

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 p.m.** **(Roll Call)**
Call to Order:
 School Board Roll Call
 Dave Espe, Elaine Larabee, Greg Lehman, Holly Link, Adam Seidel, Terri Swartout
2. **Pledge of Allegiance: 6:00 p.m.**
3. **Oath of Office taken by Newly Appointed School Board Member (Lauren Crandall)**
 I Swear that I will support the Constitution of the United States and of this State, and that I will discharge faithfully the duties of the office of School Board Member of Independent School District 272 to the best of my judgment and ability.
4. **Agenda Review and Approval: 6:05 p.m.** **(Action)**
 Approval of the agenda for the Monday, February 26, 2018 meeting of the School Board of Independent School District 272, Eden Prairie Schools.

Motion _____ Seconded _____
5. **Approval of Previous Minutes: 6:05 p.m.** **(Action)** 3
 Approval of the Unofficial Minutes of the Business Meeting held on Monday, February 12, 2018.

Motion _____ Seconded _____
6. **Public Comment: 6:10 p.m.** **(Information)**
7. **Announcements: 6:20 p.m.** **(Information)**
8. **Spotlight on Success - 6:25 p.m.** **(Information)**
 Implementation of PBIS-Classroom: Students share how they are implementing PBIS in their Classrooms and throughout the school.
 Presenter: Principal Felicia Thames
9. **Board Work 6:35 p.m.**
 - A. Required Board Action **(Action)**
 - 1) Special Education (SPED) Funding Resolution - State (MN) 6

Motion _____ Seconded _____
 - 2) Special Education (SPED) Funding Resolution - Federal 7

Motion _____ Seconded _____
 - 3) Record of Board Self-Evaluation **(Information)**
 - a. Record of Board Policy Monitoring - Ends & EL's 8
 - b. Record of Board Self-Evaluation - Governance Policies 12
10. **Superintendent Consent Agenda: 6:50 p.m.** **(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 17
 - 2) Human Resources Report 18
 - 3) Business Services Reports
 - a. Board Business 20

b. Board Financial Summary Report	21
c. Accept Bids for Central Middle School (CMS) Window Replacement Phase III	22
4) Approval of 2018-2019 School Calendar (Draft)	23
5) Approval of 2019-2020 School Calendar (Preliminary)	24
6) American Indian Education Resolution	25
11. Board Education & Required Reporting: <u>6:55 p.m.</u>	(Information)
A. Review Ends Report 1.1.1 - Each student is reading at grade level by the end of third grade.	
B. Review Ends Report 1.1.2 - Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science.	
1) Policy Monitoring Executive Summary - Ends 1.1	28
2) Strategic Focus Toward Achieving Ends 1.1.1 & 1.1.2	32
C. Overview of Student Assessment for Monitoring the Ends	
1) Assessment Measures for Board Ends Policies - Executive Summary	53
2) Assessment Measures for Board Ends Policies	55
12. Superintendent's Incidental Information Report: <u>7:30 p.m.</u>	(Information)
<i>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)</i>	
A. Reimagine Minnesota	69
13. Board Action on Committee Reports & Minutes - <u>7:40 p.m.</u>	
A. 2018 School Board Committees	81
B. Board Development Committee (Holly Link, Greg Lehman & Lauren Crandall)	
C. Community Linkage Committee (Dave Espe, Holly Link & Terri Swartout)	
D. Negotiations Committee (Elaine Larabee, Adam Seidel & Lauren Crandall)	
E. Policy Committee (Elaine Larabee, Greg Lehman & Adam Seidel)	
14. Other Board Updates (TIES, AMSD, WMEP, ISD 287, PTO): <u>7:50 p.m.</u>	(Information)
A. TIES (Technology & Information Education Services) - Greg Lehman	
B. AMSD (Associated Metropolitan School Districts) - Holly Link Terri Swartout	
C. WMEP (West Metro Education Program) - Dave Espe	
D. ISD 287 (Intermediate District 287) - Greg Lehman	
15. Board Work Plan: <u>7:55 p.m.</u>	
A. "Proposed" Work Plan Changes Document	(Action)
	Motion _____ Seconded _____
B. 2017-2018 Annual Work Plan (Jan-Jun)	
	Motion _____ Seconded _____
C. 2017-2018 School Board Calendar of Events & Activities (Jan-Jun)	
16. Adjournment: _____ p.m.	(Action)
MOTION to adjourn the Monday, February 26, 2018 Meeting of the Eden Prairie School Board at _____ p.m.	
	Motion _____ Seconded _____

**INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE FEBRUARY 12, 2018
SCHOOL BOARD MEETING**

A Business Meeting of the Independent School District 272 School Board was held on the 12th day of February 2018 in the Administrative Services Center, located at 8100 School Road, Eden Prairie, Minnesota.

1. Convene

A. Call to order

Chair Elaine Larabee called the meeting to order at 7:10 p.m.

Board Members Present: Dave Espe, Elaine Larabee, Greg Lehman, Holly Link, Adam Seidel, Terri Swartout

Superintendent: Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval

MOTION by H. Link, Seconded by G. Lehman to approve the agenda for the Monday, February 12, 2018 Business Meeting of Independent School District 272, Eden Prairie Schools – Passed

4. Approval of Previous Minutes

MOTION by A. Seidel, Seconded by G. Lehman to approve the Unofficial Minutes of the Emergency Meeting held on Wednesday, January 24, 2018 – Passed

5. Public Comment

6. Announcements

- *Congratulations* to Eden Prairie High School's *POM Squad*, they received first place at the Spirit of America Dance Competition and will head to the UDA National Dance Competition in Orlando, FL Feb. 2-4.
- *Eden Prairie Mayor Nancy Tyra-Lukens proclaimed Tuesday, Jan. 16, 2018, "Eden Prairie Eagles Football Day"* in the City of Eden Prairie, recognizing the team's longstanding tradition of excellence. In November, the 2017 squad won a state-best 11th high school football championship!
- *Congratulations* to Eden Prairie's *First Lego League (FLL) Teams* Aquabots, Hydrodroids, INFINITI, Lego Turtles, and Team Curiosity for qualifying for the Minnesota FLL Sectional Tournaments.
- *Congratulations* to Eden Prairie's *First Lego League Team Curiosity* and *Team INFINITI* who won a bid to state after achieving high scores at sections. *Team Hydrodroids* placed second at sections and set a new team high score for their missions.
- *Acknowledgement* to *Cedar Ridge second graders* who collected and donated dog food, toys, treats and \$245 to Secondhand Hounds, a nonprofit rescue in Eden Prairie, to honor the therapy dog teams that listen to them read each week.
- *Recognition: Paraprofessional Recognition Week*, January 22-26, 2018. Governor Mark Dayton proclaimed this week as Paraprofessionals Week. They do amazing work throughout our schools in a variety of positions including, but not limited to, instructional assistants, pupil support assistants, special education paraprofessionals, lunch room and playground assistants, hall monitors, media center assistants and family liaisons. We thank them for their hard work by recognizing their efforts and contributions.
- *EPHS' Dance Team* performed at the half-time show with Justin Timberlake. View the FOX 9 story with EP captains and coaches.
- Several *EP Alums* performed with the U of MN marching band during the half-time show.
- *The Eden Prairie High School Band* performed at the Super Bowl Experience on Jan. 31 and on Super Bowl Sunday the Eden Prairie High School Drumline performed at Super Bowl LIVE, entertaining fans on their way to the game.
- *NFL Network* showcased the powerful "*Seasons of Life*" video starring EP Football team and coaches, which aired on the NFL Network during the Super Bowl.
- *Congratulations* to the EPHS DECA members for an outstanding showing at Districts, where 87 EPHS students advanced to the State Career Development Conference.

- *Congratulations* to EPHS senior Crystallyn Hengler who was named a semifinalist for the 2018 Minnesota Ms Hockey Award and EPHS senior Alexa Dobchuk who was named a semifinalist for the 2018 Let's Play Hockey Senior Goalie of the Year.
- *Congratulations* to the 20 Eden Prairie High School senior athletes who were recognized for signing national letters of intent with Division I or Division II colleges/universities during the 2018 National Signing Day.
- *Cedar Ridge students* collected an estimated 4,000 food items for the PROP Food Shelf during the school's "Let's Tackle Hunger Super Bowl of Caring Week."
- *Eden Prairie High School* students Carter Anderson, Cameron Picht, Quincy Erickson, Caleb Miller, and Tesslyn Lauer were selected to perform for the University of Minnesota High School Honor Band at the Ted Mann Concert Hall on Jan. 21. This is an outstanding opportunity for 90 of the Upper Midwest's finest high school wind and precision instrumentalists in grades 10, 11, and 12 to rehearse and perform challenging music in a concentrated setting.
- *The EPHS Wind Ensemble* will be performing at the Minnesota Music Educators Association conference on Friday, Feb. 23 in the Minneapolis Convention Center Ballroom.
- *The Eden Prairie High School Boys Nordic Ski Team* finished second at the Section 2 meet and qualified for the state meet on Thursday, Feb. 15.
- *Eden Prairie High School Girls Nordic Skiers*, Kayla Bovitz, Liesl Paulsen and Rachael Boelke, qualified for the individual state meet on Thursday, Feb. 15.
- *Two Eden Prairie High School Girls Alpine Skiers* qualified for the state meet. *Becca Divine* won the Section 6 alpine ski championship race at Buck Hill, counting runs of 22.99 (fastest first run) and 24.61 (fastest second run) to qualify for state and *Chloe Johnson* finished 13th overall, counting runs of 24.36 (11th fastest first run) and 26.01 (14th fastest second run) to advance to state on Wednesday, Feb. 14.
- *Teachers Retiring:* It is with mixed emotions that we announce that thirty-two teachers are retiring at the end of this school year. This is an outstanding group of educators who have a long history with our district and while we are sad to see them leave us, we are excited for each of them for their years of service to the school district and for their commitment to each student in our system. We would not be who we are without this group of teachers...thank you and we wish each of you the best.

7. Board Work

A. Decision Preparation

1. 2018-2019 School Calendar (Draft)
2. 2019-2020 School Calendar (Preliminary)
3. Fiscal Year (FY) 2019 Budget Timelines
4. Fiscal Year (FY) 2019 Budget Assumptions

B. Required Board Action

Fiscal Year (FY) 2017-2018 Mid-Year Budget Approval

MOTION by G. Lehman, Seconded by A. Seidel to approval the 2017-2018 Mid-Year Budget as presented – Passed

C. Record of Board Self-Evaluation

1. Record of Board Policy Monitoring – Ends & EL's

MOTION by A. Seidel, Seconded by H. Link to approve Ends & EL's Policy Monitoring Report as presented – Passed.

2. Record of Board Self-Evaluation – Governance Policies

MOTION by A. Seidel, Seconded by T. Swartout to approve the Governance Policy Report as presented – Passed.

8. Superintendent Consent Agenda

Monthly Reports

MOTION by T. Swartout, Seconded by G. Lehman to approve the Superintendent Consent Agenda as presented – Passed.

9. Board Education & Required Reporting

10. Superintendent's Incidental Information Report

11. Board Action on Committee Reports & Minutes

12. Other Board Updates (TIES, AMSD, WMEP, ISD 287)

13. Board Work Plan

A. "Proposed" Annual Work Plan Changes:

Eden Prairie School Board
2017-2018 WORK PLAN CHANGES
February 12, 2018 – Proposed

Date of Meeting/Workshop	Changes Requested
Monday, February 12, 2018 – Workshop	
Monday, February 26, 2018	
Monday, March 12, 2018 – Workshop	- <u>Change:</u> <i>Policy Workshop - Not All Day</i>
Monday, March 26, 2018	
Monday, April 9, 2018 – Workshop	
Monday, April 23, 2018	
Monday, May 7, 2018 – Workshop	- <u>Add:</u> <i>Y-T-D Community Ed Update and Business Plan Update</i>
Monday, May 21, 2018	
Monday, June 4, 2018 – Workshop	
Monday, June 18, 2018	

**Meetings in May and June 2018 are on the 1st and 3rd Mondays due to the Memorial Day Holiday*

Placeholder General Board Work
<ul style="list-style-type: none"> • Workshop Regarding: Post-Secondary Options •
Placeholder Policy Review
<ul style="list-style-type: none"> • Policy Language Review for February 2018 Remove • Review "Processes & Procedures" •

MOTION by H. Link, Seconded by A. Seidel to accept the 2017-18 Work Plan Changes as recorded – Passed

B. 2017-2018 Annual Work Plan

C. 2017-2018 School Board Calendar of Events & Activities (Jan-Jun)

14. Adjournment

MOTION by H. Link, seconded by G. Lehman to adjourn the February 12, 2018 Business Meeting of the Eden Prairie School Board at 8:08 p.m. – Passed

Adam Seidel, Board Clerk

Resolution to Fully Fund Special Education Services – Minnesota

WHEREAS, local boards of education place a very high priority on ensuring that ALL students receive high quality special education programs and instruction; and

WHEREAS, in 1975 Congress enacted the Education for All Handicapped Children Act (P.L. 94-142) now known as The Individuals with Disabilities Act IDEA to: improve access to education for children with disabilities by guaranteeing a Free Appropriate Public Education (FAPE) in the least restrictive environment; assure that the rights of children with disabilities and their parents are protected; assist States and school systems to provide for the education of all children with disabilities; and to assess and assure the effectiveness of efforts to educate all children with disabilities; and

WHEREAS, when IDEA became law in 1975, the federal government promised to fund 40 percent of the additional cost of educating children with disabilities; and yet the federal government has failed to adequately fund the mandated programs and services arising under IDEA, never providing more than 15 percent of the additional cost; and

WHEREAS, sufficient federal funding for IDEA would significantly enhance the ability of local school systems to provide an excellent education for all students; and

WHEREAS, the special education cross-subsidy continues to be a major obstacle for Minnesota School Districts to grapple with, due to the growing number of students receiving special education, more specialized services and rising costs associated with those services and inadequate funding; and

WHEREAS, the state special education funding system has not kept pace with the rising cost of mandated services and supports for students with special needs; and,

WHEREAS, the cross-subsidy for school districts for FY2016 is \$679 million; a 5.6 percent increase from FY2015; and

WHEREAS, between rising need and insufficient state and federal aid, the amount of funding school districts as a whole in Minnesota will be forced to pay for special education costs will reach an average of \$815 per student in FY17;

NOW, THEREFORE, BE IT RESOLVED, that **Eden Prairie School District 272** urge the Governor and Legislature to strenuously advocate for significant increases in federal special education funding and meaningful special education reforms at the federal and state levels; and

NOW, THEREFORE BE IT RESOLVED that there is an urgency the Minnesota Legislature to convene a task to work on special education funding, specifically with a focus on the impacts of the new special education funding formulas, the projected cross-subsidy and recommendations with a timeline to eliminate the cross-subsidy.

On Behalf of the Eden Prairie School District 272 Board of Directors:

Adam Seidel ___ Yes ___ No
Dave Espe ___ Yes ___ No
Elaine Larabee ___ Yes ___ No
Greg Lehman ___ Yes ___ No

Holly Link ___ Yes ___ No
Lauren Crandall ___ Yes ___ No
Terri Swartout ___ Yes ___ No

Elaine Larabee, Board Chair

Passed on a vote of ___ ayes; ___ nays
School Board Meeting – February 26, 2018

Dated: Monday, February 26, 2018
SPED Funding Resolution-Federal – Page 1

Resolution to Fully Fund Special Education Services – Federal

WHEREAS, local boards of education place a very high priority on ensuring that ALL students receive high quality special education programs and instruction; and

WHEREAS, in 1975 Congress enacted the Education for All Handicapped Children Act (P.L. 94-142) now known as The Individuals with Disabilities Act IDEA to: improve access to education for children with disabilities by guaranteeing a Free Appropriate Public Education (FAPE) in the least restrictive environment; assure that the rights of children with disabilities and their parents are protected; assist States and school systems to provide for the education of all children with disabilities; and to assess and assure the effectiveness of efforts to educate all children with disabilities; and

WHEREAS, when IDEA became law in 1975, the federal government promised to fund 40 percent of the additional cost of educating children with disabilities; and yet the federal government has failed to adequately fund the mandated programs and services arising under IDEA, never providing more than 15 percent of the additional cost; and

WHEREAS, sufficient federal funding for IDEA would significantly enhance the ability of local school systems to provide an excellent education for all students; and

WHEREAS, the special education cross-subsidy continues to be a major obstacle for Minnesota School Districts to grapple with, due to the growing number of students receiving special education, more specialized services and rising costs associated with those services and inadequate funding; and

WHEREAS, the state special education funding system has not kept pace with the rising cost of mandated services and supports for students with special needs; and,

WHEREAS, the cross-subsidy for Minnesota school districts for FY2016 is \$679 million; a 5.6 percent increase from FY2015; and

WHEREAS, between rising need and insufficient state and federal aid, the amount of funding school districts as a whole in Minnesota will be forced to pay for special education costs will reach an average of \$815 per student in FY17;

NOW, THEREFORE, BE IT RESOLVED, that we urge the President and Legislature to strenuously advocate for significant increases in federal special education funding and meaningful special education reforms at the federal and state levels; and

NOW, THEREFORE, BE IT RESOLVED, that the State of Minnesota calls upon the Congress of the United States to pass appropriate legislation in order to increase funding for federal special education mandates to meet the urgent financial special education needs of our cities and towns; and

BE IT FURTHER RESOLVED, that the Secretary of the Senate cause a copy of this resolution to be delivered to all United States Representatives and Senators representing Minnesota in the Congress of the United States.

On Behalf of the Eden Prairie School District 272 Board of Directors:

Adam Seidel ___ Yes ___ No
Dave Espe ___ Yes ___ No
Elaine Larabee ___ Yes ___ No
Greg Lehman ___ Yes ___ No

Holly Link ___ Yes ___ No
Lauren Crandall ___ Yes ___ No
Terri Swartout ___ Yes ___ No

Elaine Larabee, Board Chair

Passed on a vote of ___ ayes; ___ nays

Dated: Monday, February 26, 2018

**Record of Board Policy Monitoring
Ends and Executive Limitations
July 2017-June 2018**

Monitoring 2016-2017 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	06/26/17 OI	Yes	Yes				Yes
	10/23/17 Evidence			Yes	Yes		Yes
1.1.1. Each student is reading at grade level by the end of third grade	06/26/17 OI	Yes	Yes				Yes
	10/23/17 Evidence			No	No	February 26, 2018	
1.1.2 Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	06/26/17 OI	Yes	Yes				Yes
	10/23/17 Evidence			No	No	February 26, 2018	
1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	06/26/17 OI	Yes	Yes				Yes
	10/23/17 Evidence			Yes	Yes		Yes

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 (Continued)							
1.2 Each student has the 21 st century skills needed to succeed in the global economy	06/26/17 OI	Yes	Yes				Yes
	10/23/17 Evidence			Yes	Yes		Yes
1.3 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society	06/26/17 OI	Yes	Yes				Yes
	10/23/17 Evidence			Yes	Yes		Yes

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	12/11/2017	Yes	Yes	Yes	Yes	Yes	Yes
EL 2.1 Emergency Superintendent Succession	08/28/17	Yes	Yes	Yes	Yes	During the Board Mtg. on 10/23/17, Report was brought back with language acceptable by School Board	Yes
	9/25/17	Yes	With exception to Measurement Plan, Article #2 – bring back with recommended requirements	Yes	Yes		
EL 2.2 Treatment of Students	08/28/17	Yes	Yes	Yes	Yes (Board requested additional information)	During the Board Mtg. on 10/23/17, a PP Presentation reflected the additional information requested by the School Board.	Yes
EL 2.3 Treatment of Parents	09/25/2017	Yes	Yes	Yes	Yes		Yes
EL 2.4 Treatment of Staff	10/23/2017	Yes	Yes	Yes	Yes		Yes
EL 2.5 Financial Planning and Budgeting	12/11/17	Yes	Yes	Yes	Yes	Yes	Yes
EL 2.6 Financial Management and Operations	09/25/17	Yes	Yes	Yes	Yes		Yes
EL 2.7 Asset Protection	08/28/17	Yes	Yes	Yes	Yes		Yes

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 2.8 Compensation and Benefits	10/23/17	Yes	Yes	Yes	Yes		Yes
EL 2.9 Communication and Support to the School Board	11/27/17 (Semi-annual)	Yes	Yes	Yes	Yes		Yes

11

**Record of Board Self-Evaluation
Governance Policies
(July 2017 – June 2018)**

Monitoring 2016-2017 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	09/25/2017	Yes			Yes
3.1 Unity of Control	09/25/2017	Yes			Yes
3.1.1	09/25/2017	Yes			Yes
3.1.2	09/25/2017	Yes			Yes
3.1.3	09/25/2017	Yes			Yes
3.2 Delegation to the Superintendent	09/25/2017	Yes			Yes
3.2.1	09/25/2017	Yes			Yes
3.2.2	09/25/2017	Yes			Yes
3.2.3	09/25/2017	Yes			Yes
3.2.4	09/25/2017	Yes			Yes
3.3 Superintendent Accountability and Performance	09/25/2017	Yes			Yes
3.3.1	09/25/2017	Yes			Yes
3.3.2	09/25/2017	Yes			Yes
3.3.3	09/25/2017	Yes			Yes
3.3.4	09/25/2017	Yes			Yes
3.3.5	09/25/2017	Yes			Yes

GOVERNANCE PROCESS (GP) POLICIES

4.0 Global Governance Commitment	12/11/2017	Yes			Yes
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**Record of Board Self-Evaluation
Governance Policies
(July 2017 – June 2018)**

Monitoring 2016-2017 School Year Data

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4.0.1	12/11/2017	Yes			Yes
4.0.2	12/11/2017	Yes			Yes
4.1 Governing Style	10/23/2017	Yes			Yes
4.1.1	10/23/2017	Yes			Yes
4.1.2	10/23/2017	Yes			Yes
4.1.3	10/23/2017	Yes			Yes
4.1.4	10/23/2017	Yes			Yes
4.1.5	10/23/2017	Yes			Yes
4.1.6	10/23/2017	Yes			Yes
4.2 School Board Job Products	10/23/2017	Yes			Yes
4.2.1	10/23/2017	Yes	To conduct a more robust Community Linkage		Yes
4.2.2	10/23/2017	Yes			Yes
4.2.2 - A	10/23/2017	Yes			Yes
4.2.2 - B	10/23/2017	Yes			Yes
4.2.2 - C	10/23/2017	Yes			Yes
4.2.2 - D	10/23/2017	Yes			Yes
4.2.3	10/23/2017	Yes			Yes
4.3 Annual Work Plan	10/23/2017	Yes	To conduct a more robust Community Linkage		Yes
4.3.1	10/23/2017	Yes			Yes
4.3.2	10/23/2017	Yes			Yes
4.3.3	10/23/2017	Yes			Yes
4.4 Officer Roles	09/25/2017	Yes			Yes
4.4.1	09/25/2017	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 2017 – June 2018)**

Monitoring 2016-2017 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
4.4.1.1	09/25/2017	Yes			Yes
4.4.1.2	09/25/2017	Yes			Yes
4.4.1.3	09/25/2017	Yes			Yes
4.4.1.4	09/25/2017	Yes			Yes
4.4.1.5	09/25/2017	Yes			Yes
4.4.1.6	09/25/2017	Yes			Yes
4.4.1.7	09/25/2017	Yes			Yes
4.4.1.8	09/25/2017	Yes			Yes
4.4.1.9	09/25/2017	Yes			Yes
4.4.2	09/25/2017	Yes			Yes
4.4.3	09/25/2017	Yes			Yes
4.4.4	09/25/2017	Yes			Yes
4.5 School Board Members' Code of Conduct					
	09/25/2017	Yes			Yes
4.5.1	09/25/2017	Yes			Yes
4.5.2	09/25/2017	Yes			Yes
4.5.2.1	09/25/2017	Yes			Yes
4.5.2.2	09/25/2017	Yes			Yes
4.5.2.3	09/25/2017	Yes			Yes
4.5.3	09/25/2017	Yes			Yes
4.5.3.1	09/25/2017	Yes			Yes
4.5.3.2	09/25/2017	Yes			Yes
4.5.4	09/25/2017	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 2017 – June 2018)**

Monitoring 2016-2017 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
4.5.5	09/25/2017	Yes			Yes
4.5.6	09/25/2017	Yes			Yes
4.5.7	09/25/2017	Yes			Yes
4.5.7.1	09/25/2017	Yes			Yes
4.5.7.2	09/25/2017	Yes			Yes
4.5.7.3	09/25/2017	Yes			Yes
4.5.7.4	09/25/2017	Yes			Yes
4.5.7.5	09/25/2017	Yes			Yes
4.5.7.6	09/25/2017	Yes			Yes
4.5.7.7	09/25/2017	Yes			Yes
4.6 Process for Addressing School Board Member Violations					
	09/25/2017	Yes			Yes
4.6.1	09/25/2017	Yes			Yes
4.6.2	09/25/2017	Yes			Yes
4.6.3	09/25/2017	Yes			Yes
4.6.4	09/25/2017	Yes			Yes
4.6.4.1	09/25/2017	Yes			Yes
4.6.4.2	09/25/2017	Yes			Yes
4.7 School Board Committee Principles					
	09/25/2017	Yes			Yes
4.7.1	09/25/2017	Yes			Yes
4.7.2	09/25/2017	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 2017 – June 2018)**

Monitoring 2016-2017 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
4.7.3	09/25/2017	Yes			Yes
4.7.4	09/25/2017	Yes			Yes
4.8 School Board Committee Structure	09/25/2017	Yes			Yes
4.8.1	09/25/2017	Yes			Yes
4.8.2	09/25/2017	Yes			Yes
4.8.3	09/25/2017	Yes			Yes
4.8.4	09/25/2017	Yes			Yes
4.9 Governance Investment	10/23/2017	Yes			Yes
4.9.1	10/23/2017	Yes			Yes
4.9.1.1	10/23/2017	Yes			Yes
4.9.1.2	10/23/2017	Yes			Yes
4.9.1.3	10/23/2017	Yes			Yes
4.9.2	10/23/2017	Yes			Yes
4.9.3	10/23/2017	Yes			Yes
4.10 Operation of the School Board Governing Rules	09/25/2017	Yes			Yes
4.10.1	09/25/2017	Yes			Yes
4.10.1.1	09/25/2017	Yes			Yes
4.10.1.2	09/25/2017	Yes			Yes
4.10.1.3	09/25/2017	Yes			Yes

Monthly Reports – Resolution of Acceptance of Donations

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

Cedar Ridge Elementary:

- Donation of \$64.09 – The Benevity Community Impact Fund (UnitedHealth Group) – Funds to be used to enhance curriculum.
- Donation of \$87.50 – Carrie Twedt – Funds to be used to enhance curriculum (2/6/18).
- Donation of \$87.50 – Carrie Twedt – Funds to be used to enhance curriculum (2/8/18).
- Donation of \$87.50 – Jennifer Stratton – Funds will be used to enhance curriculum (2/6/18)
- Donation of \$87.50 – Jennifer Stratton – Funds will be used to enhance curriculum (2/8/18)

Prairie View Elementary:

- Donation of \$25.00 – Mr. & Mrs. Croes (through DoTopia) – Funds will be used for years to come by present and forthcoming students.
- Donation of \$180.00 – Justin Fletcher (through Corporate Giving Program) – Funds used to support Prairie View Curriculum
- Donation of \$72.00 – Justin Fletcher (YourCause Corporate Giving Payroll Match Campaign) – Funds will be used for years to come by present and forthcoming students.
- Donation of \$33.50 – Benevity Community Impact Fund – Funds used to support Prairie View curriculum.
- Donation of \$250.00 – Katie Bishof (GAP foundation, matching the generous volunteer hours provided by Katie to PV) - Funds will be used for years to come by present and forthcoming students.

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

1. Human Resources – Principals
 - a. New Hires
 - b. Change in Assignment
 - c. Resignation/Retirements
Benz, Nancy – Associate Principal, Cedar Ridge Elementary, effective 3/2/2018.
2. Human Resources – Administrative/Supervisory/Technical (AST)
 - a. New Hires
 - b. Change in Assignment
 - c. Resignation/Retirements
3. Human Resources - Licensed Staff
 - a. New Hires
Meisinger, Laura – Special Education Teacher, 1.0 FTE, Prairie View Elementary, effective 3/12/2018 through 6/8/2018.
Warnert, Marie – Special Education, 1.0 FTE, Central Middle School, effective approximately 3/5/2018 through 5/25/2018.
 - b. Change in Assignment
 - c. Resignation/Retirements
Kabis, Nancy – Grade 1 Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 2/16/2018.
Stone, Leana – Art, 1.0 FTE, Eden Prairie High School, effective 6/8/2018.
4. Human Resources - Classified Staff
 - a. New Hires
BUILDING SERVICES
CLASS
Bock, Heidi – Human Resources Staffing Specialist – Community Education, Community Education, 8 hours/day, 5 days/week, 260 days/year, effective 2/20/2018.
Kennett, Monica – Office Professional – Student Activities, Eden Prairie High School, 8 hours/day, 5 days/week, 230 days/year, effective 2/26/2018.
Price, Robin – Office Professional – Community Education, Community Education, working 8 hours/day, 260 days/year, effective 2/12/2018.
FOOD SERVICE
LITTLE EAGLES
Schultze, Christine – Little Eagles Preschool Teacher, Little Eagles Preschool, working 8 hours/day for 82 days/year effective 2/26/2018 through 6/8/2018.3

MSEA

Rosol, Sara – Title 1 Paraprofessional, Eden Lake Elementary, working 6 hours/day for 71 days/year effective 2/12/2018 through 6/1/2018.

Simons, Graham – Special Education Paraprofessional, TASSEL, 6 hours/day, 5 days/week, 178 days/year, effective 2/26/2018.

Tervo, Sarah – Early Childhood Special Education Paraprofessional, Little Eagles Preschool, working 8 hours/day, 5 days/week, 185 days/year, effective 2/20/2018.

TRANSPORTATION

Douglas, James – Bus Driver, Transportation, 4.71 hours/day, 5 days/week, 178 days/year, effective 2/9/2018.

Neudahl, Thomas – Bus Driver, Transportation, 5.88 hours/day, 5 days/week, 178 days/year, effective 2/9/2018.

b. Change in Assignment

BUILDING SERVICES

CLASS

FOOD SERVICE

MSEA

TRANSPORTATION

c. Resignations/Retirements

BUILDING SERVICES

CLASS

FOOD SERVICE

MSEA

Adam, Kaycie – Special Education Paraprofessional, TASSEL, effective 2/16/2018.

Asifulla Shariff, Sumera – Special Education Paraprofessional, Oak Point Elementary, effective 2/28/2018.

Bates, Milena – Special Education Paraprofessional, Oak Point Elementary, effective 3/2/2018.

Reese, Abby – Special Education Paraprofessional, Central Middle School, effective 2/16/2018.

TRANSPORTATION

Anderson, Linda – Bus Driver, Transportation, effective 2/9/2018.

June 25, 2017

Board Business

General Consent Agenda

Approval of Payments, All Funds, January 2018

Check #395364-395728	\$1,021,198.26
Electronic Disbursements	\$12,098,658.65
TOTAL	\$13,119,856.91

Acknowledgment of Electronic Transfers January 2018

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
12/22/17	PMA Financial	MNTrust	1.250%	01/25/18	\$4,004,657.54
04/04/16	PMA Financial	MNTrust	0.809%	01/26/18	\$249,909.87
04/04/16	PMA Financial	MNTrust	0.759%	01/26/18	\$249,993.61
04/04/16	PMA Financial	MNTrust	0.806%	01/26/18	\$249,900.06
04/04/16	PMA Financial	MNTrust	0.791%	01/26/18	\$249,936.41
09/26/16	PMA Financial	MNTrust	0.701%	01/26/18	\$247,700.00
09/26/16	PMA Financial	MNTrust	0.700%	01/26/18	\$249,912.52
02/23/17	PMA Financial	MNTrust	0.914%	01/29/18	\$249,909.16
02/23/17	PMA Financial	MNTrust	0.903%	01/29/18	\$249,984.07
08/03/16	PMA Financial	MNTrust	0.842%	02/07/18	\$249,946.95
08/10/16	PMA Financial	MNTrust	0.817%	02/12/18	\$251,369.40

EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: Jan-18

REVENUES/TRANSFERS IN (BY SOURCE CODE)						
SOURCE	DESCRIPTION	MONTH TO DATE RECEIVED	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 416,525	\$ 17,026,161	\$ 23,829,769	71.45%	65.85%
021-040	TUITION	7,995	47,705	66,000	72.28%	0.00%
041-089	FEES & ADMISSIONS	56,750	645,979	903,000	71.54%	72.25%
090-199	MISC REVENUE	121,451	790,757	2,090,000	37.84%	39.72%
200-399	STATE AID	8,901,422	26,198,585	77,739,504	33.70%	34.75%
400-499	FEDERAL PROGRAMS	-	14,369	2,837,580	0.51%	0.94%
600-649	SALES	1,045	186,738	56,100	332.87%	71.32%
		\$ 9,505,189	\$ 44,910,296	\$ 107,521,953	41.77%	41.52%
	CAPITAL OUTLAY	7,168	322,153	10,121,162	3.18%	10.37%
	STUDENT ACTIVITIES	34,807	979,718	2,000,000	48.99%	50.72%
Revenue Notes:						
* Sales includes insurance recovery revenue not budgeted.						

EXPENDITURES/TRANSFERS OUT (BY OBJECT CODE)						
OBJECT	DESCRIPTION	MONTH TO DATE EXPENDED	YEAR TO DATE EXPENDED	CURRENT FULL YEAR PROJECTION	THIS YEAR % EXPENDED	LAST YEAR % EXPENDED
100	SALARIES	\$ 5,894,811	\$ 32,698,889	\$ 73,614,843	44.42%	44.11%
200	BENEFITS	1,820,580	10,358,108	21,989,683	47.10%	47.65%
300	PURCHASED SVCS	377,036	4,251,029	7,352,351	57.82%	53.80%
400	SUPPLIES & EQUIPMENT	354,165	1,963,394	2,939,858	66.79%	46.20%
800	OTHER EXPENSES	22,638	123,781	209,501	59.08%	81.42%
900	TRANSFERS & CONTINGENCY	-	-	244,050	0.00%	0.00%
		\$ 8,469,230	\$ 49,395,202	\$ 106,572,986	46.35%	45.56%
	CAPITAL OUTLAY	339,445	6,923,182	9,855,573	70.25%	78.92%
	STUDENT ACTIVITIES	145,852	846,900	2,000,000	42.34%	51.31%
Expenditure Notes:						



February 26, 2018

To: Dr. Josh Swanson, Superintendent
From: Business Office
Re: Accept Bids for Central Middle School (CMS) Window Replacement Phase III

The school board authorized the district seek bids for phase III of the Central Middle School window replacement project. The district received bids on January 17, 2018 and recommend awarding the contract to the lowest bidder, W.L. Hall, in the amount of \$175,423.

This project will replace windows in 2 courtyards, some of the windows are original 1959 single pane windows. In addition, we have found the caulking and building siding to be highly deteriorated due to aging and the high cost of maintenance. We will be replacing windows in the CMS courtyards with newer energy efficient double pane windows.

Funding for this project will come from the Long Term Facility Maintenance Revenue and is on the deferred maintenance list for summer 2018. The budget for this project was \$300,000.

2018-2019 District Calendar

JULY 2018						
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AUGUST 2018						
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OCTOBER 2018						
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NOVEMBER 2018						
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DECEMBER 2018						
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AUGUST	
Aug. 27-31	Teacher Workshops
Aug. 29	EPHS Open House 6:00-8:00 pm
SEPTEMBER	
Sept. 3	No School: Labor Day
Sept. 4	First Day of School
Sept. 13 & 18	Middle School Curriculum/Informal Conference 7th Grade 6:00-8:00 p.m.
Sept. 20	Middle School Curriculum/Informal Conference 8th Grade 6:00-8:00 p.m.
OCTOBER	
Oct. 9 & 11	Elementary Conferences 4:00-8:00 pm
Oct. 12	No School: Elementary Conferences/Professional Development (7-12) 8:00-4:00 pm
Oct. 10 & 15	High School Conferences 4:00-7:00 pm
Oct. 11 & 16	Middle School Conferences 3:00-7:30 pm
Oct. 18 & 19	No School: MEA
NOVEMBER	
Nov. 8	End of 1st Quarter
Nov. 9	No School: Grading Day (7-12); Professional Development (K-6)
Nov. 21	No School: Comp Day for Teachers
Nov. 22-23	No School: Thanksgiving Break
DECEMBER	
Dec. 12	High School Conferences 4:00-8:00 pm
Dec. 24-31	No School: Winter Break
JANUARY	
Jan. 1-2	No School: Winter Break
Jan. 21	No School: Martin Luther King Jr. Day
Jan. 24	End of 2nd Quarter/End of 1st Semester
Jan. 25	No School: Grading Day
FEBRUARY	
Feb. 18	No School: Elementary Conferences/Professional Development (7-12) 8:00-4:00 pm
Feb. 21 & 28	Elementary Conferences 4:00-8:00 pm
Feb. 25 & 27	High School Conferences 4:00-7:00 pm
Feb. 26 & 28	Middle School Conferences 3:00-7:30 pm
MARCH	
Mar. 1	No School: Comp Day for Teachers
Mar. 28	End of 3rd Quarter
Mar. 29	No School: Grading Day (7-12); Professional Development (K-6)
APRIL	
April 1-5	No School: Spring Break
MAY	
May 9	High School Conferences 4:00-6:00 pm
May 27	No School: Memorial Day
JUNE	
June 6	Last day of school
June 7	No School: Grading Day

JANUARY 2019						
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FEBRUARY 2019						
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MARCH 2019						
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APRIL 2019						
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MAY 2019						
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JUNE 2019						
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JULY 2019						
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2019-2020 District Calendar

Preliminary and Subject to Change

JANUARY 2020						
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AUGUST 2019						
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Monday, September 2, 2019 Labor Day

First day of School
September 3, 2019

FEBRUARY 2020						
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SEPTEMBER 2019						
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Winter Break

December 23, 2019 - January 3, 2020

MARCH 2020						
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Spring Break

March 30, 2019- April 3, 2020

OCTOBER 2019						
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Last day of School

June 9, 2020

APRIL 2020						
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NOVEMBER 2019						
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MAY 2020						
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DECEMBER 2019						
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JUNE 2020						
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Office of Indian Education

American Indian Parent Advisory Committee Overview

Minnesota Statutes, Section 124D.78

Minnesota Statutes, Section 124D.78 requires all Minnesota districts and Tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). School boards of districts must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

Requirements

In accordance with this statute, districts are required to complete and submit the following paperwork in its entirety:

1. The AIPAC and District Compliance Documentation page
2. The AIPAC Resolution
3. The AIPAC Representative Roster

Failure to complete this paperwork will result in your district, charter, or tribal school being out of compliance with the law. **All items are due annually on March 1.**

Instructions

Each district/school must select **one** of the three options outlined on the **AIPAC and District Compliance Documentation page**. The option that you select outlines obligations that you are **required** to fulfill. Incomplete submissions will not be accepted.

If you do not have an AIPAC and/or are new to this process, its expectations, and requirements, please contact the Office of Indian Education - 651-582-8280.

Note: The above required items have been rewritten for clarity and renamed. They **REPLACE** the paperwork formally known as the Transmittal of Resolution and Parent Committee Roster, and the Parent Committee Resolution. Old forms will not be accepted and any copies that were saved for future use should be disposed of.

AIPAC and District Compliance Documentation

District Identification Information

District/School Name and Number: Eden Prairie Schools #272

Indian Education Program Lead: Karen Meyer

Please Choose One:

Option 1: A Resolution of Concurrence

☒ The AIPAC met and issued a vote of **concurrence**. An official Resolution citing this **concurrence** was signed by the AIPAC Chairperson, in the presence of committee members, on (M/D/YR): 1/24/2018

☐ The AIPAC presented the **signed** Resolution of Concurrence to the district school board on (M/D/YR):

Option 2: A Resolution of Non-Concurrence

☐ The AIPAC met and issued a vote of **non-concurrence**. An official Resolution citing this **non-concurrence** was signed on (M/D/YR):


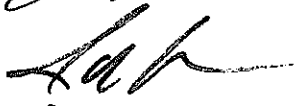
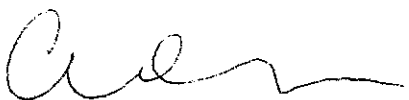
☐ The AIPAC presented the **signed** Resolution of non-concurrence to the district school board along with specific recommendations for improvement on (M/D/YR):

☐ The AIPAC, Superintendent, and School Board recognize that the district school board is **required** to respond, in writing, to each specific recommendation, and that that response must be received within 60 days of recommendations being put forth.

Option 3: Our District Does Not Yet Have an AIPAC

☐ Our district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, Section 124D.78. The district Superintendent will contact the Office of Indian Education immediately to receive guidance on this process, its expectations, and requirements.

Signatures

Personnel Role	Printed Name	Signature	Date
School Board Chairperson	Elaine Larabee		1-24/18
Superintendent/Director	Dr. Josh Swanson		1/24/18
AIPAC Chairperson	Amy Ogden		1-24-18

Resolution

American Indian Parent Advisory Committee

Due Annually on March 1

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community.

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s), and

WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning, and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with MN Statutes, Section 124D.78, and that the school board and district are meeting the needs of American Indian students.

☒ **We, the American Indian Parent Advisory Committee, issue a Vote of Concurrence.** We agree with the contents and implementation of the Indian Education Program Plan and commit to evaluating the IEPP at the end of school year to ensure that it is continuing to meet the needs of American Indian students, **OR**

☐ **We, the American Indian Parent Advisory Committee, issue a Vote of Non-Concurrence.** We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

AIPAC Chairperson Signature: _____

Date: _____

Ends Policy 1.1.1 Each student is reading at grade level by the end of third grade.

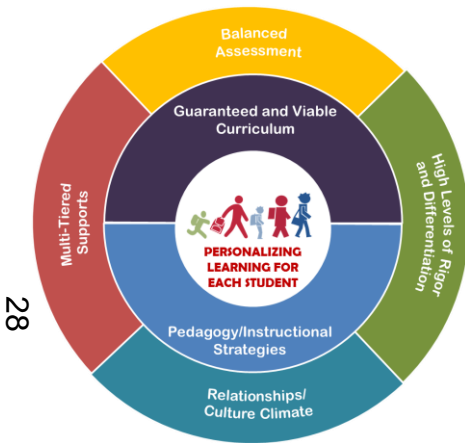
Ends Policy 1.1.2 Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science.

Executive Summary

To successfully impact student learning and influence the results of Board Ends Policy 1.1.1 and 1.1.2, research and best practice calls for a holistic approach and recognizes there is not “one single” fix. High performing educational organizations use a variety of strategies that are organized, can be communicated, and are effectively implemented over an extended period of time.

The EPS administrative team, with input from other district stakeholders, created an instructional excellence framework in 2014. The framework defines components that research indicates should be in place to ensure high levels of learning for each student. At the center of the framework is a guaranteed and viable curriculum and pedagogy/instructional strategies. In isolation, neither of these components will significantly impact student learning, but they are crucial to laying the foundation necessary for learning. During the 2017-2018 school year, we continue to focus on these areas while adding a multi-tiered system of supports as part of our systemic implementation.

A school district with all framework components in place is positioned to personalize learning and have a direct impact on third grade reading growth and proficiency results across curricular areas. Below is a summary of recent progress in the areas of guaranteed and viable curriculum, pedagogy/instructional strategies, and responsive instruction through multi-tiered supports. As a district we are focused on creating a system where research based practices are evident throughout our schools and classrooms. The system acknowledges that we must focus on EACH student and work to personalize his/her learning.



2017-2018 Strategic Efforts

Multi-Tiered System of Supports

Personalizing learning for each student includes ensuring that every student has developed the foundational skills needed to access grade level instruction. During the 2017-18 school year, targeted professional development has focused on using student data to make informed instructional decisions that responsively support each student's development of foundational literacy skills.

Every elementary student is screened using a FastBridge assessment in age-appropriate reading skills in order to inform instructional decisions in each classroom. The following tiered decision-making process is applied:

- Identify students who demonstrate expected grade level skills;
- Identify the number of students demonstrating an instructional gap with the expected skill;
- Determine if a classwide or small group instructional protocol is needed to address the instructional gap;
- Implement the instruction and monitor skill development to ensure grade level skills are attained.

If an individual student continues to experience an instructional gap, each elementary building has a diverse team of experts who work together to develop instructional solutions. These teams participate in ongoing training developing their expertise to create instructional matches for students who continue to demonstrate an instructional gap. These teams also serve as decision-makers to ensure student instruction aligns with best practices in reading instruction, is personalized for individual student needs, and includes frequent monitoring of student's skill development. When progress is not observed, student data is reviewed and instructional changes are made. The result of a multi-tiered system of support is that each student experiences success in reading skill development, in turn supporting their success in all aspects of their educational journey. These strategic efforts are in response to increasing K-3 student achievement in the area of reading, specifically measured in Ends Policy 1.1.1.

2017-2018 Strategic Efforts

Guaranteed and Viable Curriculum and Instructional Practices

Personalizing learning for each student requires a guaranteed and viable curriculum supported by research based instructional practices. During the 2017-2018 school year, K-12 administrators and teachers have focused their efforts on the implementation of new mathematical frameworks utilizing newly purchased resources that leverage best practices in mathematics instruction. As a result of extensive professional development, job-embedded coaching, and professional learning communities working together, these frameworks and resources are being implemented with fidelity. With the use of a curriculum map, teachers are able to maintain consistent pacing ensuring all Minnesota math standards are thoroughly taught for each grade level. Across the system, the elements of best practice mathematics instruction has been communicated and we are beginning to see shifts in the methods by which mathematics is being taught. These strategic efforts are in response to increasing student achievement in the area of mathematics, specifically measured in Ends Policy 1.1.2.

Excellent mathematics instruction will lead Eden Prairie Schools learners to:

❖ **Form positive math identities**

- Mathematical identities are the deeply-held beliefs students form about their ability to meaningfully and successfully participate in mathematical processes. Students with strong math identities embrace beneficial habits of mind, such as persistence, flexible thinking, curiosity, and belief in their personal ability to grow and succeed.

❖ **Collaborate within a math community**

- An effective math community values all members as partners in learning. It provides a safe place for students to take risks and learn from mistakes. It promotes multiple perspectives and values diverse thinking. It is grounded in student leadership and rich mathematical discussion framed by questioning, explaining mathematical thinking, contributing math ideas, and taking responsibility for learning.

❖ **Understand how and why math concepts work**

- Rote memorization of mathematical procedures is insufficient for the demands of the 21st century. Students need to achieve a conceptual understanding of why and how mathematical principles work so they are able to explain their

reasoning, defend their problem-solving approaches, create or describe visual models of mathematics, and retain their learning over time.

❖ **Use math procedures fluently**

- After reaching a conceptual level of understanding math, students need to be able to determine effective and efficient ways to express or perform mathematical processes and find solutions. As students become familiar with various mathematical procedures and algorithms, they are able to use them more easily and accurately.

❖ **Apply math to real-world situations**

- A mathematical concept or procedure is not useful unless students recognize when and where to use it (as well as when and where it does *not* apply). In school, students are given specific problems to solve, but outside of school they encounter situations in which part of the difficulty is figuring out exactly what the problem is. Therefore, students need to be able to identify problems, devise solution strategies, and choose the most useful approach for solving problems. They also need to be able to distinguish what is known and relevant from what is unknown.

Strategic Focus Toward Achieving Ends 1.1.1 & 1.1.2

School Board Workshop

February 2018



We will...

Share means
towards
achieving Ends
Policy 1.1.1 and
Ends Policy 1.1.2

Build an
understanding
of the
multi-tiered
system of
supports (MTSS)

Learn about the
new
mathematical
frameworks

Ends 1.1.1 and 1.1.2 and Outcomes

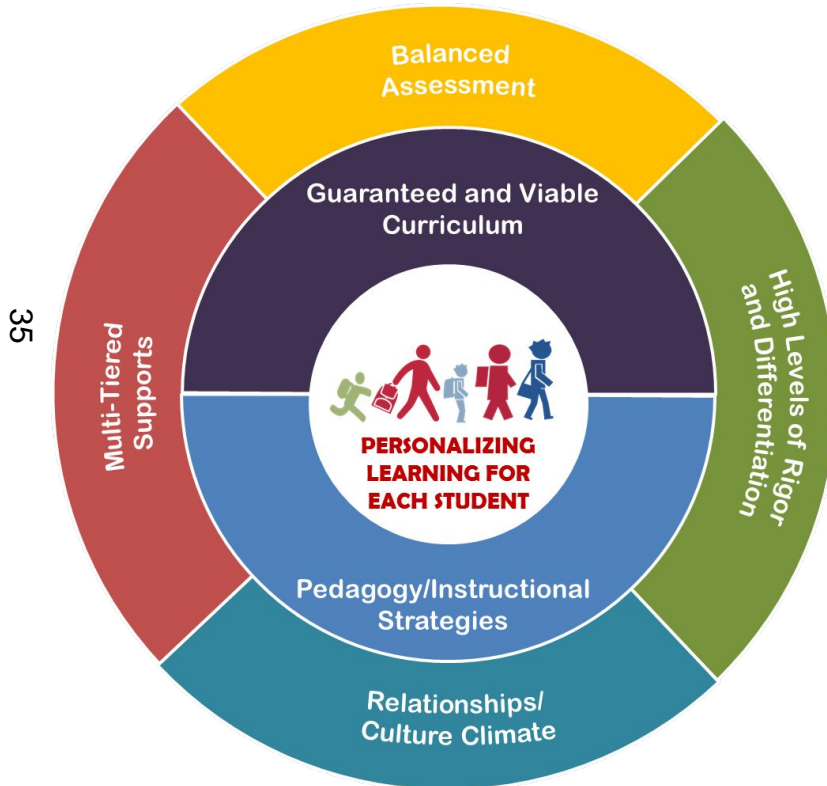


EDEN PRAIRIE
SCHOOLS

Ends Policy 1.1.1 Each student is reading at grade level by the end of third grade.

Ends Policy 1.1.2 Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science.

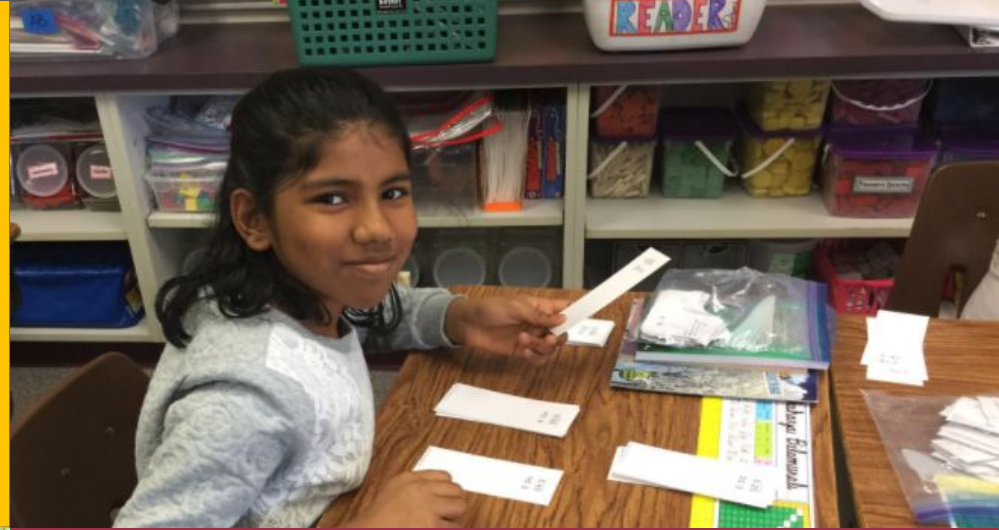
Instructional Excellence





Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS)



...is what we do to support behavioral & foundational academic needs by building on student strengths & following the data with **increasing precision** of data analysis and instructional match to personalize learning for each student.

Unpacking MTSS

What?

- support behavioral & academic needs
- build on student strengths
- increase precision of data analysis
- increase precision of instructional match

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Why?

- to personalize learning for each student



MTSS

Multi-tiered System of Supports

Academic

PLC's:

Tier 1 (core with differentiation)

Tier 2 (targeted instruction for some students)

Behavior

PBIS Team:

Tier 1 (schoolwide)

Tier 2 (targeted areas of need)



MTSS Team



Tier 2 Supplemental (Core + More)

Tier 3 Supplemental (Core + More individualized)

(May look slightly different at individual sites.)



Tier 1

Decision Making

**Core Instruction & School-wide
Behavior Expectations for All
(Classwide Need)**

Benchmark data for Academics

*Office Discipline Referrals
for Behavior*

Tier 2

Decision Making

**Proactively Designed Instruction
for Some based on Instructional Gap
(Category of Need)**

Progress Monitoring

*Office Discipline Referrals
& Point Sheet Data*



Tier 3

Decision Making

**In-depth Data Analysis for
Precise Instructional Match
(Individualized Need)**

Individualized Progress Monitoring

Individualized Behavior Data



Guaranteed & Viable Curriculum and
Instructional Practices

What is Curriculum?

44 “Curriculum is the agreed-on framework of concepts and skills that is taught with clear purpose, informed flexibility, and continuous collaborative analysis.”



Guaranteed & Viable

What is a **guaranteed** curriculum?

Every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school/life. [Curriculum adheres to state standards; all students are held to high expectations]

What is a **viable** curriculum?

Schools make sure that the necessary time is available and protected so students will be able to learn the guaranteed curriculum. [Curriculum is focused enough that it can be adequately addressed in the time available; core instructional time is preserved for all students]

Guaranteed and Viable Curriculum



Year 1

Research and review.
Program Recommendation

Year 2

Resource assessment,
professional learning,
alignment of curriculum.
**Instructional Strategies,
Resource Recommendation &
Curriculum Alignment**

Year 3

Curriculum Writing, continued
professional learning, resources training *
**Units and Assessments coupled to
instructional strategies, supported by
resources.**

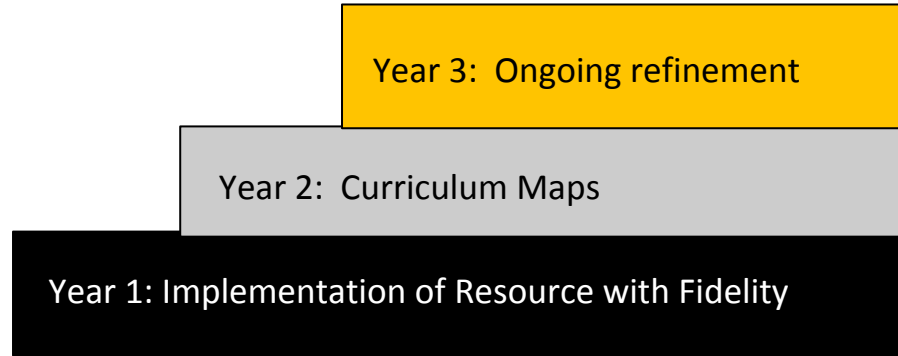
Year 4*

Implementation
**Instructional strategies and
curriculum implemented
K-12 with support.**

Implementation with Integrity



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In complex change, achieving quality outcomes is dependent on building knowledge and skill among practitioners.

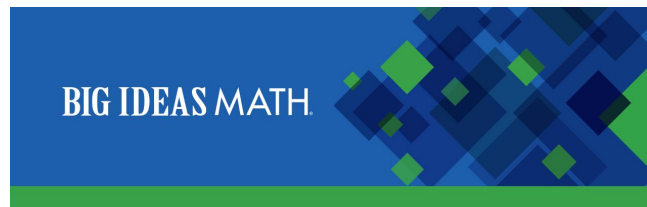
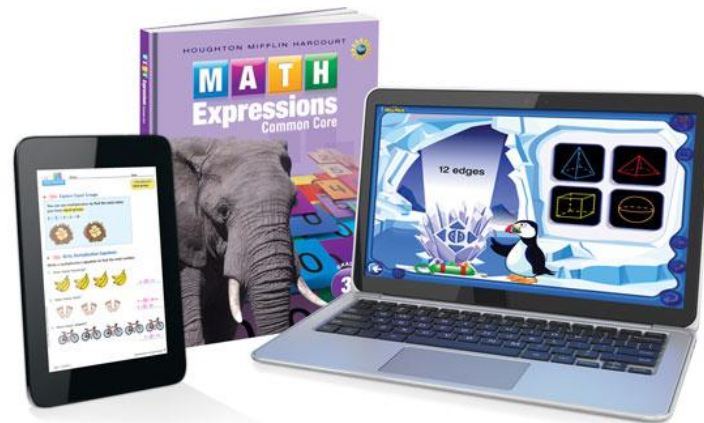
These initiatives are messy and often entail:

- changes in how individuals coordinate and communicate around their work
- significant shifts in how individuals understand and think about their work
- complex changes in what are already complex environments

And along the way, the initiative itself will almost surely need to be adapted as well.

- The Carnegie Foundation for the Advancement of Teaching

New Math Resources



Embedding the 4C's

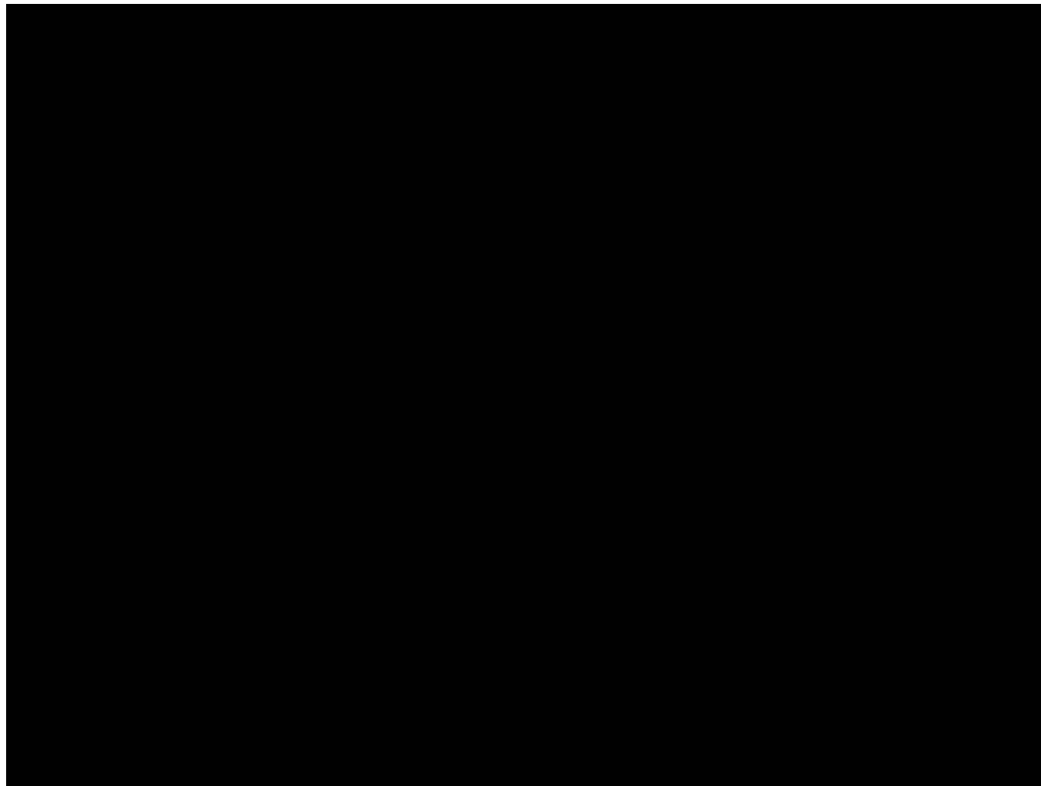


Excellence in Mathematicians

Excellent mathematics instruction will lead learners to:

- 1 Form positive identities
- 2 Collaborate within a math community
- 3 Understand how and why math concepts work
- 4 Use math procedures fluently
- 5 Apply math to real-world situations

Excellence in Mathematicians





Inspiring Each Student Every Day

Questions?



Eden Prairie Schools Assessment Measures for Board Ends Policies

Type of Assessment	Assessment & Grade Level	Description	Assessment Purpose	Alignment to Ends Policy
Standardized Standards-Based Assessment	Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) Reading (grades 3-8, 10) Mathematics: (grades 3-8, 11) Science: (grades 5, 8, and one time in HS)	State tests that help districts measure: <ul style="list-style-type: none"> • Student progress toward Minnesota’s academic standards • Meet federal and state legislative requirements.. • Most students take the MCA; students who receive special education services and meet additional eligibility requirements may take the alternate assessment MTAS instead. 	Evaluates Minnesota students’ achievement measured against the Minnesota Academic Standards. Informs curriculum decisions at the district and school level. Informs instruction at the classroom level and demonstrates student academic progress from year to year.	Ends 1.1.1 Ends 1.1.2
Standardized Achievement Assessment	ACT Grade 11 English Mathematics Reading Science	Multiple choice test that measures high school students' general educational development and their capability to complete college-level work.	Indicates the probability of success in credit-bearing college courses for English, Reading, Math, and Science. Evaluates standards alignment in curriculum and instruction.	Ends 1.1
Standardized Achievement Assessment	ACT Aspire Grade 7 & 9	Measures student achievement and interest in English, math, science and reading.	Indicates career and college readiness. Evaluates standards alignment in curriculum and instruction.	Ends 1.1

Eden Prairie Schools Assessment Measures for Board Ends Policies

Type of Assessment	Assessment & Grade Level	Description	Assessment Purpose	Alignment to Ends Policy
Standardized Screening Benchmark Assessment	FastBridge Proficiency Grades K-6	Screening assessment of foundational reading skills and mastery of numeracy skills three times per year. Can also be used for ongoing progress monitoring of student learning to ensure instruction is resulting in targeted skill development.	Indicates instructional gaps for teachers to address. Reflects annual growth in student learning.	Ends 1.1.1 Ends 1.1.2
Performance Assessment	Fountas & Pinnell (F&P) Grades K-6	Measures literacy skills and meaning making associated with the specific grade level.	Indicates reading proficiency. Used by teachers for on-going instructional decision making.	Ends 1.1.1
Performance Assessment	4C's Performance Tasks & Rubrics Grades EC-12	Students are assessed using a rubric on their performance of collaboration, communication, creativity and critical thinking and digital citizenship	Indicates student use of real-world skills indicating college and career readiness.	Ends 1.2 Ends 1.3

Board Education: Assessments for Board Ends Policies

February 2018



Standardized Assessments



**MCA and MTAS
Proficiency and
Growth**



*Measures of the knowledge
and skills students have
learned*

*Used for state and federal
accountability*

MCA Proficiency and Growth

Used in Ends 1.1.1, 1.1.2

- Directly measures student performance on the MN state academic standards in math, reading and science
- Informs curriculum alignment decisions system-wide
- Required for state and federal accountability

	3	4	5	6	7	8	9	10	11
Reading	x	x	x	x	x	x		x	
Math	x	x	x	x	x	x			x
Science			x			x	After completing Biology (usually Grade 10)		



MCA Proficiency and Growth

Used in Ends 1.1.1, 1.1.2

- Minnesota's statewide tests are objective, standardized measures of student achievement on academic or proficiency standards.
- Four levels of proficiency: Exceeds Expectations, Meets Expectations, Partially Meets, Does Not Meet
- Students who earn an Exceeds and Meets Expectations are considered proficient in reporting
- MN Department of Education will be using a new growth measure this year instead of High, Medium and Low categories

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CAREER AND COLLEGE READINESS

ACT

*Used for measurement of
career and college readiness*

*Required to offer CCR
opportunity for all 11th grade
students*

ACT Aspire

ACT

Used in Ends 1.1

- Administered in April for 11th graders
- MDE requires an opportunity for all juniors to take the test
- College readiness benchmark scores in English, Reading, Math, and Science sub-tests indicate the high probability of success in credit-bearing college courses.

English: 18

Reading: 22

Mathematics: 22

Science: 23

1. A car averages 27 miles per gallon. If gas costs \$4.04 per gallon, which of the following is closest to how much the gas would cost for this car to travel 2,727 typical miles?

- A. ☐ \$44.44
- B. ☐ \$109.08
- C. ☐ \$118.80
- D. ☐ \$408.04

A Microscope in the Kitchen

I grew up with buckets, shovels, and nets waiting by the back¹
door; hip-waders hanging in the closet; tide table charts covering
the refrigerator door; and a microscope was sitting² on the kitchen
table. Having studied, my mother is³ a marine biologist. Our
household might have been described as uncooperative.⁴ Our meals
weren't always served in the expected order of breakfast, lunch,
and supper. Everything was subservient to the disposal of⁵ the tides.
When the tide was low, Mom could be found down on the
mudflats. When the tide was high, she would be standing on the
inlet bridge with her plankton net.

I have great respect for my mother.⁶ I learned early that the moon
affected the tides. Mom was always waiting for a full or new moon.

1. Choose the best answer.

- A. ☐ NO CHANGE
- B. ☐ waiting, by the back door,
- C. ☐ waiting by the back door,
- D. ☐ waiting by the back door

2. Choose the best answer.

- E. ☐ NO CHANGE
- F. ☐ would sit
- G. ☐ sitting
- H. ☐ sat

ACT Aspire

Used in Ends 1.1

- Administered online to Grades 7 and 9
- Provides ability to predict career and college readiness
- Measures achievement and interest in English, math, science and reading
- Monitors progress toward career and college readiness

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Words from the Master

LITERARY NARRATIVE: This passage is an original work of fiction.

School ended for the day, and as usual, Lincoln and Jared headed for Lincoln's favorite haunt: that famous delicatessen in New York City frequented by many Broadway celebrities. The boys found their favorite booth and plopped down. Lincoln opened his music composition notebook and began writing lines of music, while Jared twirled a football on his index finger. French fries were the order of the day, and when they arrived, the boys dived in.

"Hey, Linc, you know what I think?" Jared started in. A resigned smile crossed Lincoln's face; he knew what was coming. "Every Tuesday it's the same thing. You pull out that book and start scribbling." Jared gestured at Lincoln's notebook. "Then you go home and practice guitar and piano and probably write more music. Dude, you gotta get a life!"

"You're a broken record, man," Lincoln responded good-naturedly. "By 'get a life,' you mean play sports, right? So, for the thousandth time, sports are your thing; this is my thing. I want to write music—I have to write music."

Jared studied his friend for a moment. "Yeah, I get that," he said. There was a brief silence, and then Jared, gobbling French fries, quickly went back to

Why does Lincoln most likely enjoy spending time at the delicatessen?

- ☐ A. He often sees Sir Abner Owings eating there.
- ☐ B. He hopes to be hired by a Broadway composer.
- ☐ C. He likes the after-school tradition of meeting Jared there.
- ☐ D. He wants to share the same environment as Broadway composers.



BENCHMARK/ SCREENING



FastBridge Proficiency and Growth

Used in Ends 1.1.1, 1.1.2

- Standardized assessment
- Elementary screening assessment of foundational reading skills and mastery of numeracy skills three times per year.
- Provide indicator of instructional gaps for teachers to address.
- Indicates if student is on target to meet grade level end of year expectations.
- Indicates student growth.

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PERFORMANCE ASSESSMENT

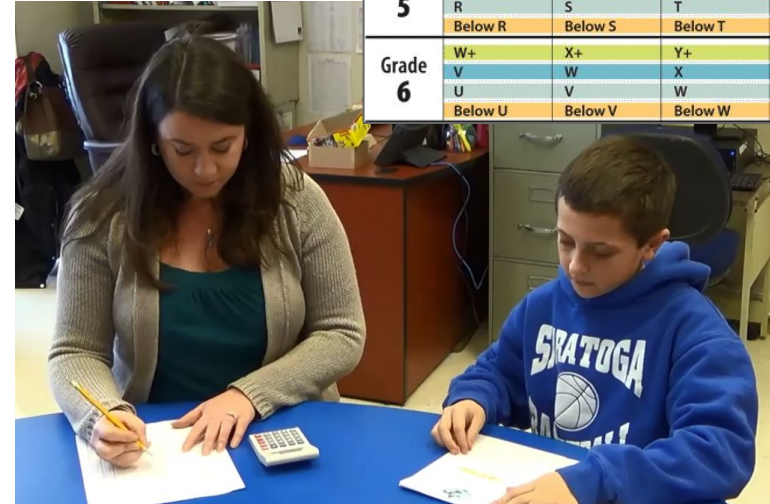


Fountas & Pinnell (F&P)

Used in Ends Policy 1.1.1

- Nationally recognized and widely used valid and reliable tool.
- This assessment measures the literacy skills associated with the specific grade level.
- Teacher administered in a one on one environment with student. Students read a series of passages while teacher listens and scores errors.

	Beginning of Year (Aug.-Sept.)	1st Interval of Year (Nov.-Dec.)	2nd Interval of Year (Feb.-Mar.)	End of Year (May-June)
Grade K		C+	D+	E+
		B	C	D
		A	B	C
				Below A
Grade 1	E+	G+	I+	K+
	D	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J	K	L	M
	I	J	K	L
	Below H	Below I	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X



4Cs and Digital Citizenship





Used in Ends 1.2 & Ends 1.3

- Students are assessed using a rubric on their performance of collaboration, communication, creativity and critical thinking.
- Classroom teachers score each student on the rubric at least once per year, the 4Cs tasks are embedded in class content



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<div> <div> <div>EPS</div> <div>EDEN PRAIRIE SCHOOLS</div> </div> <div>7th Grade 4Cs Rubric Year 1 (17-18)</div> </div>				
7th Grade Collaboration Rubric				
Proficiency Level	1	2	3	4
Leadership Initiative	Frequently misunderstands the goal(s) and importance of the team's work. Refrains from contributing to discussion about the team's goal(s) and deadlines. Plays a passive role in carrying out the work of the team; tends to be an observer rather than taking the initiative.	Demonstrates a limited understanding of the team's goal(s). Offers minor contributions to the establishment of the team's goal(s) and deadlines. Fulfills roles and responsibilities with regular prompting and coaching.	Clearly articulates the team's goal(s). Plays an active role and offers significant contributions to the establishment of the team's goal(s) and deadlines. Fulfills roles and responsibilities with little prompting or coaching.	Clearly articulates the team's goal(s). Thoughtfully organizes and divides the work. Checks on progress or provides focus and direction for the project. Delegates responsibilities and leadership according to team member's strengths. Shows a willingness to enhance the goal(s) for the team's work. Diplomatically challenges the individual contributions toward the team's goal(s).

First Grade (2017-18)			
	Performance Area	Performance Target	I Can Statement
	Collaboration Cooperation	Consistently follows agreed-upon norms for respectful discussions and decision-making; consistently carries out assigned roles.	I can cooperate and work with others.
	Communication Delivering Oral Presentations	When delivering oral presentations, uses an appropriate amount of facts and details to support the main idea. Speaks clearly at an understandable pace; accurately and confidently fields grade-level appropriate questions to demonstrate conceptual understanding and knowledge. Visual displays are helpful in emphasizing important facts or ideas.	I can talk about important facts and ideas.
	Creativity Idea Generation	Clearly explains the problem or challenge. Creates enough ideas to meet the challenge.	I can explain a problem and create ideas to solve it.
	Digital Citizenship	Learner regularly shows respect for the creations of other learners in their class and/or beyond the classroom walls. They do their own work, but sometimes imitate the work of others too much and rely too little on their own creative energy.	I can show respect for other peoples' creations.
	Critical Thinking Reasoning	Demonstrates a clear understanding of inferences.	I can use what I already know and evidence to find meaning.

Authentic Learning





A Collective Education Roadmap for Action

A commitment to create lasting equity and excellence in education for all students

December 2017



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Roadmap Background

Reimagine Minnesota PURPOSE

A commitment to create lasting equity and excellence in education for all students.

Ensure the constitutionally guaranteed right to an adequate education of all students by creating a comprehensive collective action plan to address integration, access, opportunity, and educational achievement.

Reimagine Minnesota PROCESS

Call to ACTION: *District leaders commit to building a collective plan for change*

March - December 2016

In March 2016, a group of metropolitan superintendents gathered together to discuss the future of education in the State of Minnesota. Specifically, the superintendents acknowledged that ensuring equity and excellence for all students is the most pressing issue in education today. They also recognize that the demographic composition of our state is rapidly changing and that Minnesota will have an older, more diverse population throughout the state in the coming years. Our K-12 education system is the foundation for the upcoming workforce yet our educational data and statistics show that schools and districts need to improve all of the educational markers that serve as benchmarks of success in the current educational system.

All students and all Minnesotans will reap enormous benefits when we create lasting equity, integration and excellence in our education system. Aside from fulfilling the moral and constitutional imperative of equal opportunity for all, ensuring an equitable, integrated and excellent education for all students will secure the highly skilled workforce Minnesota needs to compete in the rapidly changing global economy. A November, 2014 report from the Center for American Progress estimates that the U.S. economy will need nearly 83 million new workers by 2030 to fill the jobs created by projected economic growth and to replace the large number of Baby Boomers who will be retiring. It is imperative that we create an education system that allows all students the opportunity to reach their full potential if we are to address our workforce needs.

In October 2016, 17 superintendents and educational leaders asked the Association of Metropolitan School Districts (AMSD) to form an Ad hoc Committee to develop a Collective Education Action Plan to address integration, access, opportunity and educational excellence for all students. The Ad hoc Committee was sanctioned by the full membership of the Association of Metropolitan School Districts (AMSD) and updates about the work of the committee were presented and discussed at AMSD's monthly meetings. With support from AMSD, the superintendents worked together to collect community voice that would inform the work of the committee as it created a plan and recommendations for new local and statewide policies and practices in the hope of creating a model of education designed for the success of all students.

Engaging the COMMUNITY: *Broad-based conversations to identify shared goals*

January – May 2017

From January through May 2017, parents, students, cultural representatives, community members, business leaders and other education stakeholders, were invited to Reimagine Minnesota and conceptualize a new model of education that's designed for the success of all students. Each participant was welcomed, honored and respected for who they are and the contributions they offered.

The World Café convening model was chosen to host community conversations. The World Café is a method for creating a living network of collaborative dialogue around questions that matter in real life situations. Prior to each World Café event, students were trained and volunteered to be table hosts. It was important to have students included and visible

in the process. The table hosts were responsible to help set the context; create a hospitable space; explore questions that mattered; encourage everyone's contribution; cross-pollinate and connect diverse perspectives; listen together for patterns, insights, and deeper questions; and help harvest and share collective discoveries.

At each World Café, the environment was set up like a café, with tables for six or eight participants, tablecloths covered by poster paper, colored markers and light refreshments. Participants sat at a table and conversed over three powerful questions lasting from 20 to 30 minutes each. After each round of questions, the table host remained at the table, while others traveled to different tables. Table hosts welcomed newcomers to their tables and shared the essence of that table's conversation. The newcomers related any conversational threads which they carried with them – and then the conversation continued, deepening as the rounds progressed. The process repeated for a third time until a harvesting of information commenced during the last half hour of each World Café.

Three powerful questions were developed to query participants regarding the most effective ways to achieve educational equity, integration and excellence.

Question #1

Describe your vision of an equitable, integrated and excellent education for all students. What does it look like, feel like?

Question #2

As you think about the challenges we will face to build an equitable, integrated and excellent education for all students, what is at the heart of the matter for you?

Question #3

What are the most urgent changes we need to make so that all students have the best chance of being successful? What barriers do we need to move out of the way so that our work has the best chance of being successful?

Two preparatory World Cafés and 12 official World Cafés were held during the community convening process. Over 2,000 students, parents, community members, and K-12 education stakeholders attended the convenings garnering over 10,000 responses, suggestions and community-based comments related to what could and should be done to ensure all students in Minnesota receive an equitable, integrated and excellent education. The information received through the collective dialogue helped inform the superintendent committee as they forged a path to build a Collective Education Action Plan that ensures success for all students.

During the World Cafés, several forms of harvesting took place: graphic recording; posting of table notes; and large facilitated conversations after all three table conversations were completed. Videos and photos along with individual interviews also captured the participant experience.

One of the most important events was the student conference consisting of over 300 students from all districts involved. The student conference process called *Open Space Technology*, allowed students the opportunity to lead and facilitate conversations that are important to them. The goal was to create time and space for students to engage deeply and creatively around issues that mattered to them. The agenda was set by the students and resulted in a transformative experience for everyone involved. The conference was powerful and brought student voice to the work.

In addition to the World Café convenings, a Business & Cultural Community Leaders' luncheon was held at the University of Minnesota, McNamara Alumni Center. The luncheon was held to gather input from metropolitan area business partners, leaders and representatives from various cultural communities, government partners, community organizations and universities and colleges. During the luncheon, a modified World Café that included the original two questions plus two modified questions directed to the business and community partners was discussed.

Following the convenings, the districts participated in one of the most, if not the most, important elements of a World Café; large group harvesting of the themes, ideas and insights that emerged. The insights, once hidden, became visible through the harvesting process. This was accomplished during half-day synthesizing sessions involving representatives from each school district. Participants reviewed and prioritized ideas from the World Cafés, student conference and business luncheon.

The overwhelming response from four synthesis workshops that reviewed 12 World Cafes convenings of more than 2,000 participant voices and a student conference of more than 300 high school students can be summed up by the following statement “SEE ME”. Three overarching recommendations emerged:

1. Effective, diverse stakeholders who use trusting relationships to create welcoming classrooms, schools and communities that meet the needs (hopes & dreams) of all students and families.
2. Personalized relevant education and youth development that guarantees access to rigorous learning and eliminating predictability based on race.
3. Equitable resources (time, talent, funds) aligned to student needs (hopes & dreams) that enable every district to "see all" and "serve all."

Drafting the PLAN: *Inter-district work sessions to determine action priorities*

May – November 2017

In response to the education goals identified by the school community stakeholders, superintendents and their teams joined together to develop a plan for achieving the goals to SEE, SERVE and SUPPORT ALL students. First, they met in several district cluster work sessions to propose concrete actions for each goal. Next, over 150 school leaders were invited to five planning sessions to review the action ideas from the cluster meetings and determine realistic directions for creating lasting equity and excellence in education for all students. They analyzed the key barriers to ensuring education equity and excellence for all students and identified a system of strategies required to achieve the shared education goals. This is a report of the collective education plan for action.

Next STEPS: *Launching the system-wide work to activate a plan*

December 2017 and Beyond

The proposed plan will be shared with school stakeholders and partners in order to refine the directions and build broad-based support for the collective work. Action planning meetings will be convened at the system and district levels to develop the specific steps, roles, capacity, measures, support systems, accountability and steering mechanisms needed to initiate and sustain unified plan implementation.

A Collective Education Roadmap for Action At-A-Glance

Reimagine Minnesota: A commitment to create lasting equity and excellence in education for all students.

Ensure the constitutionally guaranteed right to an adequate education for all students by creating a comprehensive collective action plan to address integration, access, opportunity and educational achievement.



The STRATEGIES



The Underlying BARRIERS



The GOALS

TEACHING and TEACHERS

A. Develop, sustain and evaluate cultural competence for teachers

B. Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

C. Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment

D. Develop teacher preparation, recruitment and retention for staff of color

STUDENT and FAMILY SUPPORT

E. Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment

F. Eliminate disproportionality due to adult behaviors and policies; provide growth-oriented student support

G. Build bridges between school and community

SYSTEM FUNDING AND LEADERSHIP

H. Create and sustain consistent shared understanding of equity and high level of skill application for leaders at all levels

I. Statewide funding that ensures equity, access and opportunity for all students

- A. Gap in adult knowledge and skills for education equity work**
- B. Need for racially conscious pedagogy**
- C. Lack of assessment systems for equitable measuring of student success**
- D. Racially-biased educator preparation, recruitment, hiring and retention systems**
- E. Dominant culture perpetuates the status quo**
- F. Need for a student-centered, equitable alignment of policies and actions**
- G. System rigidity at all levels - teacher/classroom, building, district, state**
- H. Inequitable resources for meeting the needs of all students**

A commitment to create lasting equity and excellence in education for all students

SEE ME

SEE ALL

Effective, diverse stakeholders who use trusting relationships to create welcoming classrooms, schools and communities that meet the needs (hopes & dreams) of all students and families

SERVE ALL

Personalized relevant education for all students that guarantees access to rigorous learning and eliminating predictability based on race

SUPPORT ALL

Equitable resources (time, talent, funds) aligned to student needs (hopes & dreams) that enable every district to "see all" and "serve all"

Reimagine Minnesota: The GOALS



What do we seek to achieve?

A commitment to create lasting equity and excellence in education for all students - SEE ME

SEE ALL

Effective, diverse stakeholders who use trusting relationships to create welcoming classrooms, schools and communities that meet the needs (hopes & dreams) of all students and families

We Must:

- Value and respect all students
- Value and respect parents, families, family structures and caring adults
- Value education team members
- Value and respect diverse cultures
- Hire and support an effective and diverse staff
- Provide robust and relevant teacher training, preparation and evaluation
- Build trusting relationships
- Provide opportunities to include student, community & parent voice in decision making
- Create community, family, alumni collaboratives that are valued as assets and included in education decision making process
- Provide and incorporate positive and empowering images from diverse populations in everyday learning settings.

SERVE ALL

Personalized relevant education for all students that guarantees access to rigorous learning and eliminating predictability based on race

We Must:

- Provide a personalized education plan for all students
- Guarantee rigorous course offerings for all students
- Create learning experiences that provide relevant skills and knowledge for the workforce and/or higher education
- Develop meaningful, culturally competent curriculum and instructional programs in all subjects
- Require multiple learning opportunities and curricula regarding differing cultural, social and historical narratives
- Eliminate bias and predictability based on race
- Create school schedule that accommodates personalized learning plans: i.e.: experiential and applied learning programs-- time of day, length of teacher day, holidays, calendar year
- Develop a plan that identifies opportunities for family and adult development that supports student success

SUPPORT ALL

Equitable resources (time, talent, funds) aligned to student needs (hopes & dreams) that enable every district to "see all" and "serve all"

We Must:

- Provide equitable funding formulas that support all students and districts regardless of geography and community affluence
- Provide equitable resources, facilities and technology to support student excellence and achievement
- Establish non-political governance of education, including development of standards, etc.

Reimagine Minnesota: The Underlying BARRIERS



What is preventing achievement of the goals?

A. Gap in adult knowledge and skills for equity work

Need for adult understanding academic reciprocal relationships, design and delivery of instructional practices; academic identity and belief in students; and for creating accountability systems and support. Need to define the purpose of relationships with families and students and teachers and frame them in terms that test standards of engagement. Need to build understanding about depth and authenticity of academic relationships and other ways of meeting academic needs of students who may learn differently from “me.”

B. Lack of a racially conscious pedagogy

Need curriculum that includes absent narratives, collective identity (individual, interpersonal, community) and accountability. Need to align teacher preparation and professional development with a historical understanding of current context and expectations that all students will pass.

C. Assessment systems that do not measure student success equitably

Need to choose a non-biased state assessment that informs curriculum and instruction that increases expectations for “ME.”

D. Racially-biased educator preparation, recruitment, hiring and retention systems

Need to develop racially conscious systems do not exist to encourage, train, recruit, retain and support teachers and educators of color.

E. The dominant culture perpetuates the status quo

Need to address the entrenched values, beliefs, assumptions and mindsets of the dominant culture perpetuate the status quo and inequity in our educational system.

F. Gap in student-centered, equitable alignment of policies and actions

Need for action initiatives within our internal structures and systems need to be unified and focused on supporting each learner.

G. System rigidity at all levels - teacher/classroom, building, district, state

Need to remember that “we” are the system and responsible for addressing the rigidity by incorporating the student voice, sanctioning healthy risk to encourage creativity and innovation and making a structural commitment to professional development in an interconnected way so that equity *is* the plate vs. something *on* the plate.

H. Inequitable resources for meeting student needs in all districts

Need for restructuring statewide education funding with an emphasis on providing resources that ensure equity, access and opportunity for each student.

Reimagine Minnesota: The Action STRATEGIES and STEPS



What initiatives or directions are needed to address the barriers and implement the goals?

TEACHING and TEACHERS

Strategy A:

Develop, sustain and evaluate cultural competence for teachers

Related directions recommended in inter-district work sessions:

- Build equity education into professional development, licensure and teacher prep degree programs
- Analyze and develop education standards and student evaluation using an equity lens
- Provide time, professional development and wellness resources to support and sustain teachers' work
- Build expertise and competence through teacher collaboration
- Train for culturally competent teaching approaches and school-wide practices

Examples of Action Steps		Desired Outcomes
In Phase I	In Phase II	
<p>A. <i>Integrate</i> cultural competency and practices into TDE</p> <p>B. <i>Prioritize</i> professional learning plans focused on equity</p> <p>C. <i>Embed</i> cultural competence in pre-service teacher education</p>		<p>❖ Who we are (different from what we do); see our institutional identity is one of cultural competence</p>

Strategy B:

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

Related directions recommended in inter-district work sessions:

- Adopt personalized, student-centered teaching
- Create post-secondary paths for all learners -- connect education to life and career
- Personalize instruction and learning support to meet diverse needs
- Focus on getting to know each learner and building relationships with students
- Build supportive scheduling and technology for personalized student learning
- Provide academic support and rigorous, relevant education for all learners
- Provide life-skills education and post-secondary pathways preparation
- Meet the academic needs for all with personalized, student-centered instruction
- Assure the best teachers who can effectively teach each learner

Examples of Action Steps		Desired Outcomes
In Phase I	In Phase II	
<p>A. <i>Create</i> a common definition and vision of personalized learning</p> <p>B. <i>Advocate</i> for personalized learning in state content standards/system</p> <p>C. <i>Establish</i> a model for building relationships with students</p>	<p>D. <i>Provide</i> technical assistance and support for personalized learning</p>	<p>❖ Unified definition and vision of personalized learning</p> <p>❖ Personalized learning embedded in state academic content standards and system</p> <p>❖ Practical guide for relationship building</p> <p>❖ Practical guide for implementing personalized education</p>

Reimagine Minnesota: The Action STRATEGIES and STEPS

What initiatives or directions are needed to address the barriers and implement the goals?



TEACHING and TEACHERS Continued

Strategy C:

Develop and implement culturally inclusive standards, curriculum and comprehensive assessment system

Related directions recommended in inter-district work sessions:

- Embed equity competencies and content into curricula
- Hold high expectations for all and remove practices and beliefs that marginalize learners
- Use equity lens to examine and develop curriculum that is culturally relevant
- Develop inclusive standards/success measures for students and create pathways for achieving them
- Ensure more racially and culturally inclusive curricula
- Develop inclusive standards, success measures and supports for student progress

Examples of Action Steps		Desired Outcomes
In Phase I	In Phase II	
<p>A. <i>Create</i> equity rubric for culturally-inclusive curriculum, instruction, assessment and grading</p> <p>B. <i>Reinstate</i> Director of Curriculum, Instruction and Assessment (T + I) licensure</p> <p>C. <i>Begin</i> process to review and revise standards to be culturally inclusive and relevant</p>	<p>D. <i>Re-evaluate</i> the standardized assessments used for inclusion and appropriate rigor</p> <p>E. <i>Conduct</i> audit for equity-based curriculum, instruction, assessment, and grading in districts</p> <p>F. <i>Include</i> growth measurements with proficiency measures in system evaluation</p> <p>G. <i>Provide</i> PD to support culturally-relevant, standards-based teaching</p> <p>H. <i>Eliminate</i> tracking and use of data and assessments that is perpetuating racial segregation</p>	<ul style="list-style-type: none"> ❖ Shared understanding and commitment to all kids ❖ Trained, knowledgeable leaders ❖ Culturally relevant standards ❖ Assessments appropriately aligned ❖ Understanding of growth opportunities ❖ Comprehensive view of assessment system change ❖ Culturally –relevant, standards-based teaching ❖ Equitable growth and improvement opportunities for all

Strategy D:

Develop teacher preparation, recruitment and retention for staff of color

Related directions recommended in inter-district work sessions:

- Structure and support robust pathways and strategies to increase staff of color
- Institute holistic strategies/systems for diverse teacher development, recruiting, hiring and retention
- Build systemic strategies for recruiting and retaining staff of color

Examples of Action Steps		Desired Outcomes
In Phase I	In Phase II	
<p>A. <i>Encourage</i> and recruit students to enter the profession</p> <p>B. <i>Establish</i> affinity groups for teachers of color</p> <p>C. <i>Add</i> questions related to cultural competence and racial consciousness in hiring interviews</p> <p>D. <i>Activate</i> reflection on the message of careers in education at all levels</p>	<p>E. <i>Engage</i> higher education in expanding teachers of color and tap into colleges as partners</p> <p>F. <i>Change</i> the narrative and expand proactive messages to promote careers in education</p> <p>G. <i>Gain</i> headway in alternative pathways for teacher licensure</p>	<ul style="list-style-type: none"> ❖ Larger pool of candidates ❖ Support for retaining of teachers of color ❖ Hiring of all teachers that are culturally competent ❖ System-wide awareness and collaboration in increasing teachers of color ❖ Teacher training committed to increasing teachers of color ❖ System-wide awareness and collaboration in increasing teachers of color ❖ Expand the ranks of teachers and staff of color

Reimagine Minnesota: The Action STRATEGIES and STEPS

What initiatives or directions are needed to address the barriers and implement the goals?



STUDENT and FAMILY SUPPORT

Strategy E:

Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment

Related directions recommended in inter-district work sessions:

- Foster and catalyze inclusive and respectful school environment and school community practices
- Build inclusiveness in the school culture and environment
- Work to eliminate bias in the student community
- Empower student voice and leadership in school life and education issues
- Promote student engagement, leadership and connections between kids and kids
- Provide culturally inclusive social and physical school environment

Examples of Action Steps		Desired Outcomes
In Phase I	In Phase II	
<p>A. <i>Initiate</i> a 2020 Reimagine MN Strategy Group on school culture initiative</p> <p>B. <i>Create</i> structures (surveys) to gather many student voices about school climate</p> <p>C. <i>Encourage</i> sharing of student and staff narratives</p> <p>D. <i>Create</i> opportunities for students to share with staff and leaders to speak</p> <p>E. <i>Develop</i> shared agreements for a trusting and accountable environment</p>	<p>F. <i>Continue</i> to evaluate climate with student and parent feedback loops</p> <p>G. <i>Continue</i> to have students participate in opportunities as student group changes annually</p>	<ul style="list-style-type: none"> ❖ Emphasis and innovation in system-wide school environment ❖ Annual climate plan with baseline data ❖ Increased “seeing and listening” of all school community members ❖ Visible student leadership role ❖ Schoolwide support to enrich the environment ❖ Continuing improvement of the annual climate plan with baseline data ❖ Institutionalized systems for elevating student voice year after year

Strategy F:

Eliminate disproportionality due to adult behaviors and policies; provide growth-oriented student support

Related directions recommended in inter-district work sessions:

- Increase and strengthen support and mentorship for under-served students within and out of school
- Increase student support services/staffing - emotional/physical health, language, cultural liaisons, etc.
- Review discipline and other school policies for equity
- Review and revise student behavior and other policies with a race and cultural-conscious lens

Examples of Action Steps		Desired Outcomes
In Phase I	In Phase II	
<p>A. <i>Implement</i> a culture change in adult perspectives and behaviors</p> <p>B. <i>Review</i> our discipline policies through an equity lens and remove subjective language</p> <p>C. <i>Hold</i> adults responsible and track behavior by adults’ send-outs from class</p> <p>D. <i>Build</i> leadership capacity in the district from the school board on down</p> <p>E. <i>Transform</i> curriculum to support high student engagement</p>	<p>F. <i>Develop</i> a teacher rubric emphasizing relationship-building and student engagement</p> <p>G. <i>Develop</i> practices for hiring school staff who believe in growth-oriented student support</p>	<ul style="list-style-type: none"> ❖ Equal access to classes and reduction in suspension in school ❖ Uniformity and equity in student behavior standards and support ❖ Behavior policies enforced and disproportionality eliminated ❖ Unified support for growth-oriented student support vs. punitive approaches ❖ Culturally relevant curriculum system-wide ❖ Collective (40+ districts) to support lasting change for students

Reimagine Minnesota: The Action STRATEGIES and STEPS



What initiatives or directions are needed to address the barriers and implement the goals?

STUDENT and FAMILY SUPPORT Continued

Strategy G:

Build bridges between school and community

Related directions recommended in inter-district work sessions:

- Expand and support proactive parent and family engagement
- Examine adult beliefs in school and community through training, honest dialogue, affinity groups, etc.
- Build stronger family partnerships and build capacity to support students
- Address life challenges faced by families -- housing, immigration, etc.
- Institute more services to support health, life and language needs
- Build strong education partnerships between the school, families and community

Examples of Action Steps		Desired Outcomes
In Phase I	In Phase II	
<p>A. <i>Assure</i> consistent certification expectations for intercultural specialists</p> <p>B. <i>Work</i> with community education to build “whole child” supports</p> <p>C. <i>Build</i> services partnerships to provide wrap-around support for students/families</p>	<p>D. <i>Require</i> parent affinity groups in school districts based on demographics</p> <p>E. <i>Require</i> parent affinity groups to vote concurrence or non-concurrence</p> <p>F. <i>Advocate</i> for funding to provide flexible academic support programs in/out of school</p>	<ul style="list-style-type: none"> ❖ Consistent expectations for intercultural specialists ❖ Community/school whole child support ❖ Holistic access to support services for students and families ❖ Family, parent and community participation in district decision-making ❖ Youth development and enrichment during and outside school

SYSTEM FUNDING and LEADERSHIP

Strategy H:

Create and sustain consistent shared understanding of equity and high level of skill application for leaders at all levels

Related directions recommended in inter-district work sessions:

- Continue and intensify equity-related training for all school stakeholders
- Unify accountable system-wide planning and action in school, districts, across districts, statewide
- Educate to assure equity-aware decision-making by school boards and/or leaders
- Build school boards representative of the community with equity decision-making lenses & practices
- Implement proactive district/inter-district strategies and metrics that disrupt racial bias in the education system
- Seek school board leaders that support education equity goals

Examples of Action Steps		Desired Outcomes
In Phase I	In Phase II	
<p>A. <i>Develop</i> an equity definition by engaging all education associations and stakeholders</p> <p>B. <i>Provide</i> school boards opportunities to build and grow their equity knowledge/beliefs</p>	<p>C. <i>Build</i> local PD and T&L plans aligned with the statewide equity definition</p> <p>D. <i>Identify</i> and promote MN district-approved teacher and principal preparation programs</p> <p>E. <i>Tie</i> tenure/Q-comp to cultural competencies</p>	<ul style="list-style-type: none"> ❖ Statewide definition of equity endorsed by these associations and stakeholders ❖ Personal mind shifts/changed practices ❖ Cultural competency embedded in teachers’ PD requirements ❖ Cultural competency embedded in teacher education and evaluation

Reimagine Minnesota: The Action STRATEGIES and STEPS

What initiatives or directions are needed to address the barriers and implement the goals?



SYSTEM FUNDING and LEADERSHIP Continued

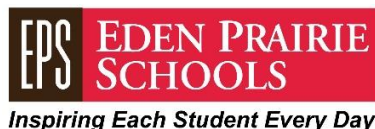
Strategy I:

Statewide funding that ensures equity, access and opportunity for all students

Related directions recommended in inter-district work sessions:

- Re-evaluate and re-structure statewide school funding
- Identify funding needs and shortfalls and strategize ways to ensure sufficient funding for educating all learners
- Build a unified legislative platform supported by all advocacy groups and policy stakeholders
- Advocate for an equitable and sufficient school finance system that enables quality education for all learners

Examples of Action Steps		Desired Outcomes
In Phase I	In Phase II	
A. <i>Convene</i> a Reimagine MN finance team to evaluate and re-structure statewide school funding to educate all learners	B. <i>Reduce</i> the need for local levy by indexing state aid to inflation C. <i>Fund</i> what is mandated D. <i>Ensure</i> a system with revenue & taxpayer equity	❖ Equitable funding plan for ALL students and school districts ❖ Taxpayer equity ❖ Funding for all mandated programs



School Board Committees		
	2017	2018
Board Development Committee	Holly Link Ranee Jacobus John Kohner	Holly Link Greg Lehman Lauren Crandall
Community Linkage Committee	Dave Espe Greg Lehman Adam Seidel	Dave Espe Holly Link Terri Swartout
Policy Committee	Elaine Larabee Greg Lehman Adam Seidel	Elaine Larabee Greg Lehman Adam Seidel
District Committees		
	2017	2018
Negotiations Committee	Elaine Larabee Dave Espe Ranee Jacobus	Elaine Larabee Adam Seidel Lauren Crandall
Strategic Core Planning Team	Elaine Larabee Dave Espe Holly Link	Dave Espe Holly Link Lauren Crandall
Outside Assignments		
	2017	2018
WMEP (1 time/month or more) West Metro Education Program	Dave Espe	Dave Espe
AMSD (1 time/month or more) Association of Metropolitan Schools	Ranee Jacobus Adam Seidel	Holly Link Terri Swartout
ISD 287 (2 times/month)s Intermediate School District #287	John Kohner	Greg Lehman
TIES (2 times/year) Technology and Information Education Services	Greg Lehman	Greg Lehman
ECSU (2 times/year) Metropolitan Educational Cooperative Service Unit	Greg Lehman	Terri Swartout
Other Assignments		
	2017	2018
Financial Advisory Committee	Holly Link	Holly Link
Joint Facilities (Nov-Dec, 1 time/year)	Elaine Larabee	Elaine Larabee
Minnesota State High School League (MSHSL – 1 time/year)	Adam Seidel	Adam Seidel
PTO President's Council	Elaine Larabee	Terri Swartout Elaine Larabee

Eden Prairie School Board
2017-2018 WORK PLAN CHANGES
February 26, 2018 - Proposed

Date of Meeting/Workshop	Changes Requested
<i>Monday, February 12, 2018 – Workshop</i>	
<i>Monday, February 26, 2018</i>	
<i>Monday, March 12, 2018 – Workshop</i>	
<i>Monday, March 26, 2018</i>	
<i>Monday, April 9, 2018 – Workshop</i>	
<i>Monday, April 23, 2018</i>	
<i>Monday, May 7, 2018 – Workshop</i>	- Add: -Designing Pathways Information -Strategic Plan
<i>Monday, May 21, 2018</i>	
<i>Monday, June 4, 2018 – Workshop</i>	
<i>Monday, June 18, 2018</i>	

**Meetings in May and June 2018 are on the 1st and 3rd Mondays due to the Memorial Day Holiday*

Placeholder – General Board Work
<ul style="list-style-type: none"> • Workshop Regarding: Post-Secondary Options •
Placeholder – Policy Review
<ul style="list-style-type: none"> • Review “Processes & Procedures” •

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

February 26, 2018 - Proposed

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
<p>*****2018*****</p> <p>Annual Organizational Meeting Mon, Jan 8, 2018 6:00 PM</p>			<ul style="list-style-type: none"> • Annual Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar • Resolution for Combined Polling Places for the General Elections • Appointment of WMEP Representative • Appointment of Intermediate District 287 Representative 		<ul style="list-style-type: none"> • Annual School District Organizational Items: <ul style="list-style-type: none"> - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization for Superintendent to Sign Contracts - Local Education Agency (LEA) Representative 		
<p>Board Workshop Mon, Jan 8, 2018 6:15 PM Convene following the Annual Organizational Meeting</p>							<ul style="list-style-type: none"> • 2018 Committees & Outside Organization Discussion • 5-Year Financial Forecast • Community Survey Input

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

February 26, 2018 - Proposed

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 22, 2018 6:00 PM Meeting canceled due to weather conditions		<ul style="list-style-type: none"> • 2018-19 School Calendar • 2019-20 School Calendar DRAFT 	<ul style="list-style-type: none"> • Mid-Year Budget Approval • Record of Board Self-Evaluation 	<ul style="list-style-type: none"> • 2018 School Board Committee & Outside Organization Assignments 	<ul style="list-style-type: none"> • Monthly Reports • Capital Budget for Buses 	<ul style="list-style-type: none"> • Budget Events Timeline • FY19 Budget Assumptions 	
Post Meeting Board Workshop Mon, Jan 22, 2018 Meeting canceled due to weather conditions							• School Board Meeting Self-Assessment
Board Emergency Meeting Wed, Jan 24, 2018 7:30 AM					<ul style="list-style-type: none"> • Monthly Reports • Capital Budget for Buses 		
Joint Meeting: Eden Prairie School Board & Eden Prairie City Council Mon, Feb 12, 2018 5:00 – 7:00 PM ASC/EDC							

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

February 26, 2018 - Proposed

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, Feb. 12, 2018 7:00 PM		<ul style="list-style-type: none"> 2018-19 School Calendar 2019-20 School Calendar-DRAFT 	<ul style="list-style-type: none"> Mid-Year Budget Approval Record of Board Self-Evaluation 	<ul style="list-style-type: none"> 2018 School Board Committee & Outside Organization Assignments 		<ul style="list-style-type: none"> Budget Events Timeline FY19 Budget Assumptions 	
Board Workshop Mon, Feb 12, 2018 6:00 PM 8:00 PM							<ul style="list-style-type: none"> Customer Service Training I Board Development Committee: Discussions around Student test scores/ evaluation (for monitoring purposes); 4C's & Portfolios (Updates) For New Board Members: Understanding About Student Evaluations; Moved to 2/26/18 Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 26, 2018 6:00 PM		<ul style="list-style-type: none"> Closed Session: Negotiation Strategy Moved to 4/23/18 	<ul style="list-style-type: none"> Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports Approval of 2018-19 School Calendar Approval of 2019-20 School Calendar DRAFT 	Review Ends Reports 1.1.1 and 1.1.2 Board Development Committee: Discussions around	

EDEN PRAIRIE SCHOOL BOARD 2017-2018 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

February 26, 2018 - Proposed

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"> • 2018-19 Achievement & Integration Budget (moved to 3/26/17) • American Indian Education Resolution 	student test scores/evaluations (for monitoring purposes); 4C's & Portfolios (Updates)- For New Board Members: Understanding About Student Evaluations; <i>Moved to from 2/12/18 Workshop</i>	
Post Meeting Board Workshop Mon, Feb 26, 2018							• School Board Meeting Self-Assessment
Board Workshop Mon, Mar 12, 2018 6:00 PM							<ul style="list-style-type: none"> • (Tentative) All-Day Policy Workshop for the purpose of reviewing the wording of all policies & make revisions as appropriate. • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 26, 2018 6:00 PM		<ul style="list-style-type: none"> • 2018-19 Capital Budget • Closed Session: Negotiation Strategy Removed 	<ul style="list-style-type: none"> • Record of Board Self-Evaluation • Resolution to Release Probationary Teachers 		<ul style="list-style-type: none"> • Monthly Reports • 2018-19 Achievement & Integration Budget (moved from 2/26/17) 	• Final FY19 Budget Assumptions	

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

February 26, 2018 - Proposed

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 Expense Reimbursement Policy – 1st Reading (Approved – Board Meeting 11/27/17) 				
Post Meeting Board Workshop Mon, Mar 26, 2018							<ul style="list-style-type: none"> School Board Meeting Self-Assessment
Board Workshop Mon, Apr 9, 2018 6:00 PM							<ul style="list-style-type: none"> Discussion: 2018-19 School Board Meeting Schedule 2018-19 School Board Budget 1st Reading (Presented by Treasurer) Policy Monitoring Follow-up: 1.1.1 & 1.1.2 Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 23, 2018 6:00 PM		<ul style="list-style-type: none"> 2018-19 School Board Work Plan – 1st Reading Closed Session: Negotiation Strategy 	<ul style="list-style-type: none"> Approval of 2018-19 Capital Budget Approval of 2018-19 School Board Budget Approval of 2018-19 School Board Meeting Schedule 		<ul style="list-style-type: none"> Monthly Reports 		

EDEN PRAIRIE SCHOOL BOARD 2017-2018 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

February 26, 2018 - Proposed

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			•Record of Board Self-Evaluation				
Post Meeting Board Workshop Mon, Apr 23, 2018							•School Board Meeting Self-Assessment
Board Workshop <u>Mon, May 7, 2017</u> 6:00 PM*							<ul style="list-style-type: none"> •“New Policy Introductions” •Community Ed Y-T-D Update & Plan Update •Confirm agenda for next Board Workshop
Board Meeting <u>Mon, May 21, 2018</u> 6:00 PM*	•Ends 1.1, 1.2, 1.3 of (2018-19) (S/B listed on 6/18/18)	• 2018-19 Budget – First Reading	<ul style="list-style-type: none"> •Approval of 2018-19 School Board Work Plan •Record of Board Self-Evaluation 		<ul style="list-style-type: none"> •Monthly Reports •Approval of District Health and Safety Program •MSHSL Resolution for Membership •Approval of 2018-19 School Meal Prices 		
Post Meeting Board Workshop <u>Mon, May 21, 2018*</u>							•School Board Meeting Self-Assessment
Board Workshop <u>Mon, Jun 4, 2018</u>							•Confirm agenda for next Board Workshop

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

February 26, 2018 - Proposed

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			
6:00 PM*							
Board Meeting <u>Mon, Jun 18, 2018</u> 6:00 PM*	<ul style="list-style-type: none"> • EL 2.9 Communication and Support to the School Board (Semi-annual) • Ends 1.1, 1.2, 1.3 OI (2018-19) 		<ul style="list-style-type: none"> • Approval of 2018-19 Budget • ISD 287 10-Year Facilities Maintenance Resolution • Record of Board Self-Evaluation 		<ul style="list-style-type: none"> • Monthly Reports • EPS 10-Year Facilities Maintenance Plan • Q-Comp Annual Report • Annual Review of District Mandated Policies • Approval of Updated District Policies 	<ul style="list-style-type: none"> • 2017-2018 Annual Overnight/ Extended Trip Report 	
Post Meeting Board Workshop <u>Mon, Jun 18, 2018*</u>							<ul style="list-style-type: none"> • School Board Meeting Self-Assessment

***Meeting dates changed to avoid May's Board Regular Business Meeting conflicting with Memorial Day on May 28, 2018.**

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Name of Event	Date	Place	Time	Notes
Agenda Setting Meeting (Organizational Meeting & Workshop)	Wednesday, January 3, 2018	ASC	3:00 p.m.	Chair & Vice Chair
School Board Annual Organizational Meeting School Board Workshop	Monday, January 8, 2018	ASC/EDC	6:00 p.m. 6:30 p.m.	
MSBA Phase I Workshop: <i>Learning to Lead – School Board Basics</i> This workshop covers the role of the school board, the superintendent, the leadership team relationship, and common scenarios facing new board members.	Tuesday, January 9, 2018	Hilton Minneapolis 1001 South Marquette Ave. Minneapolis, MN	6:30 – 9:30 p.m.	Attending: Terri (Josh)
MSBA Phase II Workshop: <i>The Leadership Foundations – School Finances and Management</i> This workshop covers core topics such as the budget, school finance, local levies, policies, significant laws affecting school boards, and personnel issues.	Wednesday, January 10, 2018	Hilton Minneapolis 1001 South Marquette Ave. Minneapolis, MN	8:45 a.m. – 4 p.m.	Attending: Terri (Josh)
2018 MSBA Leadership Conference <i>“Student Achievement: Passion, Perseverance and Possibility”</i>	Thursday & Friday January 11 & 12, 2018	Minneapolis Convention Center 1301 Second Ave South Minneapolis, MN		Attending: Terri, Holly (Josh)
Agenda Setting Meeting (Business Meeting)	Wednesday, January 17, 2017	ASC	10:30 a.m.	Chair & Vice Chair
CMS School Visit by School Board	Wednesday, January 17, 2018	CMS	8:30 a.m.	Attending: Elaine, Dave, Holly, Adam, Terri
Eden Prairie Chamber 2018 State of the City Luncheon	Thursday, January 18, 2018	Olympic Hills Golf Club 10625 Mt. Curve Road Eden Prairie	11:00 – 1:00 p.m.	Attending: Elaine, Dave, Holly, Greg, Adam, Terri
School Board Meeting	Monday, January 22, 2018	ASC/EDC	6:00 p.m.	
Preschool/Lower Campus Visit by School Board - School Visit to be rescheduled	Tuesday, January 30, 2018	Preschool/Lower Campus	n/a	n/a
AMSD's 2018 Legislative Session Preview	Friday, February 2, 2018	TIES Conference Center 1640 Larpentour Ave. W St. Paul 55108	7:30 – 10:00 a.m.	Attending: Elaine, Holly, Greg, Adam, Greg, Terri * No Registration Required
Agenda Setting Meeting (Workshop on 2/12)	Tuesday, February 6, 2018	ASC	12:00 p.m. (after EHSI School Visit)	Chair & Vice Chair



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Name of Event	Date	Place	Time	Notes
EHSI Elementary School Visit by School Board	Tuesday, February 6, 2018	EHSI	10:00 a.m.	Attending: Elaine, Dave, Holly, Adam,
EP Chamber – Legislative Breakfast Doug Loon, President of the Minnesota Chamber will be providing updates on the upcoming legislative session, businesses top priorities and issues they hear from businesses throughout Minnesota.	Wednesday, February 7, 2018	Tavern 4&5 16396 Wagner Way Eden Prairie	7:30 – 9:00 a.m.	Attending: Elaine, Holly, Adam, Lauren
Joint Meeting: Eden Prairie School Board & Eden Prairie City Council	Monday, February 12, 2018	ASC/EDC	5:00 – 7:00 p.m.	Prior to the School Board Workshop
School Board Workshop	Monday, February 12, 2018	ASC/EDC	NOTE: Late Start 7:00 p.m.	Immediately following Joint Meeting (School Board & City Council) 5-7pm
MSBA Officers' Workshop: Board Chairs/Vice-Chairs, Clerks and Treasurers This workshop is focused on board officers' responsibility and basics/fundamentals of laws affecting school boards. Elected officers, superintendents and staff who support the board are encouraged to attend.	<u>Upcoming Schedule:</u> 1. 9am-3pm (St. Peter) – <u>Tue., Feb. 13 2018</u> 2. 9am-3pm (Maple Grove) – <u>Tues. Feb. 27, 2018</u> 3. 9am-3pm (St. Cloud) – <u>Sat. Mar. 3, 2018</u> - Advance registration closes: 2/23/18			- Advance Registration - \$185 - Walk-in Registration - \$205 (the day of the meeting) <u>Cancellations:</u> After registration closes until the time of the meeting, administration fee is \$80.00 <hr/> 2/13 (St. Peter): Elaine, Adam, Josh 2/27 (Maple Grove): Elaine, Brenda
Agenda Setting Meeting (Business Meeting on 2/26)	Tuesday, February 20, 2018	ASC	9:30 a.m.	Chair & Vice Chair
EPHS Wind Ensemble Performing	Friday, February 23, 2018	Minneapolis Convention Center Ballroom	3:45 – 4:30 p.m.	You will receive a sheet of tickets on Monday, 2/12/18
School Board Meeting	Monday, February 26, 2018	ASC/EDC	6:00 p.m.	
School Board Community Linkage Committee	Thursday, March 1, 2018	ASC-Cabinet Conference Room	9:00 – 10:30 a.m.	Committee Members
"State of the Eden Prairie Community Foundation, City & Schools	Thursday, March 1, 2018	City Center Atrium and Heritage Rooms 8080 Mitchell Road Eden Prairie	5-6:15pm (Social) 6:15-7:30pm (Program/Presentations)	Attending: Elaine, Holly, Greg, Terri (confirmed 4 attendees)
EP Chamber – Legislative Breakfast (Additional Policy Items)	Friday, March 2, 2018	Boulay 7500 Flying Cloud Drive Eden Prairie	7:30 – 9:00 a.m.	Attending: Elaine, Lauren, Holly, Greg (Registered 4)



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Name of Event	Date	Place	Time	Notes
Eden Prairie Community Education Hosts – 13 th Annual K-8 Science Fair	Friday, March 2, 2018	EPHS East Commons	9:00 – 12:30 p.m.	Attending: Elaine, Greg,
Agenda Setting Meeting (Workshop on 3/12)	Tuesday March 2, 2018	ASC	9:30 a.m.	Chair & Vice Chair
School Board Workshop	Monday, March 12, 2018	ASC/EDC	6:00 p.m.	
EP Chamber Presenting: "The Future of Work in the 4th Industrial Revolution" Former Governor Tim Pawlenty Speaking	Friday, March 16, 2018	Edina Country Club 5100 Wooddale Avenue Edina, MN 55424	11:00 – 1:00 p.m.	Attending: Elaine, Lauren, Holly, Greg (Registered 4)
Agenda Setting Meeting (Business Meeting on 3/26)	Tuesday, March 20, 2018	ASC	9:30 a.m.	Chair & Vice Chair
FEPS Legacy Awards Banquet	Wednesday, March 21, 2017	Bearpath Golf & Country Club, Eden Prairie	6:00 p.m. 5:00 – 10:00 p.m.	Attending: Elaine, Holly, Greg. Adam, (Lauren)
Winter Celebration – ALL School Recognition of Athletics & Academic Accomplishments (Winter Sports)	Friday, March 23, 2018	EPHS - Main Gym	8:55 – 10:00 a.m.	Attending: Elaine, Greg, Holly (tentative), Terri, Lauren (tentative)
School Board Meeting	Monday, March 26, 2018	ASC/EDC	6:00 p.m.	
Agenda Setting Meeting (Workshop on 4/9)	Tuesday, April 3, 2018	ASC	9:30 a.m.	Chair & Vice Chair
School Board Workshop	Monday, April 9, 2018	ASC/EDC	6:00 p.m.	
2018 Strategic Core Planning 2-Day Meeting	Wednesday & Thursday April 11 & 12, 2017	"The Barn" Eden Prairie	TBD	Attending: Dave, Holly
MSBA Phase III Workshop: <i>Building a High-Performance School Board Team</i> This workshop focuses on methods of decision-making stages of board development, navigating board dynamics, small-group interactions with school board video scenarios, and the MSBA School Board Self- Evaluation	<u>Upcoming Schedule:</u> 1. 9am-4pm (Bemidji) – Fri., 4/13/18 2. 9am-4pm (St. Cloud) – Sat. 4/14/18 3. 9am-4pm (Marshall) – Tues. 4/17/18 4. 9am-4pm (St. Peter-MSBA) – Thurs. 4/19/18 *Advance Registration open March 2018			<u>Please advise if interested:</u> - Advance Registration - \$185 - Walk-in Registration - \$205 (the day of the meeting) <u>Cancellations:</u> After registration closes until the time of the meeting, administration fee is \$80.00
MSBA Phase IV Workshop: <i>Representing Your Community Through Policy and Engagement</i> This workshop focuses on in-depth decisions and examples of a board member's role as a policymaker and interactive small-group sessions that walk through an actual community engagement activity. Also, this workshop will have a segment on dealing with the media and public forums.	Workshop will return sometime in 2018	TBD	TBD	- Advance Registration - \$185 - Walk-in Registration - \$205 (the day of the meeting) <u>Cancellations:</u> After registration closes until the time of the meeting, administration fee is \$80.00

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Name of Event	Date	Place	Time	Notes
Agenda Setting Meeting (Business Meeting 4/23)	Tuesday, April 17, 2018	ASC	9:30 a.m.	Chair & Vice Chair
Oak Point Elementary School Visit by School Board	Wednesday, April 18, 2018	Oak Point Elementary	9:15 a.m.	Attending: Elaine, Dave, Lauren, Holly(Tentative)
EP Community Foundation EP Gives~	Dates TBA			
School Board Meeting	Monday, April 23, 2018	ASC/EDC	6:00 p.m.	
Hosted by the Noon Rotary: "My Book Day"	Monday, April 23, 2018	EPHS	8:00 – 11:30 a.m.	Attending: Elaine, Lauren
Forest Hills School Visit by School Board	Thursday, April 26, 2018 (New Date)	Forest Hills Elementary	9:00-10:30 a.m.	Attending: Elaine, Dave, Holly, Greg, Terri, Lauren
Above & Beyond Banquet (Sponsored by AM Rotary)	Monday, April 30, 2018	EPHS – East Commons	6:00 – 8:30 p.m.	Attending:
Agenda Setting Meeting (Workshop May 7)	Tuesday, May 1, 2018	ASC	9:30 a.m.	Chair & Vice Chair
46 th Athena Awards Luncheon - Minneapolis Athena-Honoring Outstanding Female Athletes -	Friday, May 4, 2018	Doubletree by Hilton Bloomington	11:00 – 1:30 p.m.	Attending: Elaine, Greg, Holly, Lauren (tentative),
EHSI Cinco de Mayo Fundraiser Fiesta	Friday, May 4, 2018	Minnesota Valley Country Club	Evening Event – Time TBD	Attending: Greg, Holly, Terri, Lauren (tentative)
School Board Workshop	Monday, May 7, 2018*	ASC/EDC	6:00 p.m.	*Note: This is the 1st Monday Change due to Memorial Day
Agenda Setting Meeting (Business Meeting on 5/21)	Tuesday, May 15, 2018	ASC	9:30 a.m.	Chair & Vice Chair
AM & NOON Rotary: End-of-Year STRIVE Celebration	Date TBA			
Prairie View Elementary School Visit by School Board	Wednesday, May 16, 2018	Prairie View Elementary	9:30 a.m.	Attending: Elaine, Dave, Lauren, Holly(Tentative)
EPHS Senior Community Scholarship Program (Academic Awards)	Thursday, May 17, 2018	PAC	7:00 – 9:00 p.m.	Attending: Elaine, Holly, Lauren, Terri (tentative), Greg (tentative)
School Board Meeting	Monday, May 21, 2018*	ASC/EDC	6:00 p.m.	*Note: This is the 3rd Monday Change due to Memorial Day
EP Chamber Legislative Recap Breakfast	Thursday, May 24, 2018	Boulay 7500 Flying Cloud Drive Eden Prairie	7:30 – 9:00 a.m.	Attending: Elaine, Holly, Terri, Lauren
Agenda Setting Meeting (Workshop on 6/4)	Tuesday, May 29, 2018	ASC	9:30 a.m.	Chair & Vice Chair
AM Rotary Golden Eagle Awards Breakfast	Tuesday, May 29, 2018	St. Andrew Lutheran Church 13600 Technology Dr. Eden Prairie	7:30 – 8:30 a.m.	Attending: Elaine, Holly, Terri, Lauren

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Name of Event	Date	Place	Time	Notes
TASSEL Graduation	Monday, June 4, 2018	TBD	Tentative: 12:30 p.m.	Attending: Elaine, Holly, Lauren
School Board Workshop	Monday, June 4, 2018*	ASC/EDC	6:00 p.m.	*Note: This is the 1 st Monday Change due to Memorial Day
EPHS Senior Celebration	Friday, June 1, 2018	PAC	8:55 – 10:00 a.m.	Attending:
Eden Prairie Schools – Last Day	Thursday, June 7, 2017	All Schools		FYI
Eden Prairie High School	Friday, June 8, 2017	EPHS Commencement Ceremony Mariucci Arena University of Minnesota	7:00 – 9:00 p.m.	Board Members are requested to arrive early – by 6:15 p.m. (time will be confirmed) Attending: Elaine, Dave, Holly, Greg, Lauren, Terri
Agenda Setting Meeting (Business Meeting on 6/18)	Tuesday, June 12, 2018	ASC	9:30 a.m.	Chair & Vice Chair
School Board Meeting	Monday, June 18, 2018*	ASC/EDC		*Note: This is the 3 rd Monday Change due to Memorial Day
Eden Prairie Chamber – Excellence in Education Awards Luncheon	Date TBA			
Metro South Adult Basic Education Graduation	Date TBA			