

Historical Context

Eden Prairie Schools is committed to positive school culture and climate. In addition to revising our handbooks and ensuring our policies support equitable practices, for more than a decade, Eden Prairie Schools has made intentional efforts to ensure each student learns in a welcoming and culturally responsive environment. These proactive actions are part of our comprehensive efforts to meet our district mission outcome of eliminating achievement disparities. We understand that the mitigation of the racial predictability of students of color in subjective suspensions is key toward meeting our strategic mission. Specific Interventions are outlined in table below:

Table 1

Intervention Strategy: PBIS			
Description	Date (s)	Staff Included	Key Indicators of Progress
Per MN Dept of Ed, "PBIS is a state-initiated project that provides districts and individual schools throughout Minnesota with the necessary training and technical support to promote improvement in student behavior across the entire school, especially for students with challenging social behaviors. It establishes clearly defined outcomes that relate to	Cohort 11- 2015-2016	Cedar Ridge, Eden Lake, Eagle Heights Spanish Immersion & Oak Point	<ul style="list-style-type: none"> • Each school that has completed the 2-year MDE training will develop, explicitly teach and follow a common and clearly outlined set of student expectations for both classroom and common spaces. • Each school that has completed the 2-year MDE training will incorporate the 4:1 positive interaction ratio • Each school that has completed the 2-year MDE training will implement and follow the active supervision model • Each school that has completed the 2-year MDE training will frequently review and analyze behavior referral data to ensure fidelity of implementation.
	Cohort 12: 2016-2017	Prairie View	
	Cohort 13: 2017-2018	Central Middle & EP High School	
	Cohort 14: 2018-2019	Forest Hills	
	2018-2019 On-going School	EPHS, CMS, Cedar Ridge, Eagle Heights, Eden Lake,	

<p>students' academic and social behavior, systems that support staff efforts, practices that support student success, and data to guide decision-making.” (retrieved 062316 from https://education.mn.gov/MDE/dse/00586)</p>	<p>Improvement Development</p>	<p>Prairie View, Oak Point</p>	
<p>Intervention Strategy: Racial Consciousness Training (Beyond Diversity & Dr. Jeff Duncan-Andrade)</p>			
<p>Description</p>	<p>Date (s)</p>	<p>Staff Included</p>	<p>Key Indicators of Progress</p>
<p>Beyond Diversity is a 2-day training that supports the racial consciousness development of educators, especially classroom teachers and administrators.</p>	<p>44 sessions over the past 5 years 13-14: 10 sessions 14-15: 12 sessions 15-16: 9 sessions 16-17: 7 sessions 17-18: 6 sessions</p>	<p>All employees required to attend a session, 1582 employees have attended</p> <p>New teachers are required to attend as part of teacher induction week.</p>	<ul style="list-style-type: none"> ● Staff understand the impact of race on student learning ● Staff investigate the role racism plays in institutionalizing academic achievement disparities. ● Staff possess an increased self-cultural awareness ● Staff demonstrate an understanding of & monitor implicit bias
<p>Dr. Jeff Duncan-Andrade</p>	<p>August 30, 2016 August 29, 2017</p>	<p>All district employees attend the school year kickoff events</p> <p>Administrators & Instructional Excellence Coaches</p>	<p>Keynotes</p> <ul style="list-style-type: none"> ● Note to Educators: Hope Required When Growing Roses in Concrete <ul style="list-style-type: none"> ○ Equip educators to create educational environments that are relevant and responsive to the social toxins that emerge from inequality. ○ Closely examine the types of social toxins that young people face in the

			<ul style="list-style-type: none"> ○ broader society <ul style="list-style-type: none"> ○ Discuss the impact of these conditions on student identities. ● Equality or Equity: Which One Will We Feed? <ul style="list-style-type: none"> ○ Learn about issues facing today's marginalized youth and families, ○ Deepen understanding of how our community and schools can partner to address issues facing our youth and ○ Gain a better understanding of our community's role in supporting youth and families.
TEN Cohort	August 29, 2017 September 26, 2017 October 17, 2017 December 4, 2017 February 1, 2018 February 13, 2018 March 22, 2018 April 30, 2018 May 24, 2018	49 district staff participants (teachers, associate principals, principals, instructional coaches) representing all K-12 sites	<ul style="list-style-type: none"> ● Each school distributed the TEN survey to educators, students and families to gain insights from community voices. ● Use of the TEN survey data to build community responsive schools through deep exploration of critical questions. ● School specific questions and focus areas: <ul style="list-style-type: none"> ○ How to build authentic relationships with students? ○ How to get to know students well enough to help them be successful? ○ Building trust with students and staff in the school ○ Create an environment of vulnerability for students and teachers ○ Increase positive communication to students and families ○ Defining empathy and critical thinking

Intervention Strategy: Human Centered Design

Description	Date (s)	Staff Included	Key Indicators of Progress
<p>Using the Human Centered Design framework, Eden Prairie District & School leaders are examining complex issues related to equity and access. At the core of this process is the inclusion of voice of historically marginalized individuals most deeply and closely impacted.</p>	<p>August 2, 2017 September 27, 2017 October 2, 2017 November 30, 2017 January 18, 2018 February 1, 2018 April 19, 2018</p> <p>August 17, 2018</p>	<p>35 district leaders participated (Cabinet, Directors, Principals and Associate Principals)</p> <p>20 high school and middle school students, Superintendent, Assistant Superintendent, Middle and High School Principals</p>	<ul style="list-style-type: none"> Staff Understand and utilize the design thinking process to answer the question: How might we become more culturally relevant and responsive to EACH of our families in Eden Prairie Schools? Staff test, improve and Implement solutions created in the design thinking process in schools. Examples of solutions: welcome center, HS conference scheduling improvements. Video with all the solution ideas. Leaders engage students as designers, to help us create programming that will increase student voice and leadership while creating higher levels of racial consciousness and racially equitable school systems and communities

Intervention Strategy: Student Centered Support - Dare 2 Be Real & Youth Frontiers Kindness Retreats

Description	Date (s)	Staff Included	Key Indicators of Progress
<p>Kindness Retreats are engaging and interactive full day student seminars that support positive school culture. The learning emphasizes empathy, respectful interactions and effective conflict</p>	<p>Since 2004, 15 cohorts of 4th grade students have experienced the Youth Frontiers Kindness Retreat.</p> <p>2015 - present</p>	<p>30+ staff members have attended and actively engaged in the retreat.</p> <p>Nine EPHS staff have</p>	<ul style="list-style-type: none"> Evidence of positive student to student relationships leading to limited bully events Evidence of increased student empathy Create a vehicle for student voice and

<p>resolution strategies.</p> <p>Dare 2 Be Real student training develops self-cultural awareness, critical racial consciousness and leadership development. Students critically examine the race relations in US History; social justice and empowerment.</p>	<p>Approximately 125 students have participated in the Dare 2 Be Real</p>	<p>engaged in our Dare 2 Be Real efforts</p>	<p>support anti-racist student leaders</p> <ul style="list-style-type: none"> • Increased participation and success of students of color in upper level courses • Sustained recruitment & participation of new members • Systemic integration of Dare 2 Be Real throughout EPHS system
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Intervention Strategy: District Educational Leadership Data Monitor

Description	Date (s)	Staff Included	Key Indicators of Progress
<p>District Educational Leadership Team will monitor suspension data in an ongoing manner</p>	<p>Monthly September 2018- June 2019</p>	<p>Asst. Superintendent, Sr. Director Student Support Services, Sr. Director Personalized Learning & Instruction</p>	<ul style="list-style-type: none"> • Proactively examine suspension data to ensure racial predictability is not present • Provide supports and consult for principals in working with their staffs on strategies that minimize suspension and alternatives to suspensions • Report to the Superintendent to ensure continuous feedback loops