EL 2.2 Treatment of Students

Policy Quadrant: Executive Limitations

- Monitoring Time Frame: July 1, 2025 - June 30, 2026
- Date of School Board Monitoring: August 24, 2026

Board Policy Monitoring Motions:

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

Global Constraint:

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

OPERATIONAL INTERPRETATION:

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

JUSTIFICATION:

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

MEASUREMENT PLAN:

Compliance will be demonstrated when:

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

EVIDENCE:

1. All child policies are in compliance.
2. On July 21, 2025, all mandatory policies were approved by the School Board for the 2025-2026 school year. During the monitoring period, 22 district policies were updated after review by the Superintendent and cabinet. All 22 district policies were approved by the School Board.
3. Cabinet members conducted a full review of all recommended policy changes by MSBA during the summer of 2025 and if necessary, contacted the legal counsel 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 2024.

STATEMENT OF ASSERTION:

EL 2.2 is reasonable and in compliance.

BOARD NOTES:

2.2.1

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

OPERATIONAL INTERPRETATION:

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

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

JUSTIFICATION:

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

MEASUREMENT PLAN:

Compliance will be demonstrated when:

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 are in place to mitigate incidents related to harassment and violence in the school setting and to comply with Policy 413 are reported.

EVIDENCE:

1. Systemic and proactive efforts to mitigate incidents related to emergency management in the school setting took place throughout the monitoring period.
    a. The District is relatively unique in that we employ a full-time emergency management coordinator.
    b. Each school site administers five fire drills, five lockdown drills, and one take shelter drill each year.
    c. Each school site has an emergency response team that regularly meets to review site procedures and debrief incidents that occur.
    d. The District contracts with the Eden Prairie Police Department for Juvenile Liaison Officers to further enforce and provide security within our school buildings and at selected school events.
    e. The Administrative Leadership Team participated in annual training in partnership with the Eden Prairie Police and Fire Departments in August 2025.
    f. The full Administrative Leadership Team participated in a reunification training and exercise in August 2024 as part of our administrative leadership professional development to start the school year. This training was conducted in partnership with the I Love U Guys Foundation, Eden Prairie Police, Eden Prairie Fire, and Hennepin County Emergency Services.
    g. In fall 2025, school and district administrators participated in emergency response training facilitated by Eden Prairie Police.
    h. The administrative team and crisis teams debrief incidents that occur to improve upon our crisis management practices. In addition, at times we review elements with the board in closed sessions so the Board is aware of our response plans, practices, and learnings as we continuously improve.

i. The Emergency Management Coordinator provided training to site emergency response teams and administration in the Standard Response Protocol (SRP), as well as reviewed security protocols and provided opportunities for enhancements at each site.

2. Systemic and proactive efforts to mitigate incidents related to harassment and violence in the school setting also took place throughout the monitoring period.
    a. Student handbooks approved by the School Board on July 21, 2025 included the district policies on violence harassment and the consequences for failure to abide by the prohibitions as listed.
    b. We follow the triennial legislative requirement for all staff to participate in a training to ensure understanding of the Safe & Supportive Schools Act, the Eden Prairie Schools Bullying Prevention Policy, and relevant strategies to support student behavior in all of our buildings and settings.
    c. Principals, Associate Principals, Administrative 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 retrained annually (spring/summer).
    e. All school sites have participated in the MDE-supported Positive Behavior Interventions and Supports (PBIS) training. A plan is in place to support ongoing implementation of this framework in all Eden Prairie Schools school sites. PBIS is a research-based framework to strengthen the climate and culture by proactively teaching school expectations of the school community, reinforcing positive behaviors, emphasizing relationship development, and being responsive to negative behaviors. These elements have been shown to support successful school interactions for all students and reduce undesired behavior. Strategies within this framework are selected and implemented based on observed student needs and are modified as needs evolve. These proactive, research-based steps are designed to eliminate incidents of harassment or violence.
    f. During the 2025-2026 school year all elementary schools were recognized as PBIS exemplars by the Minnesota Department of Education. Exemplar schools are those that have completed PBIS implementation and continue to achieve positive student outcomes. These schools demonstrate exemplary status by sustaining school-wide PBIS (SW-PBIS) with fidelity.
    g. All school sites focused on identifying, increasing, and implementing interventions for students demonstrating needs with social, emotional, and behavioral support by using a variety of data points, including grades, attendance, behavior, and a universal social-emotional behavior risk screener. These interventions and non-exclusionary practices, include but

are not limited to: social and emotional services, school-linked mental health services, counseling services, social work services, risk and behavioral threat assessment screening, and alternative education services. Other interventions and supports were also applied throughout the school year as global, local, or school based occurrence take place to teach, reteach, remind, and support students, families, and staff.

h. Additional campus security staff were hired, onboarded, and supported at Eden Prairie High School.
i. As an evolution of the Safety Task Force, we continue holding regular monthly meetings with the EPEA president to discuss staff safety concerns.
j. Catalyst training continued to be implemented at the elementary level to support staff in proactively identifying and responding to student behaviors. The training equips staff with consistent strategies to de-escalate situations, promote positive behavior, and foster a safe and supportive learning environment for all students.
k. Select elementary sites have been designated as Catalyst demonstration schools, serving as models for educators from other districts to visit and learn from. In addition, several teachers have become Catalyst trainers in recognition of their extensive preparation and successful implementation of the framework.
l. Student support staff across all sites are trained and complete suicide risk assessments as needed.

STATEMENT OF ASSERTION:

EL 2.2.1 is reasonable and in compliance.

BOARD NOTES:

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

OPERATIONAL INTERPRETATION:

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

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

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

JUSTIFICATION:

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

MEASUREMENT PLAN:

Compliance will be demonstrated when:

1. The school district has provided parents of students currently in attendance and eligible students currently in attendance annual notice 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 were reported.
3. Technological safeguards were in place to protect student data that are aligned with industry standards and state law.

EVIDENCE:

During the 2025-2026 school year, the school district provided parents/guardians and students with annual notice of their rights under FERPA. The notice addresses each of the six elements identified in the measurement plan and was provided through student handbooks, District and school websites, and the District's Annual Update process. Families enrolling after the beginning of the school year received the notice as part of the enrollment application. This ensured that the information was available both annually and when students entered the District during the school year.

At the elementary level, schools reinforced the annual notice and related handbook expectations through fall open houses, back-to-school communications, emails, and school newsletters. At the middle and high school level, the information was communicated through open houses, advisory periods, emails, and school newsletters. Students and families participating in Eden Prairie Online (EPO) received the information during fall registration and onboarding sessions. All school sites provided reminders regarding student handbook expectations throughout the school year. These reminders helped ensure that students had ongoing access to information about school and district expectations.

1. During the 2025-2026 school year there were no instances indicating an outside governmental agency finding non-compliance with the MN Student Data Privacy Act during the reporting period.
2. 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; updated SLA retention procedures to align with industry standards.
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
j. CIPA/COPPA student content filter audit and alignment
k. Establish a comprehensive disaster recovery and network redundancy infrastructure core at Valley View Campus

In addition, the Technology Department reviewed all technology vendors' Terms of Service and Privacy Policies to ensure they were in compliance with the Minnesota Student Data Privacy Act. If a vendor was not in compliance with this act, we entered into a data sharing agreement with the technology vendor for the duration of our partnership. In addition, the technology department created a directory accessible on our website and emailed to all families outlining who our technology vendors are, what the tool is used for, what student data is shared, the company's terms of service and privacy policy, and the grade(s) in which the tool is used.

STATEMENT OF ASSERTION:

EL 2.2.2 is reasonable and in compliance.

BOARD NOTES:

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

OPERATIONAL INTERPRETATION:

1. I interpret "shall not unfairly identify" student behavior violations to mean the District student discipline policy adequately describes those behaviors or actions for which any student could reasonably expect an appropriate and consistent official action from a school staff member or administrator.
2. I interpret "shall not inequitably address" to mean that there is a District expectation that administration and staff enforce the student discipline policy and apply it equitably and consistently to all students in response to the identified student conduct violation. This includes an expectation of consistency regarding the severity of the consequence, regardless of the student's demographic designation.
3. Failure to fairly or equitably identify and address student behavior is referred to as "disproportionality".
4. The Disciplinary Incident Reporting System (DIRS) enables both the MDE and our school district to comply with state and federal reporting requirements. DIRS is a web-based, password-protected system through which all public-school districts must report disciplinary incidents that result in either suspension or expulsion.

JUSTIFICATION:

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

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

MEASUREMENT PLAN:

Compliance will be demonstrated when:

1. Eden Prairie Schools submits its DIRS data each July to MDE. Longitudinal and current year data from this report are included in the monitoring report.
2. Intentional and research informed actions to prevent inequitable practices and responses to student behavior were reported during monitoring. Non-Exclusionary Discipline practices were used in consideration in determining discipline response in compliance with Minnesota Statute 121A.45, subdivision 1 and Minnesota Statute 121A.41, subdivision 12.
3. A process existed for the review of disciplinary consequences when a student or family feel discipline for their student was not fairly applied.
4. An annual review and communication of site administrators' role in fairly and equitably identifying and addressing student behavior violations, led by Superintendent or designees has been completed.

EVIDENCE:

1. The data included in this report is from the DIRS report to MDE
    a. During the 2025-2026 school year consequences to behavior incidents were applied appropriately and equitably according to the student handbook.
    Black or African American students and students receiving special education services remain disproportionately represented among students receiving suspensions, while some other student groups remain underrepresented. An internal review found that administrators applied the handbook's disciplinary criteria and consequences appropriately and consistently; however, procedural compliance alone does not explain or resolve the disparities in outcomes. Moving forward, the district will continue to examine the factors and decision points leading to suspension, strengthen preventive and restorative supports, provide targeted professional learning for staff, and engage students, families, and community partners in developing solutions. Progress will be monitored through ongoing review of disaggregated discipline data, with the goal of reducing exclusionary discipline and closing disparities while maintaining safe and supportive learning environments.

b. Number of expulsions in 2025-2026 = 1 student
c. Out-of-School Suspensions by MDE demographic group

Unique students with OSS incident(s) relative to total enrollment										
Student Group	**21-22**		**22-23**		**23-24**		**24-25**		**25-26**	
	284 students had one or more OSS incident out of 8,768 total students		***350 students had one or more OSS incident out of 8,921 total students***		***244 students had one or more OSS incident out of 8,809 total students***		***340 students had one or more OSS incidents out of 8,922 total students***		***231 students had one or more OSS incidents out of 9,548 total students***	
	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	23%	11%	26%	12%	26%	13%	23%	13%	36%	13%
Asian	3%	14%	3%	13%	3%	13%	3%	13%	4%	12%
Black or African American	56%	17%	56%	19%	58%	19%	55%	18%	55%	21%
Hispanic/Latino	14%	9%	9%	9%	9%	10%	10%	11%	11%	11%
Two or more races	8%	7%	7%	7%	7%	8%	18%	8%	10%	8%
White	23%	52%	23%	50%	23%	50%	14%	49%	19%	47%

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

2. Intentional and Research Informed Actions: Administrators continued to review our rules and practices to work toward creating conditions that are culturally responsive so we do not see disproportionately. These practices are intentionally designed to support social-emotional learning proactively and in response to challenging behavior. Practices and actions in this research and review included the following:

a. Administration and site PBIS teams periodically reviewed discipline data, including ongoing monitoring of individual student needs to ensure interventions were effectively impacting each student's behavior.
b. Building PBIS Teams engaged in action planning based on site data, which included restorative practices and explicit social emotional learning.
c. Each school engaged in Multi-Tiered Systems of Support (MTSS) to address the individual needs of students by reviewing student data to provide personalized instructional and behavioral strategies. This approach helped ensure students received the right level of support to promote academic and social success while proactively reducing incidents of poor judgment. School psychologists help facilitate MTSS processes.
d. Continuing in 2025, Administrators reviewed the handbook rules to identify discriminatory practices and to update discipline practices to be aligned with State requirements. Site administrators participated in quarterly workshops that included review the processes trained on at the start of the school year to determine discipline responses and application of responses to challenging behaviors. A required focus on non-exclusionary practices based on Statutory changes, meaning, alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports, social, and emotional services, school-linked mental health services, chemical health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Site administrators also received guidance on decision making practices when determining responses to behavior if a student has an IEP, 504 or suspected disability.

3. A discipline complaint procedure and form were published in August 2023 as outlined in Policy 506. This was communicated to students and families as an approach to mitigating disproportionate discipline response for a behavior infraction.
4. In August of 2024, the Superintendent and designees led a review of state statutes, policies, handbooks, and expectations with site administrators, including monitoring plans. The superintendent and designees regularly monitored data relating to student behaviors and administrative responses.

STATEMENT OF ASSERTION:

EL 2.2.3 is reasonable and in compliance.

BOARD NOTES:

2.2.4

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

OPERATIONAL INTERPRETATION:

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

JUSTIFICATION:

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

MEASUREMENT PLAN:

Compliance will be demonstrated when:

1. There is consistent application of Policy 404 Employment Background Checks.

EVIDENCE:

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

STATEMENT OF ASSERTION:

EL 2.2.4 is reasonable and in compliance.

BOARD NOTES:

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

OPERATIONAL INTERPRETATION:

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

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

JUSTIFICATION:

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

MEASUREMENT PLAN:

Compliance will be demonstrated when:

1. All background checks that are necessary as determined by the Operational Interpretation are completed, and the Human Resources Department and other necessary staff member(s) review its results.

EVIDENCE:

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

STATEMENT OF ASSERTION:

EL 2.2.5 is reasonable and in compliance.

BOARD NOTES:

2.2.6

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

OPERATIONAL INTERPRETATION:

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

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

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

JUSTIFICATION:

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

- The Minnesota Department of Education defines educational equity as: the condition of justice, fairness, and inclusion ensuring all

students access opportunities to develop their full potential.
- Equal Access means impartiality in opportunity.
- Equal Educational Opportunities means providing appropriate resources, opportunities, and treatment for each student.

MEASUREMENT PLAN:

Compliance will be demonstrated when:
There is clear wholistic evidence of proactive and intentional efforts to promote the four key components outlined in the operational interpretation including:

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

This is the opposite of neglect to which is the standard set forth by the policy.

EVIDENCE:

Demonstrating our continued commitment to access to exploratory learning, Discovery programming remained in place for all K–5 students across all elementary schools in 2025-2026, including EPO Elementary students who participated online. Each student engaged in two six-week cycles of Discovery, fostering curiosity and interdisciplinary exploration. All elementary schools continued to strengthen community partnerships, resulting in collaboration with several unique partners. Additionally, all 5th grade students participated in Stepping Stone experiences, which culminated in presentations at the Inspired Journey Summit, which all students had access. Families were invited to attend, deepening engagement and offering a window into the hands-on, inquiry-based learning that defines the Discovery experience.

At the middle level during 2025-2026, authenticity of projects and assessments were increased for students in grades 6-8 at CMS through their Pathway courses. CMS students engaged with professionals in the field and experienced tasks that more accurately modeled skills needed in the workforce. All 8th grade students completed Milestone projects and increased collaboration with industry professionals, as

outlined in Ends Policy 1.4. Participation in advanced and honors coursework at CMS increased to a six-year high. This was the result of ongoing systemic work at all levels to increase access. For students in grades 9-12, Capstone offerings increased from twelve to fifteen courses; a mentorship program was offered in all Capstone courses; all 15 Capstone courses experienced authentic, end of semester, professionally-evaluated presentations; and industry partnerships increased through mentorship opportunities, guest instruction, and site visits. Capstone enrollment continued to increase and completion of college-level coursework remained at a six-year high at EPHS. All indicators of increased access to academic programming.

Elementary Gifted and Talented Program Participation (Grades 3 and above)					
	21-22†	22-23	23-24	24-25	25-26
Overall	**25%**	**29%**	**29%**	**26%**	**21%**
Asian	39%	47%	36%	34%	28%
Black or African American	19%	21%	24%	18%	15%
Hispanic/Latino	25%	21%	22%	18%	13%
White	22%	27%	28%	26%	24%
All Other*	42%	44%	39%	33%	28%
†Grade 6 moved to CMS beginning 21-22 school year. *All Other include American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.					

CMS Honors and Advanced Course Completion					
	21-22†	22-23	23-24	24-25	25-26
Overall	**24%**	**26%**	**29%**	**35%**	**37%**
Asian	52%	58%	55%	44%	46%
Black or African American	11%	7%	8%	6%	9%
Hispanic/Latino	9%	11%	13%	32%	32%
White	25%	28%	33%	45%	49%
All Other*	21%	19%	23%	36%	32%
†Grade 6 moved to CMS beginning 21-22 school year. *All Other include American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.					

EPHS College-Level Course Completion					
	21-22✝	22-23	23-24	24-25	25-26
Overall	**56%**	**59%**	**64%**	**64%**	**64%**
Asian	77%	79%	82%	82%	81%
Black or African American	34%	42%	53%	50%	50%
Hispanic/Latino	43%	46%	42%	45%	43%
White	62%	65%	70%	69%	72%
All Other*	51%	53%	51%	58%	59%
*All Other include American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.					

1. **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 2024-2025 includes:
    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. District administrative leaders participated in a Tools of Cultural Proficiency practice training series to review and increase access across the district within their sites and departments.
    c. The Tools of Cultural Proficiency build racial and cultural awareness and capacity toward strengthening culturally responsive teaching, focused on eliminating our current racial achievement gaps. All sites and departments engaged in deeper implementations of these tools.
    d. KinderCamp: August camp for students transitioning into kindergarten, focused on children who have not had a preschool experience and/or may not yet be kindergarten ready. Opportunity for informal evaluation to target instruction earlier in the school year and make the most appropriate placement decisions for the student and family.
    e. The Dare 2 Be Real student program continued at the high school. This program promotes, addresses and discusses racial equity and leadership. Students undergo intensive training and structured discussions that are intended to prepare a new generation for global readiness. Planning and groups to support belonging and inclusion were supported by staff.
    f. Advancement via Individual Determination (AVID) program implemented in 8 schools.

    g. Eden Prairie High School 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.

h. Eden Prairie High School continues to add courses based on student interest, remove barriers to course enrollment, make personal contacts for recruitment, and provide instructional support throughout the course.
i. Teachers and administrators across the District engaged in professional learning on culturally responsive pedagogies and implemented such practices (e.g., Hammond, 2014; Minor, 2019; Arriaga, 2015).
j. 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.

2. **Materials**
   a. Curriculum Improvement Committee (CIC) program cycle includes diverse perspectives throughout the curriculum review process.
   b. The Tools of Cultural Proficiency guides the selection of curriculum resources and supports the development of district curriculum.
   c. Professional Development focused on the Tools of Cultural Proficiency is embedded throughout the system.
   d. The Comprehensive Achievement and Civic Readiness(CACR) parent advisory group reviews equitable learning opportunities with an emphasis in the area of curriculum, instruction, and assessment.
3. **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.

e. In elementary, 100% of students are accessing AVID instructional strategies, which includes writing, inquiry, collaboration, organization and reading.

f. In secondary, we monitor the total number of students and the percentage of the entire population enrolled in AVID.

Number of Students Receiving AVID Programming (% in parentheses is percentage of total school population)					
	21-22†	22-23	23-24	24-25	25-26
CMS (Elective for grades 7-8)	83 (6.5%)	82 (6.1%)	82 (6.3%)	79 (6.4%)	85 (6.5%)
EPHS (Elective for grades 9-12)	127 (4.5%)	172 (6.1%)	180 (6.4%)	226 (7.9%)	268 (9.6%)
EP Online Secondary	n/a	n/a	n/a	31 (8.1%)	41 (2.4%)

STATEMENT OF ASSERTION:

EL 2.2.6 is reasonable and in compliance.

BOARD NOTES:

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

OPERATIONAL INTERPRETATION:

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

JUSTIFICATION:

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

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

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

MEASUREMENT PLAN:

Compliance with this policy will be demonstrated when:

1. Student handbook creation, dissemination, and acknowledged receipt and understanding by students and parents has taken place.
2. General communication of students' protections under this policy occur and targeted efforts are made as needed.

EVIDENCE:

1. The District complied with the expectations of this policy as evidenced by the annual process of student handbook creation, dissemination, and acknowledged receipt and understanding by Eden Prairie students and parents/guardians during the monitoring period.
2. Students received instruction and support at the individual, small group, class, and larger group levels in areas where data indicated a further need. This targeted and tiered approach was implemented within the Multi-tiered Systems of Support Framework.

STATEMENT OF ASSERTION:

EL 2.2.7 is reasonable and in compliance.

BOARD NOTES:

2.2.8

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

OPERATIONAL INTERPRETATION:

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

JUSTIFICATION:

MEASUREMENT PLAN:

Compliance will be demonstrated when:

1. Dissemination of policy and training.
    a. This policy appears in school personnel handbooks.
    b. The school district develops and implements method(s) of discussing this policy with school personnel.
    c. This policy shall be reviewed at least annually for compliance with state law.
2. Mandated reporting is completed per the requirements of oversight agencies.
3. The school district is not found in violation by MDE or any outside agency of authority; and, if any personnel is found in violation by MDE or any outside agency of authority, appropriate corrective action is taken in terms of both course and timeline.

EVIDENCE:

1. Dissemination of policy and training took place through annual distribution of handbooks, policy review, and training during onboarding and annual refresher training. This policy is reviewed with all new hires as part of their onboarding.
2. The school district reports all instances of child neglect, physical and sexual abuse to appropriate agencies per state requirements. Human resources, the Assistant Superintendent of Elementary Education, the Assistant Superintendent of Secondary Education, and principals supported mandated reporting throughout the year.
3. There were no findings of noncompliance by MDE or any outside agency of authority during the monitoring period.

STATEMENT OF ASSERTION:

EL 2.2.8 is reasonable and in compliance.

BOARD NOTES:

2.2.9

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

OPERATIONAL INTERPRETATION:

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

JUSTIFICATION:

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

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

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

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

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

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

MEASUREMENT PLAN:

Compliance will be demonstrated when:

1. Meal schedules at each elementary and secondary school building ensure adequate minimum time.
2. Internal Audit is conducted 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 is completed.
4. Each student has access to a school breakfast and lunch.

EVIDENCE:

1. All sites provide a minimum of 20 minutes of eating time for breakfast each day. 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 2025-2026 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 April 2026. Findings included:
    a. All elementary and secondary school eating spaces are ADA compliant.
    b. All elementary and secondary school eating spaces are large enough to accommodate the numbers of students being served within them during each meal shift.
    c. All elementary and secondary school eating spaces feature age-appropriate seating.
    d. Staff are designated at each school to assist students, monitor safety, and maintain cleanliness during each meal period.
    e. Custodians and lunchroom paraprofessionals are designated at each school to ensure that eating spaces are clean following the conclusion of meal periods each day and prepared for the following day's usage.
4. Each student received-access to a free breakfast and lunch under the Universal School Meals Bill.

STATEMENT OF ASSERTION:

EL 2.2.9 is reasonable and in compliance.

BOARD NOTES:

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

OPERATIONAL INTERPRETATION:

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

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

JUSTIFICATION:

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

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

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

Recess is just one strategy suggested by the body of academic research for engaging students in physical activity throughout the school day. Additional strategies include engaging students in physical education courses, engaging students in physical

extracurricular activities, and the integration of physical activity into classroom instructional activity, all of which are also utilized in elementary schools within our district.

MEASUREMENT PLAN:

Compliance will be demonstrated when:

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

EVIDENCE:

1. Following review of schedules and confirmation by cabinet members, all school sites were in compliance with the adequate minimum recess time of 20 minutes during the 2025-2026 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 April 2026 Findings included:
    a. All elementary recess spaces are ADA compliant.
    b. All elementary recess spaces are in adherence with Policy 807 regarding playground safety.
    c. An annual process is in place throughout the district by which building principals are able to review and request updates to recess spaces through the submission of capital requests.
    d. An annual process is in place throughout the district by which staff are able to review and request updates to age-appropriate play equipment.
    e. Trained staff are designated at each school to monitor students during recess periods to ensure safe engagement in physical play activities.
    f. All playgrounds are inspected annually by a certified playground safety consultant.

STATEMENT OF ASSERTION:

EL 2.2.10 is reasonable and in compliance.

BOARD NOTES: