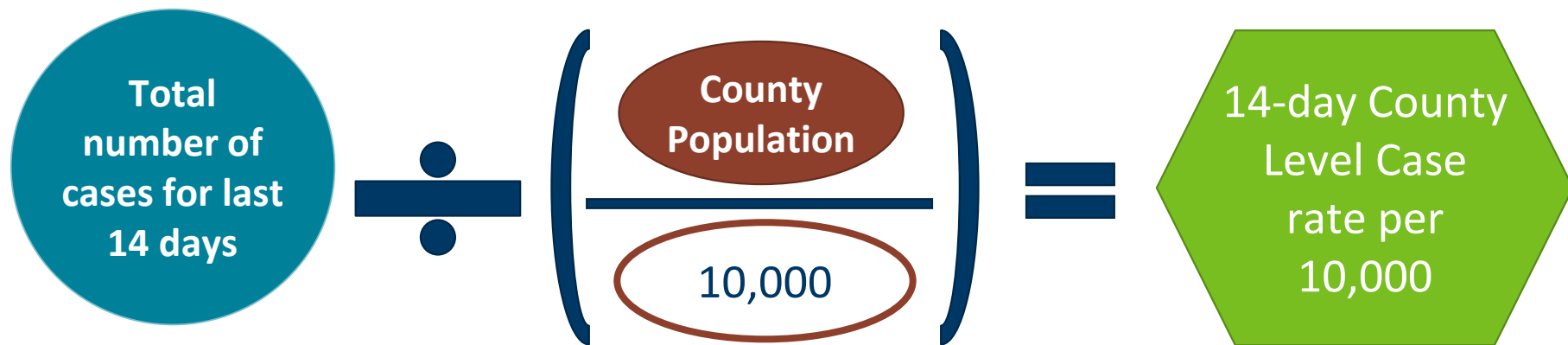
7/30/2020

Making a Decision: Goals

1. Prioritize the safety of students and staff
2. Prioritize in-person learning, especially for younger learners and those with most need
3. Recognize differences in potential spread among different ages
4. Support planning, while permitting flexibility for districts
5. Take into account disease prevalence at a local level

14-day county level case rate

STAY SAFE MN



125

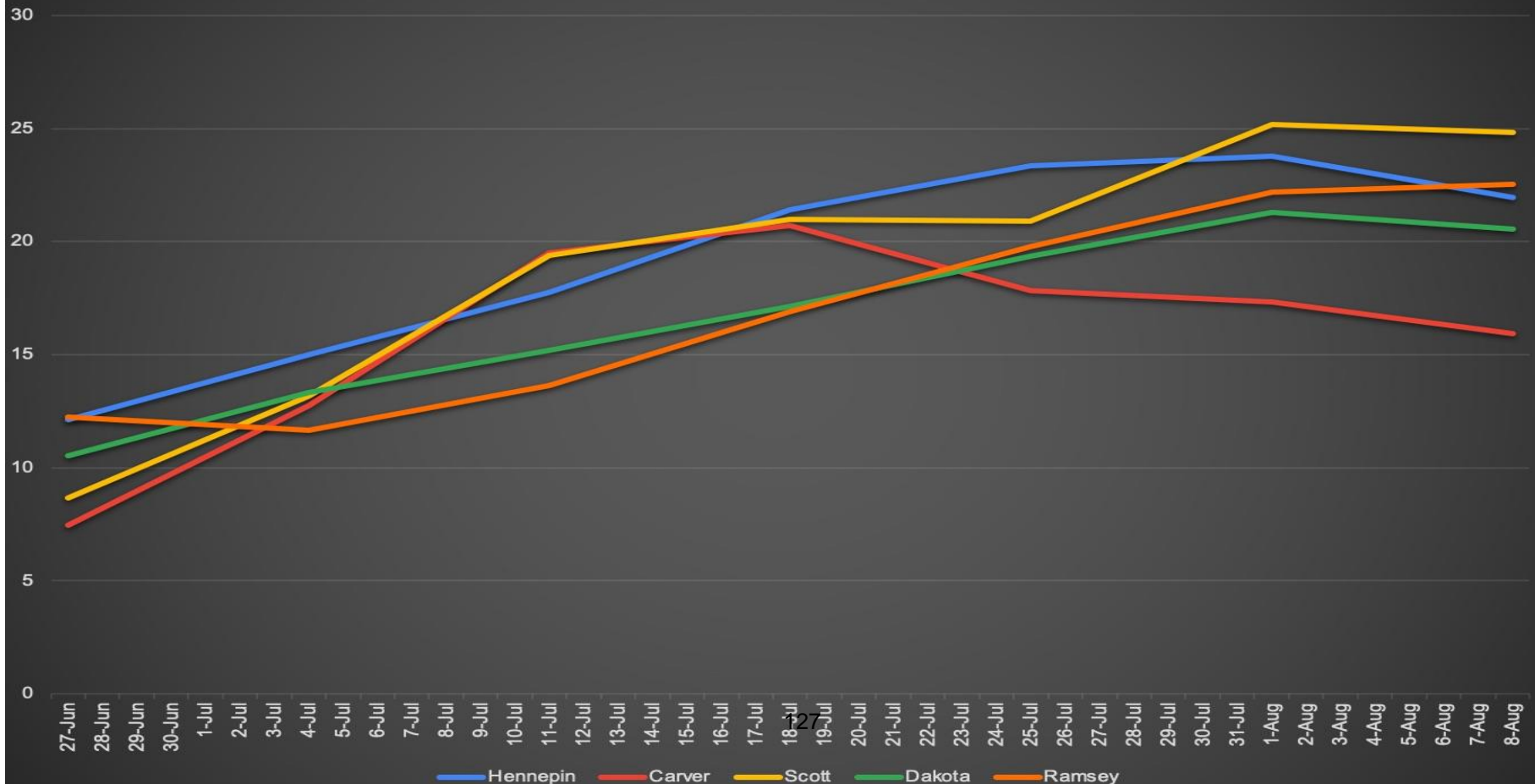
Selecting a learning model for school opening

STAY SAFE MN

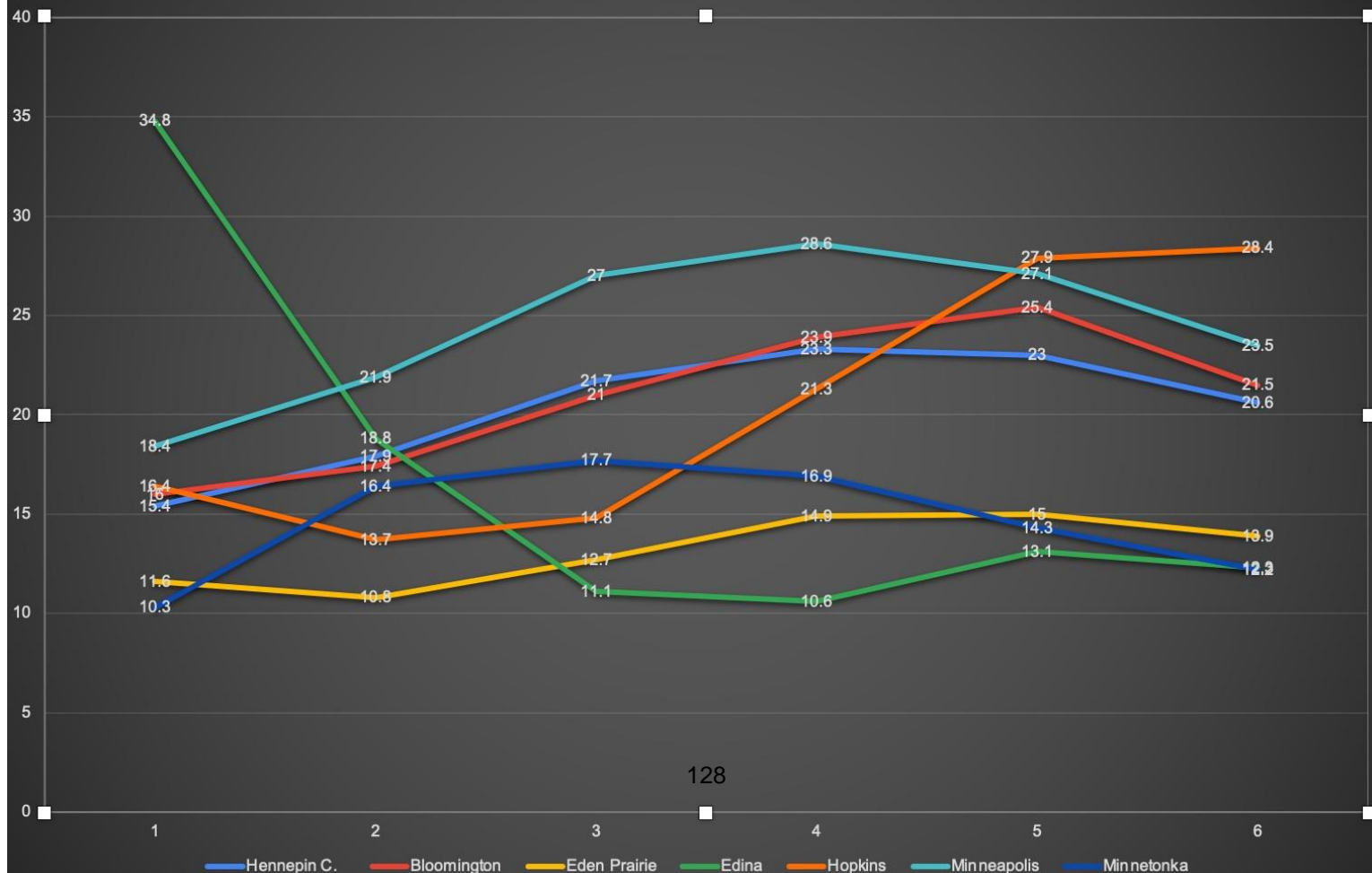
Number of cases per 10,000 over 14 days, by county of residence	Learning model
0-9	In-person learning for all students
10-19	In person learning for elementary students; hybrid learning for secondary students
20-29	Hybrid learning for all students
30-49	Hybrid learning for elementary students; distance learning for secondary students
50+	Distance learning for all students

126

14 Day Case Rate/10,000



City Level 14 Day/10,000 Case Rate



Safe Schools Model

- We continue to fit very conservatively in Hybrid under Safe Schools Plan.
- The public health case rate data appears to be stable or declining compared to our last meeting.
- We are well prepared to implement all of the public health guidelines.
- Our schools will reflect our community.
- We will have cases; it is a matter of being able to control it from being wide spread if we¹²⁹ want to remain open.

Safe and Healthy Start



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Eden Prairie School Board
2020–21 WORK PLAN CHANGES
“Proposed” Changes for the
August 24, 2020 Meeting

Date of Meeting/Workshop	Changes Requested
Monday, September 14, 2020 – <i>Brief Business Mtg</i>	
Monday, September 14, 2020 – Workshop	- 2019-20 Budget Update
Monday, September 28, 2020	
Monday, October 12, 2020 – Workshop	
Monday, October 26, 2020	
Monday, November 9, 2020 – <i>Brief Business Mtg</i>	
Monday, November 9, 2020 – Workshop	
Monday, November 23, 2020	
Monday, December 14, 2020	
Placeholder – General Board Work	
<ul style="list-style-type: none"> • 2020-2021 School Year (August) Schedule School Site Visits • Cultural Proficiency Continuum • MN Student Survey Report Discussion • Board Development Training • Distant Learning Virtual Visits 	
Placeholder – Policy Review	
<ul style="list-style-type: none"> • A review of all Board Policies as it relates to race inclusion for all students in all ethnic groups 	

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

August 24, 2020

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
*****2020***** Brief Business Meeting Wed, Jul 8, 2020 7:30 AM				<ul style="list-style-type: none"> Community Linkage Meeting Minutes Board Development Committee Minutes 			
Board Meeting Mon, Jul 27, 2020 7:30 AM		<ul style="list-style-type: none"> August Meeting Discussion 	<ul style="list-style-type: none"> Resolution to "Call the General Election" Schedule Candidate Information Sessions 		<ul style="list-style-type: none"> Monthly Reports Student Handbooks: <ul style="list-style-type: none"> - High School - Middle School - Elementary Schools (Summary Detail Included) 		
School Board "New Candidate" Information Session Monday (to be scheduled) ASC/EDC, 6:30 – 8:30 p.m.							
School Board "New Candidate" Information Session Monday (to be scheduled) ASC/EDC, 6:30 – 8:30 p.m.							
School Board Listening Session Monday (to be scheduled) ASC/Riley Creek Meeting Room, 5:00 – 5:45 p.m.							
Brief Business Meeting Wed, Aug 5, 2020 7:30 AM -Cancelled-							
Regular Business Meeting Mon, Aug 10, 2020 6:00 PM							

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

August 24, 2020

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Brief Business Meeting Thurs, Aug 13, 2020 Time: 6:00 PM -Cancelled-							
Board Meeting Mon, Aug 24, 2020 6:00 PM	<ul style="list-style-type: none"> •EL 2.1 Emergency Supt. Succession •EL 2.2 Treatment of Students •EL 2.7 Asset Protection 		<ul style="list-style-type: none"> •2020-21 School Site Visits •EP Online <hr/> <ul style="list-style-type: none"> •Record of Board Self-Evaluation 		<ul style="list-style-type: none"> •Monthly Reports 		
Post Meeting Board Workshop Mon, Aug 24, 2020							<ul style="list-style-type: none"> •School Board Mtg. Self-Assessment
Brief Business Meeting Mon, Sep 14, 2020 6:00 PM					<ul style="list-style-type: none"> •Contract Agreements 		
Board Workshop Mon, Sep 14, 2020 6:15 PM							<ul style="list-style-type: none"> • Morris Leatherman Survey •ADMIN Proposals for FY 2020-21 Workshops • NEW Policy Development Discussion (Ends & EL Policies)

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

August 24, 2020

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> • School Board Listening Session Discussion • Policy Monitoring: All BMD Policies – BMD 3.0 – BMD 3.3 • Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 • Confirm agenda for next Board Workshop
Board Meeting Mon, Sep 28, 2020 6:00 PM	<ul style="list-style-type: none"> • EL 2.3 Treatment of Parents • EL 2.6 Financial Management & Operations • <hr/> <ul style="list-style-type: none"> • All BMD Policies • BMD 3.0 Single Point of Connection • BMD 3.1 Unity of Control • BMD 3.2 Delegation to the Superintendent • BMD 3.3 Superintendent Accountability & Performance <hr/> <ul style="list-style-type: none"> • GP 4.4 Officer Roles 		<ul style="list-style-type: none"> • Approval of Preliminary FY 2021-22 Levy - Tax Levy Comparison - Tax Levy Presentation Pay 21 • Resolution Authorizing the Sale of Facility Maintenance Bonds • Resolution Authorizing Sale of Refunding Bonds • Reassessment Update – Safe Schools Plan <hr/> <p style="text-align: center;">134</p> <ul style="list-style-type: none"> • Record of Board Self-Evaluation 		<ul style="list-style-type: none"> • Monthly Reports 	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • FY 2019-2020 Year-end Preliminary Financial Report • FY 2020-2021 Preliminary Enrollment Report 	

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

August 24, 2020

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<ul style="list-style-type: none"> •GP 4.5 School Board Members Code of Conduct •GP 4.6 Process for Addressing School Board Member Violations •GP 4.7 School Board Committee Principles •GP 4.8 School Board Committee Structure •GP 4.10 Operation of the School Board Governing Rules 						
Post Meeting Board Workshop Mon, Sep 28, 2020							<ul style="list-style-type: none"> •School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 12, 2020 6:00 PM			135				<ul style="list-style-type: none"> •Administration: Setting Stage for FY 2021-22 Budget Guidelines •Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 •Time Frame: Joint Workshop between School Board Members & ADMIN to discuss Enrollment •Confirm agenda for next Board Workshop

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

August 24, 2020

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, Oct 26, 2020 6:00 PM	<ul style="list-style-type: none"> Ends 1.1, 1.2, 1.3 Evidence (FY 2018-19) <hr/> <ul style="list-style-type: none"> EL 2.4 Treatment of Staff EL 2.8 Compensation and Benefits <hr/> <ul style="list-style-type: none"> GP 4.0 Global Governance Commitment GP 4.1 Governing Style GP 4.2 School Board Job Products GP 4.3 Annual Work Plan GP 4.9 Governance Investment 		<ul style="list-style-type: none"> Future Board Workshop Topics <hr/> <ul style="list-style-type: none"> Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports 	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> Enrollment Report as of Oct. 1, 2020 <ul style="list-style-type: none"> -Exec. Summary -Capture Rate -History & Projection Totals -Official October 1 Enrollment Count World's Best Workforce Report FY 2019-2020 Achievement Integration Progress Report 	
Post Meeting Board Workshop Mon, Oct 26, 2020							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment
Brief Business Meeting Mon, Nov 9, 2020 6:00 PM			<ul style="list-style-type: none"> Resolution Approving Canvassing of Elections Resolution Authorizing Issuance of Certificates of Election 				
Board Workshop Mon, Nov 9, 2020			136				<ul style="list-style-type: none"> "New Policy Introductions"

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

August 24, 2020

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
6:15 PM							<ul style="list-style-type: none"> • Review of Treasurer's Annual Report • Student Enrollment • Discussion: Board Monitoring Process and Communication • Confirm agenda for next Board Workshop
<p style="text-align: center;">School Board Listening Session Monday ASC/Riley Creek Meeting Room, 5:00 – 5:45 p.m.</p>							
Board Meeting Mon, Nov 23, 2020 6:00 PM	<ul style="list-style-type: none"> • EL 2.9 Communication and Support to the School Board 	<ul style="list-style-type: none"> • <u>Closed Session:</u> Review of FY 2019-20 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3 	<ul style="list-style-type: none"> • Resolution Awarding the Sale of Facility Maintenance Bonds • Resolution Authorizing Sale of Refunding Bonds <hr/> <ul style="list-style-type: none"> • Record of Board Self-Evaluation 		<ul style="list-style-type: none"> • Monthly Reports 	<ul style="list-style-type: none"> • FY 2019-20 Audited Financial Presentation • World's Best Workforce Report (WBWR) • Fiscal Year Achievement Integration Progress Report 	
Post Meeting Board Workshop Mon, Nov 23, 2020			137				<ul style="list-style-type: none"> • School Board Mtg. Self-Assessment

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, Dec 14, 2020 6:00 PM	<ul style="list-style-type: none"> • EL 2.5 Financial Planning and Budgeting • EL 2.0 Global Executive Constraint 		<ul style="list-style-type: none"> • Approval of Final FY 2021-22 Levy • Record of Board Self-Evaluation 	<ul style="list-style-type: none"> • Community Linkage Senior Citizen Listening Presentation for Discussion at the January 2021 Workshop • School Board Treasurer's Report 	<ul style="list-style-type: none"> • Monthly Reports 	<ul style="list-style-type: none"> • Truth in Taxation Hearing 	
Post Meeting Board Workshop Mon, Dec 14, 2020							<ul style="list-style-type: none"> • School Board Mtg. Self-Assessment

<p>*****2021*****</p> <p>Annual Organizational Meeting Mon, Jan 4, 2021 6:00 PM</p>			<ul style="list-style-type: none"> • 2021 Annual Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar 138 • Resolution for Combined Polling 		<ul style="list-style-type: none"> • 2021 Annual School District Organizational Items: <ul style="list-style-type: none"> - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers 		
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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			Places for the General Elections • School Board Meeting Calendar: Jan 1, 2021 through Jun 30, 2021 • Appointment of Intermediate District 287 Representative <hr/>		- 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) - Seek Bids		
Board Workshop Mon, Jan 4, 2021 6:15 PM Convene following the Annual Organizational Meeting							• 2021 Committees & Outside Organization Discussion • CLC: Senior Center Talking Points, Agenda & Attendance Discussion • Budget: 5-Year Financial Forecast • Finance 101 • Engagement Strategies

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 25, 2021 6:00 PM		<ul style="list-style-type: none"> •FY 2021-22 Final School Calendar (<i>Draft</i>) •FY 2022-23 Preliminary School Calendar (<i>Draft</i>) •FY 2021-22 Budget Timelines – <i>First Reading</i> •FY 2021-22 Budget Assumptions – <i>First Reading</i> 	<ul style="list-style-type: none"> •FY 2020-21 Mid-Year Budget Approval •Record of Board Self-Evaluation 	<ul style="list-style-type: none"> •2021 School Board Committee & Outside Organization Assignments 	<ul style="list-style-type: none"> • Monthly Reports • FY 2021-22 Bus Purchase 		
Post Meeting Board Workshop Mon, Jan 25, 2021							•School Board Meeting Self-Assessment
Board Workshop Mon, Feb 8, 2021 6:00 PM							<ul style="list-style-type: none"> •Levy's & Schedule •Transportation: Funding & Options •School Wide Enrichment Model (SEM) –1 •Walk through School Board Agenda •Customer Service Training

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							•Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 22, 2021 6:00 PM			<hr/> •Record of Board Self-Evaluation		• Monthly Reports • Approval of FY 2021-22 School Calendar • Approval of Preliminary FY 2022-23 School Calendar		
Post Meeting Board Workshop Mon, Feb 22, 2021							•School Board Meeting Self-Assessment
Board Workshop Mon, Mar 8, 2021 6:00 PM							•Communications •Define Policy under Policy Governance: Ends, EL's, GP's and BMD's •Policy Workshop: Discus Potential Policy Changes •Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 22, 2021 6:00 PM		• FY 2021-22 Capital Budget – <i>First Reading</i> • FY 2021-22 Capital Outlay	•Resolution to Release Probationary Teachers •Final FY 2021-22 Budget Assumptions <hr/>		•Monthly Reports •Achievement & Integration Budget		

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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			•Record of Board Self-Evaluation				
Post Meeting Board Workshop Mon, Mar 22, 2021							•School Board Meeting Self-Assessment
Board Workshop Mon, Apr 12, 2021 6:00 PM							<ul style="list-style-type: none"> •Agenda Items: Sample Agenda & Discussion of Agenda Elements •Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline •FY 2021-2022 Annual Work Plan Calendar Discussion •FY 2021-2022 School Board Meeting Calendar Discussion •FY 2021-2022 School Board Budget Discussion •Mechanics of Monitoring •Confirm agenda for next Board Workshop

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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, Apr 26, 2021 6:00 PM		<ul style="list-style-type: none"> FY 2021-22 School Board Work Plan – <i>First Reading</i> Closed Session: Negotiation Strategy FY 2021-22 School Board Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> Approval of FY 2021-22 Capital Budget Approval of FY 2021-22 School Board Meeting Calendar <hr/> <ul style="list-style-type: none"> Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports ALC Fiscal Agent Agreement with District 287 		
Post Meeting Board Workshop Mon, Apr 26, 2021							<ul style="list-style-type: none"> School Board Meeting Self-Assessment
Board Workshop Mon, May 10, 2021 6:00 PM							<ul style="list-style-type: none"> Strategic Plan Community Ed Y-T-D Update and Plan Update Confirm agenda for next Board Workshop
Board Meeting Mon, May 24, 2021 6:00 PM		<ul style="list-style-type: none"> FY 2021-22 Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> Approval of FY 2021-22 School Board Work Plan Approval of FY 2021-22 School Board Budget <hr/> <ul style="list-style-type: none"> Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports MSHSL Resolution for Membership Approval of FY 2021-22 School Meal Prices 		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, May 24, 2021							•School Board Meeting Self-Assessment
Board Workshop Mon, June 14, 2021 6:00 PM							•General Fund Budget Q&A •Confirm agenda for next Board Workshop
Board Meeting Mon, June 28, 2021 6:00 PM	•Ends 1.1, 1.2, 1.3 OI		•Approval of FY 2021-22 Adopted Budget •ISD 287 10-Year Facilities Maintenance Resolution <hr/> •Record of Board Self-Evaluation		•Monthly Reports •EPS 10-Year Facilities Maintenance Plan •Q-Comp Annual Report •Annual Review of District Mandated Policies •Approval of Updated District Policies		
Post Meeting Board Workshop Mon, Jun 28, 2021							•School Board Meeting Self-Assessment