

EL 2.2 Treatment of Students

Policy Quadrant: Executive Limitations

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

Board Policy Monitoring Motions:

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

Global Constraint:

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

OPERATIONAL INTERPRETATION:

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

JUSTIFICATION:

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

MEASUREMENT PLAN:

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

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

EL 2.2 is reasonable and in compliance.

BOARD NOTES:

2.2.1

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

OPERATIONAL INTERPRETATION:

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

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

JUSTIFICATION:

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

MEASUREMENT PLAN:

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

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

- h. The Emergency Management Coordinator provided training to site emergency response teams and administration in the Standard Response Protocol (SRP), as well as reviewed security protocols and provided opportunities for enhancements at each site.
2. Systemic and proactive efforts to mitigate incidents related to harassment and violence in the school setting also took place throughout the monitoring period.
 - a. Student handbooks approved by the School Board on ~~July 25, 2022~~ July 24, 2023 included the district policies on violence harassment and the consequences for failure to abide by the prohibitions as listed.
 - b. We follow the triennial legislative requirement for all staff to participate in a training to ensure understanding of the Safe & Supportive Schools Act, the Eden Prairie Schools Bullying Prevention Policy, and relevant strategies to support student behavior in all of our buildings and settings.
 - c. Principals, Associate Principals, Deans, staff, and security personnel provide student supervision and take appropriate actions when student behavior is contrary to Policy 506 Student Behavior and/or the Student Handbook.
 - d. The human resources department provides training on how to recognize and report sexual, racial, and religious harassment and violence to all new employees within thirty (30) days of their hire date. In addition to the new hire training, the transportation and buildings/grounds staff are re-trained annually (spring/summer).
 - e. All school sites have participated in the MDE-supported Positive Behavior Interventions and Supports (PBIS) training. A plan is in place to support ongoing implementation of this framework in all Eden Prairie Schools school sites. PBIS is a research-based framework to strengthen the climate and culture by proactively teaching school expectations of the school community, reinforcing positive behaviors, emphasizing relationship development, and being responsive to negative behaviors. These elements have been shown to support successful school interactions for all students and reduce undesired behavior. Strategies within this framework are selected and implemented based on observed student needs and are modified as needs evolve. These proactive, research-based steps are designed to eliminate incidents of harassment or violence.
 - f. Our schools are being recognized as PBIS exemplars.
 - g. ~~Throughout the 2022–2023 school year, site teams have focused on restorative practices to proactively build relationships and to responsively address inappropriate behaviors, while being attentive to the unique needs students faced after the COVID-19 pandemic and distance learning. This work supports a sense of psychological safety at school, addresses accountability for harm done, and re-builds community for all involved.~~ All school sites focused on identifying, increasing and implementing interventions for students demonstrating needs with social, emotional, and behavioral support. These interventions and non-exclusionary practices, include but are not limited to: social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1

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

STATEMENT OF ASSERTION:

EL 2.2.1 is reasonable and in compliance.

BOARD NOTES:

2.2.2

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

OPERATIONAL INTERPRETATION:

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

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder (District Policy 515: Protection and Privacy of Pupil Records).

Because much of our student data is housed inside technological systems, the district applies industry standard practices to assure student data is reasonably protected. In addition, the district follows applicable MN law regarding data privacy agreements with third-party vendors when student data is involved.

JUSTIFICATION:

The procedures and policies regarding the protection and privacy of parents and students as provided in District Policy 515: Protection and Privacy of Pupil Records are adopted by the school district, pursuant to the requirements of 20 U.S.C. § 1232g, et seq., (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statute Chapter 13, and Minnesota Rules Parts 1205.0100–1205.2000.

MEASUREMENT PLAN:

1. The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:
 - a. That the parent or eligible student has a right to inspect and review the student's education record and the procedure for inspecting and reviewing education records;
 - b. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
 - c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
 - d. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
 - e. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
 - f. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.
 - g. The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English, and shall provide for the need to effectively notify parents or eligible students identified as disabled.
2. Any instances of non-compliance found to be valid through a third-party official government agency will be reported.
3. Technological safeguards are in place to protect student data that are aligned with industry standards and state law.

EVIDENCE:

1. The school district provided parents and eligible students currently in attendance an annual notice of their rights (per the measurement plan) via the student handbooks distributed and/or accessible by each student at the beginning of the ~~2023~~–2024 school year or upon later registration in the District, through the District and school websites, and via the Annual Update process. That notice reflected the elements of a–g listed in the measurement plan. In addition, parents of eligible students identified as disabled receive an annual notice of the procedural safeguards that clarify all due process rights including data privacy.
2. There were no instances indicating an outside governmental agency finding non-compliance with the MN Student Data Privacy Act during the reporting period.
3. The Technology Department has internal procedures, processes, and controls in place to mitigate risk of security incidents. Procedures are guided by the National Institute of Standards and Technology (NIST) Cyber Security Framework (CSF), which has been widely adopted by both public and private sector organizations throughout the United States. The NIST CSF provides a framework for cybersecurity management, including asset identification, information and system protection, threat detection, incident response, and recovery. Our approach leverages NIST Special Publication 800-53, and the CIS Controls which provide a catalog of security and privacy controls for information systems and organizations. Some examples of current controls include:
 - a. Use of hardened baseline system configurations
 - b. Implementation of endpoint security tools (anti-virus, EDR, content filtering, secure web gateway, application control)
 - c. Security assessments against NIST standards and CIS controls
 - d. Monthly internal and external system vulnerability assessments (passive and credentialed)
 - e. Incident response plan with incident response playbooks for detailed procedures
 - f. System continuity plan/disaster recovery plan
 - g. Data backup and retention in our primary data center, secondary data center, and archive to a cloud system for multiple recovery modes
 - h. SaaS backup system for cloud-based systems and data
 - i. Provide employee training on social engineering tactics (phishing, vishing, spoofing, etc.); Use phishing simulation to allow staff to practice their security awareness skills

In addition, the Technology Department reviewed all technology vendors' Terms of Service and Privacy Policies to ensure they were in compliance with the Minnesota Student Data Privacy Act. If a vendor was not in compliance with this act, we entered into a data

sharing agreement with the technology vendor for the duration of our partnership. In addition, the technology department created a directory accessible on our website and emailed to all families outlining who our technology vendors are, what the tool is used for, what student data is shared, the company's terms of service and privacy policy, and the grade(s) in which the tool is used.

STATEMENT OF ASSERTION:

EL 2.2.2 is reasonable and in compliance.

BOARD NOTES:

2.2.3

Furthermore, the Superintendent shall not: Unfairly or inequitably identify and address student behavior violations.

OPERATIONAL INTERPRETATION:

1. I interpret “shall not unfairly identify” student behavior violations to mean the District student discipline policy adequately describes those behaviors or actions for which any student could reasonably expect an appropriate and consistent official action from a school staff member or administrator.
2. I interpret “shall not inequitably address” to mean that there is a District expectation that administration and staff enforce the student discipline policy and apply it equitably and consistently to all students in response to the identified student conduct violation. This includes an expectation of consistency regarding the severity of the consequence, regardless of the student’s demographic designation.
3. Failure to fairly or equitably identify and address student behavior is referred to as “disproportionality”.

JUSTIFICATION:

1. District Policy 506 Student Discipline was adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statute 121A.40-121A.56.
2. Disproportionality: Suspension is associated with negative outcomes for society in general. Skiba and colleagues have found that suspension is applied disproportionately to students who are older, male, from low socio-economic background, are a racial/ethnic minority, or have been identified with a disability. Specifically, students of color are suspended more often, for less serious and more subjective behaviors, and with more serious consequences (Mendez & Knoff, 2003). Instead of supporting students with risk factors, suspension often increases the disparity between student groups. *“Disproportionate Minority Representation in Suspension and Expulsion in Minnesota Public Schools: A report from the Minnesota Department of Education.”*

MEASUREMENT PLAN:

The Disciplinary Incident Reporting System (DIRS) enables both the MDE and our school district to comply with state and federal reporting requirements. DIRS is a web-based, password-protected system through which all public-school districts must report disciplinary incidents that result in either suspension or expulsion.

Minnesota Statutes, section 121A.06, Subdivision 3, requires the MDE to annually report on disciplinary incidents, including incidents involving dangerous weapons, that occur in Minnesota public schools. Data for this report is obtained from MDE's Disciplinary Incident Report System (DIRS).

1. Eden Prairie Schools submits its DIRS data each July to MDE. Longitudinal and current year data from this report shall be used in the monitoring report.
 2. Intentional and research informed actions to prevent inequitable practices and responses to student behavior shall be reported during monitoring. [Non-Exclusionary Discipline practices were used in consideration in determining discipline response in compliance with Minnesota Statute 121A.45, subdivision 1 and Minnesota Statute 121A.41, subdivision 12.](#)
 3. ~~Internal review/audit of events and consequences to ensure alignment of actions/consequences to handbooks/rules and inspect for disproportionality of response.~~ [A process exists for the review of disciplinary consequences when a student or family feels discipline for their student was not fairly applied.](#)
 4. [Annual review and communication of site administrators' role in fairly and equitably identifying and addressing student behavior violations, led by Superintendent and designees.](#)
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EVIDENCE:

1. The data included in this report is from the DIRS report to MDE
 - a. During the ~~2022-2023~~ [2023-2024](#) school year consequences to behavior incidents were applied appropriately and equitably according to the student handbook. Black or African American students, though comprising a smaller fraction of the overall student population, are represented in a disproportionate number of OSS incidents. In contrast, Asian and White students comprise a smaller fraction of OSS incidents. [We conducted an internal audit or review of the application of consequences to each of the suspension events. The review found that the handbook rules consequences were applied appropriately by site administrators. Although the review would indicate compliance with this policy \(the rules were fair and the](#)

consequences applied fairly), the disproportionality, between groups of students particularly for our Black or African American students and students in special education, is an indicator that we need to continue to proactively work and collaborate with key stakeholders (staff, parents, community groups, and students) to prevent behaviors warranting out of school suspension among these groups. This trend has been persistent over the last several years and individual responses.

- b. Number of expulsions in 2022-2023 = 1 students 2023-2024 = 0 students
- c. Out-of-School Suspensions by MDE demographic group

Unique students with OSS incident(s) relative to total enrollment										
Student Group	19-20*		20-21*		21-22		22-23		23-24	
	<i>102 students had one or more OSS incident out of 8,647 total students</i>		<i>29 students had one or more OSS incident out of 8,442 total students</i>		<i>284 students had one or more OSS incident out of 8,768 total students</i>		<i>350 students had one or more OSS incident out of 8,921 total students</i>		<i>244 students had one or more OSS incident out of 8809 total students</i>	
	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body
Special Education	24%	10%	41%	10%	23%	11%	26%	12%	26%	13%
Asian	0%	15%	3%	15%	3%	14%	3%	13%	3%	13%
Black or African American	35%	15%	31%	16%	56%	17%	56%	19%	58%	19%
Hispanic/Latino	17%	9%	17%	9%	14%	9%	9%	9%	9%	10%
Two or more races	0%	6%	17%	6%	8%	7%	7%	7%	7%	8%
White	31%	55%	31%	54%	23%	52%	23%	50%	23%	50%

*Indicates years in which students schedules and learning models underwent significant changes due to COVID-19.

2. Intentional and Research Informed Actions: Administrators continued to review our rules and practices to work toward creating

conditions that are culturally responsive so we do not see disproportionately. ~~Examples last year included a review of the handbooks and updates to rules that could create differentials in consequences based on differences in culture, dress, or norms within communities. Throughout the year administrators proactively identified needs within and between groups of students and families where there was intentional work to create connections, spaces, partnerships, and positive outcomes within our Positive Behavior, and Intervention Supports framework PBIS. These practices are intentionally designed to support social-emotional learning proactively and in response to challenging behavior. One component of these supports is restorative practices.~~

~~Practices and actions in this research and review included the following:~~

- a. Administration and site PBIS teams periodically reviewed discipline data, including ongoing monitoring of individual student needs to ensure interventions were effectively impacting each student's behavior.
 - b. Building PBIS Teams engaged in action planning based on site data, which included restorative practices and explicit social emotional learning.
 - c. ~~Beginning in July 2023, Administrators reviewed the handbook rules to identify discriminatory practices and to update discipline practices to be aligned with State requirements. Site administrators participated in a discipline workshop January 9, 2024 to review the processes trained on at the start of the school year to determine discipline responses and application of responses to challenging behaviors. A required focus on non-exclusionary practices based on Statutory changes, meaning, alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports, social, and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Site administrators also received guidance on decision making practices when determining responses to behavior if a student has an IEP, 504 or suspected disability.~~
3. ~~A discipline complaint procedure and form were published in August 2023 and communicated with students and families as an approach to mitigating disproportionate discipline response for a behavior infraction. In addition this year, because we continue to see disproportionate disciplinary outcomes we conducted an internal audit or review of the application of consequences to each of the suspension events. It was found that the handbook rules consequences were applied appropriately by the site administrators. Although the review would indicate compliance with this policy (the rules were fair and the consequences applied fairly), this disproportionality, particularly for our Black or African American students and students in special education, is an indicator that we need to continue to proactively work and evolve/innovate within our systems to meet the needs of each our students.~~
 4. ~~In August of 2023, the Superintendent and designees led a review of state statutes, policies, handbooks, and expectations with site administrators, including monitoring plans.~~

STATEMENT OF ASSERTION:

EL 2.2.3 is reasonable and in compliance.

BOARD NOTES:

2.2.4

Furthermore, the Superintendent shall not: Hire paid personnel without first completing an appropriate background check.

OPERATIONAL INTERPRETATION:

The purpose of Policy 404 Employment Background Checks is to maintain a safe educational environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district.

JUSTIFICATION:

Minnesota Statute 123B.03 requires school districts to conduct criminal background checks on all employees.

MEASUREMENT PLAN:

Compliance is demonstrated by consistent application of Policy 404 Employment Background Checks.

EVIDENCE:

All paid personnel who were newly employed by the District during the reporting period completed an appropriate background check prior to hire.

STATEMENT OF ASSERTION:

EL 2.2.4 is reasonable and in compliance.

BOARD NOTES:

2.2.5

Furthermore, the Superintendent shall not: Allow any volunteer unsupervised time with students without first completing an appropriate background check.

OPERATIONAL INTERPRETATION:

Parent involvement is an important aspect of Eden Prairie Schools as it helps create a sense of community where our students, staff, parents, and community members work together to ensure the success of all students. Eden Prairie Schools offer many opportunities for parents and community members to be involved in our schools. To that end, the school district will seek a criminal history background check for all volunteers using the following criteria:

1. Will the person have significant student contact (such as one-on-one contact with students, driving, and overnight field trips)?
2. Does the volunteer work require a significant amount of time alone with students with a low level of staff supervision (such as volunteer coaches or mentors)?

JUSTIFICATION:

Minnesota Statute 123B.03 requires school districts to conduct criminal background checks on all employees, student activities staff, and student activities volunteers (with the exception of enrolled student volunteers).

MEASUREMENT PLAN:

If the decision matrix listed above indicates that a background check is necessary, the background check process is required, and the human resources department and the responsible staff member review its results. If there are no concerns, the responsible staff member contacts the potential volunteer.

EVIDENCE:

The school district conducted criminal background checks on all volunteers (with the exception of *enrolled* student volunteers) per the Operational Interpretation during the reporting period demonstrating compliance of the measurement plan.

STATEMENT OF ASSERTION:

EL 2.2.5 is reasonable and in compliance.

BOARD NOTES:

2.2.6

Furthermore, the Superintendent shall not: Neglect to assure an equitable system for access to academic programming.

OPERATIONAL INTERPRETATION:

The four key action components that ensure educational excellence by incorporating equitable and effective school practices are:

1. **Access:** Educational institutions must ensure every student has an equal opportunity to participate in all aspects of the educational process, including learning facilities, resources, and extracurricular and curricular programs.
2. **Instruction:** Educational institutions must use instructional practices that are asset based, responsive to the needs of each student, and demonstrate a strong commitment to an equitable approach to teaching and learning.
3. **Materials:** Educational institutions and staff members must review textbooks, audiovisuals, and other materials to minimize bias in content, graphics, pictures, and language.
4. **Assessment:** Educational institutions must account for variances in student learning styles and cultural backgrounds and align assessment with school curricula, instruction, and systemic improvement goals.

Expansion of Pathways programming 6-8 and 9-12, along with ~~INSPIRE Choice~~ **Discovery** programming K-5 has and will fundamentally shift how this policy is fulfilled. This results in all students accessing academic programming that is rigorous and authentic. At the same time, we will continue to expand offerings and access thereof within the metrics we have historically monitored. In other words, we are expanding what we have done in the past and implementing excellent academic programs with access designed for from the outset.

JUSTIFICATION:

Educational equity is based on the principles of fairness and justice in allocating resources, opportunities, treatment, and success for every student. Educational equity programs promote the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systematic, and focused on the core of the teaching and learning process. (Source: Northwest Regional Education Laboratory).

- Equity is defined as: fairness, justice, and impartiality.
 - Equal Access means impartiality in opportunity.
 - Equal Educational Opportunities means providing appropriate resources, opportunities, and treatment for each student.
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MEASUREMENT PLAN:

This policy shall be measured against the four key components

1. Access,
2. Instruction,
3. Materials, and
4. Assessment

listed in the Operational Interpretation of this policy.

EVIDENCE:

1. **Access:** Demonstrating our concerted efforts, in 2023–2024, Discovery programming was implemented for all K–5 students across all elementary schools, including EPO Elementary students who participated online. Each student participated in two different six week cycles. Cedar Ridge Elementary and Eden Lake Elementary, two elementary sites in their second year of Discovery programming, worked to increase community partnerships, the success of which was realized through engagement with 34 unique partners. Cedar Ridge Elementary and Eden Lake Elementary also piloted Stepping Stone experiences which were showcased at the Inspired Journey Summit.

At the secondary level during 2023–2024, authenticity of projects and assessments were increased for students in grades 6–8 at CMS through their Pathway courses. CMS students engaged with professionals in the field and experienced tasks that more accurately modeled skills needed in the workforce. For students in grades 9–12, Capstone offerings increased from six to nine courses; a mentorship program was piloted in two Capstone courses; three Capstone courses experienced authentic, end of semester, professionally-evaluated presentations; and industry partnerships increased.

Elementary Gifted and Talented Program Participation (Grades 3 and above)					
	19-20	20-21	21-22[†]	22-23	23-24
Overall	20%	18%	25%	29%	29%
Asian	28%	28%	39%	47%	36%
Black or African American	11%	7%	19%	21%	24%
Hispanic/Latino	8%	8%	25%	21%	22%
White	22%	21%	22%	27%	28%
All Other*	17%	15%	42%	44%	39%
†Grade 6 moved to CMS beginning 21-22 school year. *All Other include American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.					

CMS Honors and Advanced Course Completion					
	19-20	20-21	21-22[†]	22-23	23-24
Overall	36%	34%	24%	26%	29%
Asian	65%	56%	52%	58%	55%
Black or African American	12%	14%	11%	7%	8%
Hispanic/Latino	10%	12%	9%	11%	13%
White	41%	39%	25%	28%	33%
All Other*	33%	27%	21%	19%	23%
†Grade 6 moved to CMS beginning 21-22 school year. *All Other include American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.					

EPHS College-Level Course Completion					
	19-20	20-21	21-22 [†]	22-23	23-24
Overall	49%	58%	56%	59%	64%
Asian	64%	77%	77%	79%	82%
Black or African American	28%	41%	34%	42%	53%
Hispanic/Latino	34%	43%	43%	46%	42%
White	54%	62%	62%	65%	70%
All Other*	43%	48%	51%	53%	51%
*All Other include American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.					

2. **Instruction:** Educational institutions must use instructional practices that are asset based, responsive to the needs of each student, and demonstrate a strong commitment to an equitable approach to teaching and learning. Evidence for ~~2022-2023~~ **2023-2024** includes:
- English Language learning standards (referred to as WIDA) are followed for supporting development of speaking, listening, reading, and writing in English for students whose home language is not English.
 - District administrative leaders participated in a Tools of Cultural Proficiency practice training series to review and increase access across the district within their sites and departments.** ~~All Eden Prairie Schools employees completed a Culturally Responsive Practices online course.~~
 - The Tools of Cultural Proficiency build racial and cultural awareness and capacity toward **strengthening** culturally responsive teaching, focused on eliminating **our current** racial achievement gaps. All sites and departments engaged in deeper implementations of these tools.
 - KinderCamp: August camp for students transitioning into kindergarten, focused on children who have not had a preschool experience and/or may not yet be kindergarten ready. Opportunity for informal evaluation to target instruction earlier in the school year and make the most appropriate placement decisions for the student and family.
 - The Dare 2 Be Real student program continued** ~~grew in participation~~ at the high school. This program promotes, addresses and discusses racial equity and leadership. Students undergo intensive training and structured discussions that are intended to prepare a new generation for global readiness. **Planning and groups to support belonging and inclusion were supported by staff.**

- f. Advancement via Individual Determination (AVID) program implemented in 8 schools.
- g. Eden Prairie High School elective course, Intro to Social Justice, provides students with opportunities to explore their identity and examine system inequities and social justice in the United States.
- h. Eden Prairie High School elective course, Multicultural and Human Relations in Schools, introduces pre-service teachers to core concepts and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, sexual identity, and disability. Students receive four credits through Normandale Community College. This course was enhanced in the 2022-2023 school year to become Capstone Course experience. These enhancements provided students with more field experiences, guest instruction, and authentic assessments.
- i. Eden Prairie High School provides expansive college level courses including Advanced Placement, concurrent enrollment with Normandale Community College, the University of Minnesota (CIS), University of Iowa, and Hennepin County Technical College.
- j. Eden Prairie High School continues to add courses based on student interest, remove barriers to course enrollment, make personal contacts for recruitment, and provide instructional support throughout the course.
- k. Teachers and administrators across the District engaged in professional learning on culturally responsive pedagogies and implemented such practices (e.g., Hammond, 2014; Minor, 2019).
- l. The use of the 4Cs (communication, collaboration, creativity, critical thinking) within instruction provides an equitable approach to instruction that allows students lived experiences and aspirations to drive learning.
- m. [Eden Prairie High School received a grant to begin to incorporate BARR; Building Assets, Reducing Risks to address non-academic reasons why students may not be successful. This year, staff participated in training and created a pilot implementation plan to begin fall 2024.](#)

3. **Materials**

- a. Curriculum Improvement Committee (CIC) program cycle includes diverse perspectives throughout the curriculum review process.
- b. The Tools of Cultural Proficiency guides the selection of curriculum resources and supports the development of district curriculum.
- c. Professional Development focused on the Tools of Cultural Proficiency is embedded throughout the system.
- d. The World's Best Workforce parent advisory group reviews equitable learning opportunities with an emphasis in the area of curriculum, instruction, and assessment.

4. **Assessment**

- a. Professional learning for teachers and administrators on a balanced assessment system and the application of tiered

decision making to personalize instruction for each learner.

- b. Continual review of the identification and placement practices for programs that support gifted learners to determine if these practices are equitable and provide equal access to programming at all levels.
- c. AVID (Advancement via Individual Determination) is a set of strategies to help students become college and career ready. A large component of the middle school and high school AVID programming is a requirement that students take enriched or advanced course work. To empower students, AVID offers a series of research-based strategies, structures, and supports to eliminate opportunity gaps and increase success while students engage in challenging work. AVID at the elementary level lays the groundwork for success as students progress through middle and high school. The AVID strategies have a long track record of benefiting each student, but are particularly effective at helping traditionally underserved students perform at high levels.
- d. Deeper implementation of performance assessments that realize the Rigor/Authenticity Matrix and instruction aimed at enhancing the 4Cs. This includes multiple entry points for each student, instructional matches, and student voice and choice in demonstration of learning.

Number of Students Receiving AVID Programming					
(% in parentheses is percentage of total school population)					
	19-20	20-21	21-22[†]	22-23	23-24
CMS (Elective for grades 7-8)	87 (6.5%)	91 (6.9%)	83 (6.5%)	82 (6.1%)	82 (6.3%)
EPHS (Elective for grades 9-12)	107 (3.7%)	148 (5.2%)	127 (4.5%)	172 (6.1%)	180 (6.4%)
Cedar Ridge Elementary	628 (100%)	439 (100%)	485 (100%)	472 (100%)	492 (100%)
Eagle Heights Spanish Immersion	819 (100%)	800 (100%)	679 (100%)	715 (100%)	737 (100%)
Eden Lake Elementary	785 (100%)	544 (100%)	627 (100%)	660 (100%)	607 (100%)
Forest Hills Elementary	608 (100%)	389 (100%)	515 (100%)	527 (100%)	544 (100%)
Oak Point Elementary	818 (100%)	484 (100%)	585 (100%)	634 (100%)	632 (100%)
Prairie View Elementary	754 (100%)	547 (100%)	628 (100%)	628 (100%)	612 (100%)
EP Online Elementary	n/a	1082 (100%)	306 (100%)	152 (100%)	180 (100%)

EP Online Secondary	n/a	n/a	n/a	n/a	n/a
† Grade 6 moved to CMS beginning 21-22 school year.					

STATEMENT OF ASSERTION:

EL 2.2.6 is reasonable and in compliance.

BOARD NOTES:

2.2.7

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

OPERATIONAL INTERPRETATION:

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

JUSTIFICATION:

The practice of annual notification of student rights and responsibilities is supported by state statute and requirements as set forth in District Policy. It is the practice of the School District to develop Student Handbooks each school year that include the rights and responsibilities of students. The Student Handbook is distributed and posted online for easy access. The following District Policies require annual notification:

- [Harassment](#) (413)
- [Student Discipline](#) (506)
- [Bullying](#) (514)
- [Hazing](#) (526)

Parents are required to acknowledge in writing that they have read and understand the Student Handbook, as under the law they are required to make educational decisions on behalf of their child until that child has reached the “age of majority.” The “age of majority” is the age at which a person, formerly a minor, is recognized by law to be an adult, capable of managing his or her own affairs and responsible for any legal obligations created by his or her actions. The “age of majority” in Minnesota is age 18.

MEASUREMENT PLAN:

1. Compliance with this policy shall be evidenced by the annual process of student handbook creation, dissemination, and acknowledged receipt and understanding by students and parents.
 2. Following general communication of students' protections under this policy, targeted efforts are made as needed.
-

EVIDENCE:

1. The District complied with the expectations of this policy as evidenced by the annual process of student handbook creation, dissemination, and acknowledged receipt and understanding by Eden Prairie students and parents during the reporting period.
 2. Students received instruction and support at the individual, small group, class, and larger group levels in areas where data indicated a further need.
-

STATEMENT OF ASSERTION:

EL 2.2.7 is reasonable and in compliance.

BOARD NOTES:

2.2.8

Furthermore, the Superintendent shall not: Neglect to assure that all allegations of student maltreatment are handled in a timely manner.

OPERATIONAL INTERPRETATION:

1. "Neglect" is interpreted as *failing to act*
2. "Assure" is interpreted as *making something certain*
3. "Timely Manner" in this context means *as soon as possible but in no event longer than 24 hours*

JUSTIFICATION:

District Policy 414 Mandated reporting of child neglect or physical or sexual abuse fully complies with Minnesota Statute 626.556 requiring school personnel, as mandated reporters, to report suspected child neglect or physical or sexual abuse as soon as possible but in no event longer than 24 hours after becoming aware of the alleged maltreatment. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused. The statute requires that reports be made directly to law enforcement and/or MDE by the person who "has reason to believe...", not by his/her supervisor.

MEASUREMENT PLAN:

1. Dissemination of policy and training.
 - a. This policy shall appear in school personnel handbooks.
 - b. The school district will develop a method of discussing this policy with school personnel.
 - c. This policy shall be reviewed at least annually for compliance with state law.
2. Mandated reporting.
3. Compliance will be demonstrated by adhering to all requirements of Minnesota Statute 626.556 and District Policy 414 Mandated reporting of child neglect or physical or sexual abuse.

EVIDENCE:

1. Dissemination of policy and training took place through annual distribution of handbooks, policy review, and training during onboarding and annual refresher training. The policy was reviewed on ~~November 1, 2022~~ [November 10, 2023](#). This policy is reviewed with all new hires as part of their onboarding.
 2. The school district reports all instances of child neglect, physical and sexual abuse to appropriate agencies. Human resources, the office of the Associate Superintendent of Academics and Innovation, and principals supported mandated reporting throughout the year.
 3. The school district has not been found in violation by MDE.
-

STATEMENT OF ASSERTION:

EL 2.2.8 is reasonable and in compliance.

BOARD NOTES:

2.2.9

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

OPERATIONAL INTERPRETATION:

1. Students need to be able to eat breakfast and/or lunch at school within a space and time frame that is suitable to that task.
2. Adequate minimum time is defined as at least 10 minutes of time to eat for breakfast and 20 minutes of time to eat for lunch for K-12 students.
3. Adequate access is defined as providing a designated eating space that is clean and accessible to all students.

JUSTIFICATION:

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

MDE recommends that districts consider the Centers for Disease Control’s recommendation of providing students with 10 minutes of eating time for breakfast and 20 minutes of eating time for lunch within a clean and accessible meal space.

The operational interpretation of this policy is consistent with the majority of neighboring districts to Eden Prairie Schools, which utilize meal periods that closely align with the times described in the operational interpretation of this policy.

The operational interpretation of this policy is consistent with feedback provided by district building principals based on their observations and interactions with staff and students during meal periods at their sites.

The variance in lunch periods between elementary, middle, and high schools is attributed to differences in the average wait time associated with obtaining lunch at each level.

Time and/or space provided beyond the minimum levels described in the operational interpretation of this policy would require a reduction in instructional opportunities for students during the existing school day or an expansion of the minutes built within the school day.

MEASUREMENT PLAN:

Compliance with this policy shall be evidenced by the annual process of reviewing:

1. Meal schedules at each elementary and secondary school building to ensure adequate minimum time.
 2. Internal Audit by district staff of meal time provided for students.
 3. An accounting of practices related to the cleanliness and accessibility of eating spaces at each elementary and secondary school building.
 4. Each student has access to a school breakfast and lunch.
-

EVIDENCE:

1. All sites provide a minimum of 20 minutes of eating time for breakfast each day. ~~To accommodate for social distancing, grab and go breakfast was provided to students to eat in their classrooms before the start of school.~~ Each site scheduled a minimum of 25 minutes for lunch. This would accommodate for the very last student to go through the line and have adequate time to eat.
2. An internal audit occurred at each school site during the ~~2022-2023~~ 2023-2024 school year to ensure students were receiving time to eat that was built into site schedules.
3. An accounting of practices related to the cleanliness and accessibility of eating spaces at each elementary and secondary school building was conducted in ~~September 2022~~ April 2024. Findings included:
 - a. All elementary and secondary school eating spaces are ADA compliant.
 - b. All elementary and secondary school eating spaces are large enough to accommodate the numbers of students being served within them during each meal shift.
 - c. All elementary and secondary school eating spaces feature age-appropriate seating.
 - d. Staff are designated at each school to assist students, monitor safety, and maintain cleanliness during each meal period.
 - e. Custodians and lunchroom paraprofessionals are designated at each school to ensure that eating spaces are clean

following the conclusion of meal periods each day and prepared for the following day's usage.

4. Implementation of the Universal School Meals Bill as approved by the MN Legislature in 2023 took place effective July 1, 2023. Each student received access to a free breakfast and lunch under this act, regardless of socioeconomic status. Milk was also provided to students at no cost to any student who brings their own lunch from home.
-

STATEMENT OF ASSERTION:

EL 2.2.9 is reasonable and in compliance.

BOARD NOTES:

2.2.10

Furthermore, the Superintendent shall not: Neglect to provide adequate minimum time and access to recess for elementary students.

OPERATIONAL INTERPRETATION:

Recess is defined as a regularly scheduled period in the school day where students are encouraged to engage in physical activity or play with their peers in activities of their choice under the supervision of trained adult monitors.

1. Adequate minimum time is defined as at least a 20-minute recess period for elementary school students.
2. Adequate access is defined as providing a designated outdoor or indoor space for recess activities that safely accommodates the number of students accessing it at one time.

JUSTIFICATION:

There are no federal or state regulations governing minimum time or access standards for recess for elementary students. In the absence thereof, MDE recommends that districts consider the best practices outlined in the “Active Recess” toolkit developed by MDE, which includes a recommendation for daily recess for at least 20 minutes for all K-5 students within a defined playground space that features access to play equipment and trained supervisors and that allows for students to safely and universally engage in a variety of recess activities.

The operational interpretation of this policy is consistent with the practice of the majority of neighboring districts to Eden Prairie Schools, which utilize an approximately 20-minute recess period within an adult-monitored playground, gymnasium, or classroom space. The operational interpretation of this policy is also consistent with feedback provided by our building principals based on their observations and interactions with staff and students during and outside of recess periods at their sites.

Time and/or space provided beyond the minimum level described in the operational interpretation of this policy would require a reduction in instructional opportunities for students during the school day or an expansion of the minutes built within the school day.

Recess is just one strategy suggested by the body of academic research for engaging students in physical activity throughout the

school day. Additional strategies include engaging students in physical education courses, engaging students in physical extracurricular activities, and the integration of physical activity into classroom instructional activity, all of which are also utilized in elementary schools within our district.

MEASUREMENT PLAN:

Compliance with this policy shall be evidenced by the annual process of reviewing:

1. Student recess schedules at each elementary school building to ensure adequate minimum time.
 2. An accounting of practices related to the safety and accessibility of recess spaces at each elementary school building.
-

EVIDENCE:

1. Following review of schedules and confirmation by cabinet members, all school sites were in compliance with the adequate minimum recess time of 20 minutes during the ~~2022-23~~ 2023-2024 school year.
2. An accounting of practices related to the safety and accessibility of recess spaces at each elementary and secondary school building was conducted in ~~September 2022~~ April 2024. Findings included:
 - a. All elementary recess spaces are ADA compliant.
 - b. All elementary recess spaces are in adherence with Policy 807 regarding playground safety.
 - c. An annual process is in place throughout the district by which building principals are able to review and request updates to recess spaces through the submission of capital requests.
 - d. An annual process is in place throughout the district by which staff are able to review and request updates to age-appropriate play equipment.
 - e. Trained staff are designated at each school to monitor students during recess periods to ensure safe engagement in physical play activities.
 - f. All playgrounds are inspected annually by a certified playground safety consultant.

STATEMENT OF ASSERTION:

EL 2.2.10 is reasonable and in compliance.

BOARD NOTES: