

**Eden Prairie School District 272
 Superintendent Monitoring Report**

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

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

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

<p>appropriate policies and established procedures. Furthermore, district efforts should reflect a focus on creating positive, predictable, and responsive school environments for the purpose of increasing student access to learning as a means of preventing, mitigating, and eliminating acts of harassment or violence.</p>	
<p><u>Measurement Plan:</u></p> <p>Sociologists describe “norms” as understandings that govern individuals' behavior in society. In this context, the policy statement reflects a norm, social contract, or expectation detailing how members of the school community are expected to behave towards each other. One hundred percent compliance with this policy is the district’s goal; however, it is improbable that all instances of harassment or violence will be mitigated throughout the district during a calendar year. District efforts should reflect a focus on creating positive, predictable, and responsive school environments for the purpose of increasing student access to learning as a means of preventing, mitigating, and eliminating acts of harassment or violence. As stated above, violation of this norm (policy) occurs when any pupil, teacher, administrator, or other school personnel of the school violates District Policy 413. Therefore:</p> <ol style="list-style-type: none">1. Systemic efforts to mitigate incidents related to harassment and violence in the school setting and to comply with Policy 413 shall be reported.2. District actions to remain in compliance with Policy 413 shall be reported. <p>Voluntary compliance within the school community shall be measured by the number of reportable incidents of harassment and/or violence as defined by Policy 413 and reported via the annual Discipline Incident Reporting System (DIRS) Report.</p>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none">1. District policies 413 was reviewed and updated during the reporting period.2. Processes and procedures are in place and communicated so that reports or complaints can be appropriately investigated and addressed, as it relates to policy 413.3. Systemic and proactive efforts to mitigate incidents related to harassment and violence in the school setting also took place throughout the monitoring period.<ol style="list-style-type: none">a. Student handbooks approved by the School Board on July 22, 27 201920 included the district policies on violence harassment and the consequences for failure to abide by the prohibitions as listed.	

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

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

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

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

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

a.

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

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

b.

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

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

X=less than 10

Analysis

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

Statement of Assertion:

Report is Reasonable and Evidence support the Operational Interpretation

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

Operational Interpretation:

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

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)

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, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000

Measurement Plan:

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:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational

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

<ol style="list-style-type: none">2. I interpret “inequitably address” to mean that there is a District expectation that administration and staff enforce the student discipline policy and apply it equitably and consistently to all students in response to the identified student conduct violation. This includes an expectation of consistency regarding the severity of the consequence, regardless of the student’s demographic designation.3. Failure to fairly or equitable identify and address student behavior is referred to as “disproportionality”.	
<p><u>Justification:</u></p> <ol style="list-style-type: none">1. District Policy 506 Student Discipline was adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.2. 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 a minority background are suspended more often, for less serious and more subjective behaviors, and with more serious consequences (Mendez & Knoff, 2003). Instead of supporting students with risk factors, suspension often increases the disparity between student groups. <i>“Disproportionate Minority Representation in Suspension and Expulsion in Minnesota Public Schools: A report from the Minnesota Department of Education (http://tinyurl.com/jwvr7rp).</i>	
<p><u>Measurement Plan:</u></p> <p>The Disciplinary Incident Reporting System (DIRS) enables both the Minnesota Department of Education and our school district to comply with state and federal reporting requirements. DIRS is a web-based, password-protected system through which all public-school districts must report disciplinary incidents that result in either suspension or expulsion.</p> <p>Minnesota Statutes, section 121A.06, Subdivision 3, requires the Minnesota Department of Education (MDE) to annually report on disciplinary incidents, including incidents involving dangerous weapons, that occur in Minnesota public schools. Data for this report is obtained from MDE’s Disciplinary Incident Report System (DIRS).</p> <ol style="list-style-type: none">1. Eden Prairie Schools submits its DIRS data each July to the Minnesota Department of Education. Longitudinal and current year data from this report shall be used in the monitoring report.	

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

Evidence:

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

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

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

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

3.—Out-of-School Suspension—Special Education

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

OSS	2017-2018	2018-2019	2019-2020
-----	-----------	-----------	-----------

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

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

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

	(309 of 309 incidents)	(215 of 215 students)	(8762 of 8762 students)	(220 of 220 incidents)	(176 of 176 students)	(8757 of 8757 students)	(115 of 115 incidents)	(102 of 102 students)	(8618 of 8618 students)
--	------------------------	-----------------------	-------------------------	------------------------	-----------------------	-------------------------	------------------------	-----------------------	-------------------------

* subgroups with fewer than 10 students (<10) were not enumerated to preserve anonymity; corresponding percentages are shown as not applicable (n/a)

2. Intentional and Research Informed Actions:

Administrators were continued to receive and provide training in the Tools of the Cultural Proficiency, part of a research informed framework to support culturally competent and equitable responses to students. This includes consideration of language barriers and cultural communication differences. Positive behavior interventions & supports is a also a research informed framework that supports equitable practices.

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.

1. Administrators received training in restorative practices in October 2018, January 2019, and April 2019 June 2020.
2. ~~Administrators received training from legal experts around equitable implementation of policy and due process as it relates to student discipline in January 2019.~~
3. Administrative collaboration with other districts to learn about prevention of and response to disproportionality in discipline over 64 meetings between October 2018 August 2019 and June 2019 February 2020.
4. Administration periodically reviewed discipline data, including ongoing monitoring of individual student needs to ensure interventions were effectively impacting each student's behavior.
5. Administrators engaged in training on the Tools of Cultural proficiency during 6 meetings between August 2018 and June 2019 2020.
6. Building PBIS Teams received training in restorative practices in June 2019 2020.

Statement of Assertion:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Statement of Assertion:

Report is Reasonable and Evidence supports the Operational Interpretation

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

Operational Interpretation:

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

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

<p>2.2.8 Furthermore, the Superintendent shall not: Neglect to assure that all allegations of student maltreatment are handled in a timely manner.</p>	
<p><u>Operational Interpretation:</u> “Neglect” is interpreted as <i>failing to act</i> “Assure” is interpreted as <i>making something certain</i> “Timely Manner” in this context means <i>as soon as possible but in no event longer than 24 hours</i></p>	
<p><u>Justification:</u> District Policy 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE fully complies with Minn. Stat. § 626.556 requiring school personnel, as mandated reporters, to report suspected child neglect or physical or sexual abuse as soon as possible but in no event longer than 24 hours after becoming aware of the alleged maltreatment. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused. The statute requires that reports be made directly to law enforcement and/or MDE by the person who “has reason to believe...”, not by his/her supervisor.</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. DISSEMINATION OF POLICY AND TRAINING <ol style="list-style-type: none"> 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 Minn. Stat. § 626.556 and District Policy 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE 	
<p><u>Evidence:</u> The school district reports all instances of child neglect, physical and sexual abuse. The school district has not been found in violation by MDE.</p>	

Statement of Assertion:

Report is Reasonable and Evidence support the Operational Interpretation.

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

Operational Interpretation:

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

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

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

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

Justification:

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

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

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. An accounting of practices related to the cleanliness and accessibility of eating spaces at each elementary and secondary school building.

Evidence:

1. ~~A review of meal schedules from each elementary and secondary school building was conducted in August 2019. All school sites were in compliance with the adequate minimum meal times described in the operational interpretation of this policy during the 2018-19 school year.~~ All sites provide a minimum of 10 minutes of eating time for breakfast each day. In January 2020, meal times were increased by 5 minutes

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

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

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, the Minnesota Department of Education recommends that districts consider the best practices outlined in the “Active Recess” toolkit developed by the Minnesota Department of Education, which includes a recommendation for daily recess for at least 20 minutes for all K-5 students within a defined playground space that features access to play equipment and trained supervisors and that allows for students to safely and universally engage in a variety of recess activities.

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.

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

School Board member's summarizing comments: