

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

Policy Name: EL 2.2 Treatment of Students	Monitoring Time Frame: July 1, 2021 - June 30, 2022	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 22, 2022	
		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> I interpret compliance with the global policy to mean that all ten (10) child policies are in compliance. Furthermore: Covid-19 continued to have a large impact on the 2021-22 school year. It impacted operations, teaching and learning, physical health, mental health, and created an environment that reduced stability for families and students. It has changed our work in many ways creating a much more dynamic environment and requiring schools across our region, state, and country to be both professionally proactive and responsive across areas defined within the global restraint. Professionally proactive and responsive mean that in a very dynamic and changing environment		

that staff (bus drivers, nurses, teachers, support staff, administrators, etc...) are using proactive strategies and have policies and procedures to rely upon to address Covid-19, but that they can also use professional judgment to ensure environments are safe, welcoming, equitable, respectful, and meet the learning needs of students. Many of those are addressed in the child policies, but because of COVID-19 it is important to look specifically at how adapting policies and practices to maintain safe and welcoming environments were maintained. During the reporting period that meant continually monitoring and adjusting learning environments and practices to minimize the impacts of COVID-19 within our control on health (physical, mental, and social) while also continuously holding a focus on learning. This is important because we know schools provide critical resources for many of our students across each of these areas and continuous learning is critical for students to thrive.

The additional information and evidence in this interpretation is necessary in this overarching global policy and also had impact within many of the child policies/provisions. The data presented from the 2021-22 school year will not reflect that of any other year of COVID response or years previous to COVID because the context is so vastly different. This is true of schools in our region, state, and across the country and reflects the unique anomaly of stress that students and families experienced during this time period, the care with which staff responded, the unique circumstances that staff and students faced, and the human experience of COVID the people went through.

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.

MDH and the CDC continued to change recommendations and requirements throughout the 2021-22 School year including updates to policies and practices within school districts.

Research and publications are now emerging in the literature that document the impact of COVID on students feeling connected, levels of stress, impacts of the pandemic on behavior and discipline, increased supports

necessary for mental health, negative impacts on students who missed instruction or school, and the challenges that schools faced to balance those needs.

Measurement Plan:

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.
3. Information was continuously shared with leaders, staff, students, and families regarding updated policies or practices regarding COVID.
4. Maximizing in-person learning opportunities and choice for families to respond effectively to COVID.
5. Increasing staffing and resources to the extent possible to support students in a dynamic time.

Evidence:

1. On June 28, 2021 all mandatory policies were approved by the School Board for the 2021-22 School year. During the monitoring period 13 district policies were updated after review by the Superintendent and cabinet. All 13 district policies were approved by the School Board.
2. Cabinet members conducted a full review of all recommended policy changes by MSBA during the summer of 2021 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.
3. The school board received information continuously throughout the fall and winter of 2021-22, and periodically throughout the spring of 2022 regarding monitoring, mitigation effort shifts connected to MDH or CDC guidance, vaccine eligibility updates, and recommended mitigation layers connected with our policies and practices. Our policies and practices followed the philosophy and decision making framework presented to the board by the superintendent August 23, 2021. That included:

I acknowledge and am considering the tensions that exist and then working to make balanced decisions:

- Honor family involvement, voice, and choice when possible;
- Operate in the least restrictive environment possible that also keeps students in school “in-person”;
- Utilize our incident command team and hear from our administrators and staff who have to

operationalize decisions;

- Design for flexibility and prepare for change;
- Continue to prioritize student learning and impacts of various mitigation strategies on achieving the Ends;
- Review guidance, but also consider local information and not just statewide or nationwide information;
- Continuously monitor and adjust as things change; and
- Utilize a balanced assessment as we are still learning. There is not an automatic trigger to change mitigation layers, but instead it is necessary to conduct a holistic assessment.

This also included updates and recommendations that utilized the skills, experience, and expertise of the incident command team to align and communicate district practices, processes, and procedures. Changes that were made were communicated through multiple mediums including but not limited to: internal communication with leaders, departments, teams, and staff; the Staff Post; internal meetings with staff at the district, site, and team level; school newsletters and family communications by Principals and Covid Coordinators; Parent Post messages sent at the district level; public meetings and presentations.

Our communication marks in our random sample community survey completed by Morris Leatherman Company were at a three year high-point during a time where many decisions and changes impacted families and the community.

4. As a result of this ongoing work Eden Prairie Schools maximized in-person learning while allowing for parent choice. EP Online, an MDE approved comprehensive online learning provider created an option for families to remain in an online education environment. The district provided numerous opportunities for families to make changes to their choices to ensure the family was empowered to maintain a safe and healthy educational environment that they desired. The EP district was the only district of those that border us to not require closure of a bricks and mortar school, grade band, or the entire district during the 2021-22 school year. This maximized the opportunity for students and families to continue to access the wrap around services we provide (examples include: social workers, mental health supports, childcare, nutrition services, language supports, pre-school programming, family education, etc....) along with the high quality comprehensive K-12 education provided by our staff.
5. Additional mental health resources were allocated in fall of 2021 and were hired in winter/spring 2022. Additional site substitute teaching allocations by site were added in December/January 2021-2022 and wages increased during a constrained time period to attract and retain classroom support for students and to support staff during this very dynamic time. Reading supports were allocated and hired to support academics. Additional site level administration was increased to support students and staff at CMS.

<p>Contracts were designed with flexibility to support student needs outside of normal job descriptions. Administrators and other staff were re-assigned to support students and operational efforts to ensure the health, safety, and learning needs of students were supported during times of staff shortages due to COVID. Continuous observation and work to maintain support for students and staff were communicated to the school board throughout 2021-22 as proactive and reactive measures were taken to support student and staff needs. I want to acknowledge the tremendous work by staff across the district in every role to be flexible, caring, supportive of students, and their all-hands-on-deck approach that kept our schools and services open for students to maintain safe and healthy environments in an unprecedented time.</p>	
<p><u>Statement of Assertion:</u> EL 2.2 is reasonable and in compliance.</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> 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.</p> <ol style="list-style-type: none"> 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 that will not intentionally or unintentionally have biases based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. 	

<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. State law (Minn. Stat. § 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 (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. 	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 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. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Systemic and proactive efforts to mitigate incidents related to crisis management in the school setting took place throughout the monitoring period. <ol style="list-style-type: none"> a. Each school site administers five fire drills, five lockdown drills, and one take shelter drill each year. b. Each school site has an emergency response team that regularly meets to review site procedures and debrief incidents that occur. c. The District contracts with the Eden Prairie Police Department for School Resource Officers to further enforce and provide security within our school buildings and at selected school events. d. The Administrative Leadership Team participated in annual training in August 2021. 	
<ol style="list-style-type: none"> 2. 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 June 28, 2021 and July 26, 2021 included the district policies on violence harassment and the consequences for failure to abide by the prohibitions as listed. 	

<ul style="list-style-type: none"> b. We follow the triennial legislative requirement for all staff to participate 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. 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 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. 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. Throughout the 2020-2021 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 during 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. 	
<p><u>Statement of Assertion:</u> EL 2.2.1 is reasonable and in compliance.</p>	

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 students data is reasonably protected.

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:

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.

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 2021-2022 school year or upon later registration in the District, through the District and school websites, and the *Parent Post* e-newsletter. That notice reflected the elements of a-g listed in the measurement plan. In addition, parents or 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 of 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.

<p><u>Statement of Assertion:</u> EL 2.2.2 is reasonable and in compliance.</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 “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”. 	
<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> 	

Measurement Plan:

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.

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).

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 2020 DIRS report to MDE
 - a. Number of expulsions in 2021-22= 0 students
 - b. Out-of-School Suspensions by MDE demographic

During the 2021-22 school year it is important to note that the impact of COVID, return to in-person learning, and unique circumstances make it very difficult to compare to previous years and required a great deal of adult support and intervention. This was witnessed across the nation, state, our metro-region, and within our school district. This is noted in materials from MDHR, MDE, and studies emerging within the literature, but is evidence of response when inappropriate behaviors occurred as one part of corrective action.

Unique students with OSS incident(s) relative to total enrollment

Student Group	17-18		18-19		19-20		20-21		21-22	
	<i>215 students had one or more OSS incident out of 8,664 total students</i>		<i>176 students had one or more OSS incident out of 8,717 total students</i>		<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>	
	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	28%	10%	28%	10%	24%	10%	41%	10%	23%	11%
Asian	0%	14%	0%	14%	0%	15%	3%	15%	3%	14%
Black or African American	49%	14%	47%	15%	35%	15%	31%	16%	56%	17%
Hispanic/Latino	8%	8%	11%	9%	17%	9%	17%	9%	14%	9%
Two or more races	8%	6%	7%	6%	0%	6%	17%	6%	8%	7%
White	29%	59%	30%	57%	31%	55%	31%	54%	23%	52%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

2. Intentional and Research Informed Actions: Administrators continued to receive and provide training in the Tools of 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 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.

- 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. Administrators continued to embed the Tools of Cultural proficiency into the planning for each district initiative.
- c. Building PBIS Teams engaged in action planning based on site data, which included restorative practices and explicit social emotional learning.

Statement of Assertion:

EL 2.2.3 is reasonable and in compliance.

<p>2.2.4 Furthermore, the Superintendent shall not: Hire paid personnel without first completing an appropriate background check.</p>	
<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> EL 2.2.4 is reasonable and in compliance.</p>	

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 offers many opportunities for parents and community members to be involved in our schools. To that end, the school district will seek a criminal history background check for all volunteers using the following criteria:

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:

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 *enrolled* student volunteers).

Measurement Plan:

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.

Evidence:

1. 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 in compliance.

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 Designing Pathways programming 6-8 and 6-12, along with Inspire Choice programming K-5 has and will fundamentally shift how this policy is fulfilled. To illustrate, in 2021-2022, each middle school student had access to Pathway electives at CMS. During the monitoring period staff at Cedar Ridge and Eden Lake began training and design work to implement Inspire Choice programming to be implemented starting in 2022-23. 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 (as is done below). In other words, we are expanding what we've 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.

Measurement Plan:

This policy shall be measured against the four key components (Access, Instruction, Materials, Assessment) listed in the Operational Interpretation of this policy.

Evidence:

1. Access

Elementary Gifted and Talented Program Participation			
	2019-2020	2020-2021	2021-2022[†]
Overall	19.6%	17.9%	25.3%
White	21.9%	20.7%	21.5%
Asian	28.4%	28.2%	39.0%
Black or African American	11.1%	7.0%	18.6%
Hispanic/Latino	7.8%	8.0%	25.3%
All Other	17.3%	14.5%	42.0%
† Grade 6 moved to CMS beginning 2021-2022 school year.			

CMS Honors and Advanced Course Enrollment			
	2019-2020	2020-2021	2021-2022[†]
Overall	37.7%	34.4%	30.6%
White	41.1%	39.1%	31.4%
Asian	65.3%	56.5%	58.9%
Black or African American	14.3%	14.4%	13.9%
Hispanic/Latino	10.8%	15.3%	12.8%
All Other	35.9%	26.3%	26.4%
† Grade 6 moved to CMS beginning 2021-2022 school year.			

EPHS College-Level Course Enrollment			
	2019-2020	2020-2021	2021-2022
Overall	38.8%	49.8%	48.7%
White	41.5%	52.4%	51.9%
Asian	58.9%	72.6%	70.4%
Black or African American	18.5%	27.5%	25.9%
Hispanic/Latino	24.9%	37.8%	36.7%
All Other	30.3%	40.8%	46.1%

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 2021-2022 include:
- a. 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.
 - b. All Eden Prairie Schools employees completed a Culturally Responsive Practices online course.
 - c. The Tools of Cultural Proficiency build racial and cultural awareness and capacity toward culturally responsive teaching, focused on eliminating the racial achievement gap. All sites and departments engaged in deeper implementations of these tools.
 - 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. Dare 2 Be Real student program 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.
 - 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, 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 will be enhanced for the 2022-2023 school year to become Capstone Course experience.
 - 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, removing barriers to course enrollment, personal contacts for recruitment, and instructional support provided 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.

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 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			
	2019-2020	2020-2021	2021-2022
CMS (Elective for grades 7-8)	87	91	83
EPHS (Elective for grades 9-12)	107	148	127
Cedar Ridge Elementary	628	439	485*
Eagle Heights Spanish Immersion	819	800	679*
Eden Lake Elementary	785	544	627*
Forest Hills Elementary	608	389	515*
Oak Point Elementary	818	484	585*
Prairie View Elementary	754	547	628*
EP Online Elementary	n/a	1082	306
EP Online Secondary	n/a	n/a	0

*Grade level Configuration Impacts N-Size along with changing annual enrollment

Statement of Assertion:

EL 2.2.6 is reasonable and in compliance.

<p>2.2.7 Furthermore, the Superintendent shall not: Allow students to be uninformed of their protections under this policy.</p>	
<p><u>Operational Interpretation:</u> 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>	
<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. 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> <ul style="list-style-type: none"> ● <u>Harassment</u> 413 ● <u>Student Discipline</u> 506 ● <u>Bullying</u> 514 ● <u>Hazing</u> 526 <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>	
<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> EL 2.2.7 is reasonable and in compliance.</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></p> <ol style="list-style-type: none"> 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 June 28, 2021 prior to the 2021-22 school year. 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. 	
<p><u>Statement of Assertion:</u> EL 2.2.8 is reasonable and in compliance.</p>	

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 timeframe that is suitable to that task.
2. 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.
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. 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.

<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. 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. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 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 2021-22 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 2020. Findings included: <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 social distancing and 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> EL 2.2.9 is reasonable and in compliance.</p>	

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, 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. 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 2020-21 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> EL 2.2.10 is reasonable and in compliance.</p>	

School Board member’s summarizing comments: