EL 2.3 Treatment of Parents

Policy Quadrant: Executive Limitations

- Monitoring Time Frame: ~~July 2024 - June 2025~~ July 2025-June 2026
- Date of School Board Monitoring: ~~September 22, 2025~~ September 28, 2026

Board Policy Monitoring Motions:

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

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Global Constraint:

The Superintendent shall not allow a culture or district practice that fails to proactively engage parents of district students in a respectful partnership that supports the successful education of their child.

OPERATIONAL INTERPRETATION:

~~I~~interpret ~~"p~~**Parents**~~s~~**"**
This means ~~to be a~~ a child's guardian or any other adult allowed and/or permitted by law to access private educational records and/or make educational decisions for the child~~. This i~~ as defined ~~for the district~~ in Minnesota Statute 13.02, Subdivision 8.

"Parents of district students"
This means parents (as defined above) of students currently enrolled in Eden Prairie Schools.

~~I~~interpret ~~"p~~**Proactively engage parents in a respectful partnership"**

This meanas those formal and informal practices that build capacity and trust. In order to participate in a "respectful partnership," it is the responsibility of each person in the school community to contribute to a climate of understanding and mutual respect for the rights and dignity of each individual by showing courtesy and self-discipline in actions and words; seeking solutions to problems; respecting the rules, regulations and practices that create safe and secure learning and working environments; demonstrating honesty and integrity; and, acting in a manner that results in a positive and supportive atmosphere. It is also the practice of the School District to publish and make available policies that provide requirements, expectations, and guidance to build and maintain a culture of trust, partnership and access with parents/guardians.

"Successful education of their child"

This means the student outcomes identified in Board Ends policies. This also serves as a guardrail on this constraint and all its child policies to focus on the treatment of parents as it directly impacts the education of their child/children.

JUSTIFICATION:

~~1. In order to participate in a "respectful partnership," it is the responsibility of each person in the school community to contribute to a climate of understanding and mutual respect for the rights and dignity of each individual by:~~

- ~~showing courtesy and self-discipline in actions and words;~~
- ~~seeking solutions to problems;~~
- ~~respecting the rules, regulations and practices that create safe and secure learning and working environments;~~
- ~~demonstrating honesty and integrity;~~
- ~~acting in a manner that results in a positive and supportive atmosphere. *(Source: Edmonton Public Schools)*~~

~~2. It is the practice of the School District to publish and make available policies that provide requirements, expectations, and guidance to build and maintain a culture of trust, partnership and access. Examples from various policy areas include but are not limited to:~~

~~a. Protection and Privacy of Pupil Records (515)~~
~~b. Development of Parental Involvement Policies for Title 1 Programs (621)~~
~~c. Transportation of Public School Students (707)~~
~~d. Visitors to School Buildings (904)~~

MEASUREMENT PLAN:

Compliance will be demonstrated by:

1. Policies 2.3.1-2.3.3 are found to be in compliance.
2. Proof exists:
    a. That district policies which require annual review through state statute as published by MSBA shall be reviewed and/or updated by the Superintendent on an annual basis;
    b. 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; and
    c. District Policies are publicly available and proactively shared with parents through district communication.
3. All staff receiving training on district policies.

~~4. 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.~~

EVIDENCE:

1. All child policies (2.3.1-2.3.3) are in compliance.
2. All three components of proof exist:
    a. On July 24, 2023, all policies requiring mandatory review by state law were approved by the School Board for the 2023-2024 school year. During the monitoring period 29 additional district policies were updated after review by the Superintendent, cabinet, and legal counsel as necessary. All 29 district policies were approved by the School Board. Policies that require annual approval were reviewed and presented to the board on ~~June 23, 2025.~~
    b. June 22, 2026. Cabinet members conducted a full review of all recommended policy changes by MSBA during the 2023-24 school year and, as necessary, consulted with our legal counsel. The superintendent conducted the final audit/comparison of MSBA and Eden Prairie policies and found that after the 2023-24 process 100% were reviewed or updated within the three year review cycle.
    c. All district Policies were published on the district website and notices sent out through multiple mediums including: handbooks, parent post, and back to school information.

3. All staff receive required policy training through onboarding, monthly orientations were held August ~~2024~~ 2025-May ~~2025~~ 2026 for all new employees where policies were reviewed and staff received policy updates and review through additional annual trainings.
4. ~~Cabinet members conducted a full review of all recommended policy changes by MSBA during the summer of 2023 and, as necessary, consulted with our legal council. The superintendent conducted the final audit/comparison of MSBA and Eden Prairie policies and found that after the FY24 process 100% were reviewed or updated within the three year review cycle.~~

STATEMENT OF ASSERTION:

EL 2.3 is reasonable and in compliance.

BOARD NOTES:

2.3.1	Furthermore, the Superintendent shall not: Impede the flow of timely, adequate, and easily accessible information about the district in general and their child, in particular.

OPERATIONAL INTERPRETATION:

"Impede the flow of information"

This means creating unnecessary barriers to communication or failing to maintain reliable, active channels for data sharing. Maintaining the flow means the district operates a stable, multi-modal communication infrastructure that guarantees parents and guardians can retrieve critical district updates and individual student records without administrative friction, technological delay, or overly burdensome navigation. Parents/guardians should be actively engaged in the education of their child and the opportunities and challenges of the school district.

"Timely, adequate, and easily accessible"
This means both district-level and student-level information is readily available with as few barriers as possible and enough information to make informed decisions about a child's education, while also safeguarding private and/or confidential data. For individual student data, accessibility is achieved through secure internet portals and formal scheduled events. For district data, this means proactively sharing strategic plans and general conditions through an integrated marketing and communications plan, as well as providing annual notifications regarding parents' legal rights to view or limit access to their child's educational information.

"Information about the district in general"
This means public relations information that is created and disseminated for the express purpose of informing and/or engaging parents/guardians in the opportunities and challenges of the school district. It also includes relevant information regarding student and/or staff accomplishments and acknowledgements.

"Information about their child, in particular"
This means providing access to Private Educational Records and Data Subject information in strict accordance with the Minnesota Government Data Practices Act, FERPA and IDEA. It requires providing appropriate, responsive access to individual student performance data, mandated state testing results, and dedicated opportunities for parents to speak with teachers regarding their child's educational progress.

~~**"Impede the flow of information about the district"**~~
~~Most importantly, this means the district must have and maintain a stable information access system with multiple means for parental access to information regarding their child and the District as a whole.~~

~~This includes public relations information that is created and disseminated for the express purpose of informing and/or engaging Parents/Guardians in the opportunities and challenges of the school district. It also includes relevant information regarding student and/or staff accomplishments and acknowledgements.~~

~~**"Information about their child"**~~
~~This means Private Educational Records and Directory Information as defined in Minnesota Government Data Practices Act, Statute 13. The district collects this data in the normal course of the educational process.~~

~~**Flow of "timely information"**~~

This means appropriate and responsive access to data and the formal and informal opportunities provided during the school year for regular communication between school personnel and Parents/Guardians.

Adequate information":

1. Private Educational Records that communicates individual student performance enabling teachers, Parents/Guardians, and when appropriate students, to work together to support learning goals throughout the child's school years.
2. Directory Information is student data that is routinely collected by the District and is available to the general public upon request unless prohibited in writing by the parent. "Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. Directory information does not include a student or parent's personal contact information, social security number, or a student's identification number ("ID") if the ID may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number, password, or other factor known or possessed only by the authorized user. It also does not include personally identifiable data that references religion, race, color, social position, or nationality.
3. District Data that communicates the condition of the District and its strategic plan.
4. The District provides opportunities for Parents/Guardians to access timely and adequate educational data regarding their child by:
    1. Providing access to directory information and private student records via a password protected Internet portal.
    2. Distribution of individual student results from mandated testing as required by the State of Minnesota.
    3. Providing the means and opportunities to exchange information and recommendations via formal and informal communication channels and scheduled events. This includes formal opportunities for Parents/Guardians to speak with teachers in person, virtually and through hybrid connections regarding their child's educational progress, which is not required by state law.
    4. Annual notification of their rights to view, correct and limit access to their child's directory information, and file a complaint in regards to the District's handling of private and directory student records.

"Easily accessible"

~~This means information that is readily available and accessible with as few barriers as possible, depending on the sensitivity of the data. When data requires extra safeguards, this will mean documentation or support for parents/guardians to increase access.~~

JUSTIFICATION:

The legal standards regarding parental access to private student data (per EL 2.2.2) are defined by:

1. Minnesota Government Data Practices Act, Minnesota Statute Chapter 13, and Minnesota Rules Parts 1205.0100-1205.2000
2. Family Educational Rights and Privacy Act (FERPA) and its regulations in 34 CFR Part 99.
3. Individuals with Disabilities Act (IDEA)
4. Policy 515 Protection and Privacy of Pupil Records
5. Policy 722 Public Data and Data Subject Requests

~~1. My interpretation of this policy regarding "information about the district" is justified by the National School Public Relations Association four-step public relations planning process:~~

- ~~a. Research – up-front analysis of where the district stands in regard to all publics it wishes to reach.~~
- ~~b. Planning – developing public relations goals, objectives, strategies and tactics that go hand-in-hand with the district's overall mission and goals.~~
- ~~c. Implementation – carrying out the strategies and tactics necessary to meet the objectives and goals.~~
- ~~d. Evaluation – looking back at actions taken to determine their effectiveness and what changes are needed in the future.~~

~~2. My interpretation of this policy regarding parental access to student data is justified on the legal definitions of "private educational records" and "directory information". State and federal law provides that all data collected, created, received, or maintained by a school district are public unless classified as not public, private, or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as "private" educational data (Source: Eden Prairie Schools Policy 515).~~

MEASUREMENT PLAN:

Compliance with the period being monitored is demonstrated when:

1. Quantitative metrics show substantial awareness and utilization of secure educational data systems, specifically through Parent Portal account activation and login frequency.
2. The district systematically provides formal, scheduled opportunities for Parents/Guardians to review student educational progress directly with instructional staff.

3. The district maintains strict adherence regarding requirements to share private educational data or restrict directory information, with no reported ongoing concerns about data access or sharing by parents/guardians.
4. Independent, random-sample scientific surveys demonstrate that parent satisfaction regarding district communication and engagement remains stable or improves.

~~1. The district collects quantitative data measuring parental access to private educational data that shows substantial awareness and/or use of the data:~~
~~a. Parent requests for access to the parent portal~~
~~b. Parent portal usage~~
~~c. Formal opportunities for Parents/Guardians to speak with teachers regarding their child's educational progress~~
~~d. Parent notification of student progress~~
~~2. The district will report any instance(s) of noncompliance with requirements to share educational data with Parents/Guardians, including their rights to view educational records and restrict the release of directory information.~~
~~3. There is an active multi-modal, strategic, and integrated marketing and communications plan in place to generally inform Parents/Guardians about the District that follows research and best practices.~~
~~4. Communication ratings by Parents/Guardians via our random sample scientific survey remain stable or improve.~~

EVIDENCE:

1. 100% of parents/guardians are provided access to Parent Portal accounts, with 84% of our 9,681 students having at least one parent/guardian actively using their account. There are 12,286 active parent accounts districtwide. From July 2025 to June 2026, parents/guardians logged in 561,714 times. This averages 46 logins per parent, meaning families are independently accessing student data at least once per week.
2. The district successfully executed formal Fall 2025 and Spring 2026 conferences. Furthermore, progress monitoring dashboards were implemented at all sites, allowing educators to proactively communicate holistic student progress (including behavioral, academic, and attendance data) directly to families.
3. There were zero reported incidents of ongoing concerns regarding the requirement to share educational data or restrict directory information with parents/guardians during the monitoring period.

4. The district successfully executed its integrated marketing and communication plan across multiple modalities. The effectiveness of this strategy is validated by the May 2026 Morris Leatherman random-sample survey, which reported satisfaction rates among the highest in the state:
    a. 97% of parents stated the district does a good job of communicating important issues and decisions.
    b. 96% of parents stated the district does a good job of involving them in decisions about the schools.
    c. 93% of parents were satisfied with the district's decision-making process.

1. ~~Metrics that have been collected:~~
    ~~a. Parent Portal Accounts: 100% of parents/guardians have access to Parent Portal accounts and 85.06% of our students (based on the Oct. 1 enrollment count of 8,923) have at least one parent/guardian with an active account with 11,490active parent portal accounts districtwide.~~
    ~~b. Portal logins:~~
    ~~Parents/Guardians: From July 1, 2024 to June 30, 2025 – 500,673, which with 11,490 accounts means an average of 44 logins per parent. That averages to logging in at least once per week.~~

    ~~Students: From July 1, 2024 to June 30, 2025 – 3,114,656, which based on an Oct. 1 enrollment count of 8,923 would average to 2 visits per day from each student.~~

    ~~c. Formal opportunities for Parents/Guardians to speak with teachers regarding their child's educational progress.~~
        ~~i. Fall Conferences:~~
            ~~1. October 10, 11 & 15, 2024~~
            ~~2. October 8 & 15, 2024~~
            ~~3. October 7 & 14, 2024 and December 16, 2024~~
        ~~ii. Spring Conferences:~~
            ~~1. February 11, 13 & 15, 2025~~
            ~~2. February 27 & March 6, 2025~~
            ~~3. February 27, March 5 & May 14, 2025~~
    ~~d. Progress monitoring dashboards were developed and implemented at each site. These dashboards include internal (e.g., class grades) and external (e.g., MCAs) data to present a holistic view of a student and school. These dashboards allow~~

site and district administrators to share progress updates with the community at the school- or system-level. They also allow educators to proactively communicate progress with families, as well as measures that are taken to increase progress across all areas — behavioral, academic, attendance, enrollment, etc.

2. There were no reported incidents of noncompliance with requirements to share educational data with Parents/Guardians.
3. The following are a list of current strategies the district uses to communicate with Parents/Guardians. These, and other strategies, are organized into strategic communication plans and an integrated marketing and communication plan that drive the district's overall communication effort.
    a. Parent Post electronic newsletter is sent to all Parents/Guardians weekly and shares both important districtwide information and positive stories about students.
    b. The district website is regularly populated with information for Parents/Guardians, including access to the Parent Portal, which includes information specific to students. The Parent Portal receives an average of 36,381 Parent/Guardian views per month. The website received an average of 699,024 total views per month.
    c. Inspiring News, the printed newsletter, was sent to all households in the district and to the homes of all open enrolled students twice during the 2024-25 school year.
    d. *Inspire* magazine, our printed district magazine, was sent to all households in the district, the homes of all open enrolled students, the homes of all current staff and a list of district alumni and partners. A digital version of the magazine was available online and highlighted in both Staff and Parent newsletters and Inspiring News throughout the 2024-25 school year.
    e. Information was shared with the media on a regular basis so it could be used as possible content in the newspaper or other media forms.
    f. The district continued to use the Let's Talk chat bot and two-way communications platform on district and school websites, generating 3,706 dialogues with Parents/Guardians, students and community members in the 2024-25 school year. The average customer service score during this time was 9.03/10. Per Let's Talk, scores of 9.0 or higher are considered very positive, reflecting that customers are highly satisfied with the service they received.
    g. Staff sent nearly 57,000 individual messages and nearly 5,200 classwide announcements between July 2024 and June 2025; family members sent nearly 52,000 replies to their students' teachers and support teams.
    h. District mass messaging systems were used to share urgent/emergency information with parents/guardians.
    i. All schools utilized district messaging systems to send mobile friendly e-newsletters and announcements to Parents/Guardians.

j. The district undertakes periodic community engagement efforts to solicit input from Parents/Guardians and community members, including community and parent/guardian surveys. The district uses random-sample scientific surveys, non-scientific input forms, and email questionnaires.

k. The district maintains social media accounts to communicate with Parents/Guardians and community members who are engaged on those platforms. With district guidance, some schools use social media accounts to engage with staff, Parents/Guardians and community members.

l. The district regularly uses multimodal communication to help Parents/Guardians and community members see the school experience in action and understand complex topics. Examples of this include: videos, flyers, newsletter updates and emails about the district's standard response protocol and critical incident management plans; social media posts, videos, and stories about students' Inspired Journey experience, including Discovery Groups and the Inspired Journey Summit; newsletter updates, videos and social media posts about cultural celebrations at schools; and, monthly Spotlights on Success at each school shared during Board meetings.

m. Individual school brochures provide incoming Parents/Guardians an overview of the Eden Prairie Schools experience.

n. Families with incoming kindergarteners receive a robust welcome to Eden Prairie Schools, which includes a printed kindergarten booklet and a Kindergarten Passport,; invitations to connect with their future school communities at a minimum of six kindergarten-specific and schoolwide events throughout the school year; personal phone calls from school principal teams, Welcome Center team members and school PTO members,; kindergarten-only branded swag items; and individualized mailings. In our kindergarten marketing event, Kindergarten Adventure Day, incoming kindergartners and their families joined current kindergarten students for storytime in a classroom, time on the playground and a school lunch.

o. Families interested in EP Online can learn more about the school via a pre-recorded webinar available 24/7, or attend virtual open houses (biweekly in the summer, monthly during the school year) to meet the principal and have their questions answered live. Families with incoming kindergartners are invited to several kindergarten events over the course of the year. EP Online's marketing and outreach coordinator serves as the dedicated contact for families interested in the school.

p. School tours for incoming families and a full assortment of opportunities to visit schools and classrooms were offered. In addition, virtual tours of all schools are available on the district website.

q. District staff participated in and led community outreach efforts, including extended Welcome Center hours, PeopleFest! Celebration of Culture, Harvest to Halloween at the Barn, the Everything Spring Expo, Eden Prairie KidStock programming, the Alumni & Partner Breakfast, the Citywide Celebration and the Inspired Journey Summit.

r. Cultural Affinity Nights at Central Middle School welcomed families who identified as African American, Somali, American Indian, Asian-Pacific Islander, or Latino/a to explore CMS with others who shared their cultural identity and ask questions of school leadership.

s. The Flight Plan 2035 academic visioning process created multiple opportunities for parents/guardians and other community members to connect with the district, including through a Speaker Series held both virtually and in-person. Dinner and childcare made in-person events more accessible for all. Several surveys invited additional feedback, and ultimately, over 2,500 students, staff, families and community members participated in the design process.

t. Title I District-Wide Parent Engagement Programming: Each site hosts events centered on supporting family learning about strengthening literacy at home, and offers insights about our reading intervention process. Some of these experiences are tied to site book fairs, where the students can shop for a new book while parents meet with interventionists. At some sites, parents are invited in for an event to specifically provide this support and a book choice for their child. As part of this process, we survey participating families to ask if the experience has been helpful and to see suggestions for other ways we might strengthen the experience.

u. Title III EPHS English Learner Parent Engagement Sessions continued and expanded to elementary schools:

i. Nido de Apoyo (Nest of Support): a series of evening events at the ASC for Latino families across the district, mostly new to the country, to build community, provide resources and strengthen connections to Eden Prairie Schools.

ii. Cedar Ridge held a Latino family night to deepen connections with its large Spanish-speaking community, especially families who are new to the United States.

iii. Oak Point held its annual culture event, where families of many backgrounds display their cultures, perform traditional dances or music, and celebrate Oak Point's diverse community.

4. The high levels of community satisfaction reported in the random-sample, statistically valid, and reliable survey conducted in July 2025 demonstrate that district culture and practices are supporting the engagement of Parents/Guardians in ways that are representative and support their child's successful education. Morris Leatherman reports that our satisfaction rates across all areas are among the highest in the metro area and state:

d. 98% of parents and 92% of community members ranked the quality of education provided by Eden Prairie Schools as good or excellent.

e. 92% of parents and 91% of community members said the district does a good job of involving community leaders, parents and interested citizens in decisions about the schools.

f. 92% of parents and 86% of community members said they were satisfied with the district's decision-making process. This continues a significant upward trend from 64% in 2022 and 78% in 2021.

~~g. 92% of parents and 88% of community members said the district does a good job of communicating important issues and decisions to residents of the area.~~

~~h. 99% of parents and 96% of community members said the district is a good value for the investment.~~

~~i. 97% of parents and 92% of community members said they would recommend Eden Prairie Schools to a friend.~~

~~j. Compared to one year ago, people who read at least one article in the district's *Inspire* magazine:~~

~~i. 94% of community members and 87% of parents felt an increased sense of **pride** in Eden Prairie Schools.~~

~~ii. 86% or community members and 83% of parents felt an increased sense of **partnership** with Eden Prairie Schools.~~

~~iii. 89% of community members and 82% of parents felt an increased sense of **connection** with Eden Prairie Schools.~~

~~iv. 85% of community members and 83% of parents felt **more invested in the success** of Eden Prairie Schools.~~

STATEMENT OF ASSERTION:

EL 2.3.1 is reasonable and in compliance.

BOARD NOTES:

2.3.2

Furthermore, the Superintendent shall not: Allow an environment where concerns or inquiries directed to the Superintendent are not acknowledged and subsequently handled by the district in a timely, respectful manner.

OPERATIONAL INTERPRETATION:

"Allow an environment"

This means establishing and maintaining standard operating procedures and tracking systems specifically for communications that reach the Superintendent's office. It means having a structured process in place so that when a parent escalates a child-specific issue to this level, the communication is not ignored, and a process exists to monitor from receipt through resolution.

"Concerns or inquiries"

This means communications from a parent/guardian that relate directly to the successful education and treatment of their own enrolled child. Generalized input regarding district operations, broad policy disagreements, or systemic issues not tied to a specific student's experience are categorized as community feedback rather than actionable concerns. At times, a concern or inquiry may rise to the level of a complaint when it is a report, whether submitted in writing or made verbally, claiming a specific violation of a district policy. The Superintendent or designee determines the nature, scope, and type of investigation required for a complaint. Because concerns and inquiries are student-specific, they are considered private educational data and should not be publicly reported.

"Directed to the Superintendent"
This means communications from parents that are addressed and delivered directly to the Superintendent's office, whether via email, phone, formal letter or in-person.

"Acknowledged and subsequently handled"
This means that when a communication is received by the Superintendent's office, the sender is provided an initial confirmation of receipt. The Superintendent then ensures the matter is routed to the appropriate district administrator or designee — typically the professional closest to the student's experience — to review, address, and professionally close the loop with the parent/guardian.

"Timely, respectful manner"
This means responding in an appropriate and judicious manner that is clear, empathetic and kind. "Timely" establishes that the initial acknowledgment from the Superintendent's office or appropriate designee occurs promptly (ideally within two workdays), setting a clear expectation for the timeline of the subsequent follow-up. "Respectful" ensures interactions remain professional and validate the parent's role as a partner in their child's education, even if the district's final operational or educational determination does not align with the parent's initial request.

~~I interpret this policy to mean that the district must create a relationship with Parents/Guardians within which their issues are attended to appropriately when they come to the office of the superintendent.~~

~~Operational Definitions:~~

- ~~"Complaints" are written reports claiming a violation of a district policy~~
- ~~"Concerns" are emotions that result from lack of information or clarity of communication.~~
- ~~"Inquiries" are questions asked to resolve a personal concern.~~

- ~~"Timely manner" is the act of responding in an appropriate and judicious manner.~~
- ~~"Respectful" is a polite, professional, personal interaction.~~

~~"Timely manner"~~

~~In the normal course of business, the District will receive numerous contacts from Parents/Guardians regarding the district in general and their child in particular sharing inquiries or concerns. There is a districtwide expectation that inquiries and concerns are best resolved through use of the "chain of command.". Most parent issues are resolved by providing further information or clarity related to their child's situation. Those on the front line of parental engagement (teachers, coaches, etc.) are encouraged to respond to Parents/Guardians as soon as possible, but preferably no more than two workdays later.~~

~~"Appropriate acknowledgement"~~

~~The chain of command concept relies on the belief that those closest to the inquiry or concern are best equipped to respond to it. If not receiving satisfaction, the parent has the right to contact the supervisor of the employee with whom there is a dispute…and so on until reaching the Superintendent. Attempts to bypass the "chain of command" often result in dysfunction within the organization and are discouraged.~~

~~Occasionally, parent inquires may take the form of complaints. The school district takes seriously all concerns or complaints by Parents/Guardians. If a specific complaint procedure is provided within any other district policy, the specific procedure shall be followed in reference to such a complaint.~~

~~While written reports are encouraged, a complaint may be made orally. When a complaint, concern, or inquiry comes into the superintendent's office, it is tracked and the superintendent shall determine whether an internal or external investigation should be conducted. In either case, the superintendent or designee shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter. The appropriate administrator or Superintendent shall respond to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken and the inquiry/concern closed.~~

JUSTIFICATION:

The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minnesota Statute Chapter 13 (Minnesota Government Data Practices Act) or other law. (Source: MSBA Model Policy 103)

POLICIES MANDATED BY LAW THAT CONTAIN REPORTING PROCEDURES

The School Board has adopted the following district policies that are mandated by law. Each of the district policies listed below contain a complaint or grievance procedure with prescribed district action. Copies of district policies are available on the district website or may be requested from the Superintendent's Office.

1. Policy 406 Public and Private Personnel Data
2. Policy 514 Bullying Prohibition
3. Policy 521 Student Disability Nondiscrimination
4. Policy 522 Student Sex Nondiscrimination
5. Policy 526 Hazing Prohibition
6. Policy 528 Student Parental, Family, and Marital Status Non-Discrimination (including Title IX grievance procedure)

POLICIES MANDATED BY LAW THAT PROTECT STUDENT DATA

The School Board has adopted the following district policies that are mandated by law. Each of the district policies listed below protects private student data.

1. Policy 515 Protection and Privacy of Pupil Records
2. Policy 722 Public Data and Data Subject Requests

Eden Prairie Administrators are mandated to follow the Minnesota Code of Ethics for School Administrators (Minnesota Rules Part 3512.5200) with the following pertinent standards:

1. Fulfills professional responsibilities with honesty and integrity
2. Supports the principle of due process and protects the civil and human rights of all individuals.
3. Implements the school board's policies.

Minnesota Rule 214.10, Subd, 1, 2, & 3 governs complaints and subsequent investigation of failure to follow the Administrator's Code of Ethics.

MEASUREMENT PLAN:

Compliance for the period being monitored is demonstrated when:

1. The Superintendent's office maintains a tracking protocol for incoming child-specific concerns or inquiries, with internal reviews confirming that initial acknowledgments are generally issued within a two-workday timeframe.
2. The Superintendent's office tracks that concerns or inquiries are routed to appropriate designees, and that a status of closure or ongoing engagement is maintained for each entry, ensuring no issue is ignored through its resolution.
3. Random-sample scientific survey data indicates strong satisfaction rates of greater than 65% among parents who have reached out to the district with an issue.

~~1. Parent/Guardian complaints, concerns, or inquiries that are directed to and acknowledged by the Superintendent's Office are resolved internally through the chain of command or at the level of the superintendent's office.~~

~~2. There are fewer than 10 District-level ongoing or unresolved parent concerns/inquiries including those that result in an appeal to an outside governmental agency.~~

~~3. In a random sample survey, two-thirds of respondents who identify as reaching out to the district with issues or concerns provide a positive satisfaction rating.~~

EVIDENCE:

1. Throughout the monitoring period, the Superintendent's office consistently tracked parent communications. Reviews confirm that all child-specific inquiries directed to the Superintendent received an initial acknowledgment, generally within two workdays.
2. At the time of this report, all child-specific issues tracked by the Superintendent during the monitoring period were confirmed as routed to the appropriate designee. Zero recorded issues lack an active follow-up plan or documented closure.
3. In the 2026 Morris Leatherman random sample survey, 51% of parents/guardians reported reaching out to the district on an issue important to them. Of those, 87% reported satisfaction with the response they received. Furthermore, 97% of parents agreed that Eden Prairie Schools staff are friendly, helpful and responsive to the needs of students, families and residents. Together, these statistics verify an environment of timely, respectful response to concerns and inquiries.

~~1. There were thirty-nine(39) individuals who submitted parent/guardian complaints, concerns, or inquiries to the Superintendent's Office, all of which were acknowledged, and resolved by the Superintendent's Office or Designee. This is less than 1% of all parents/guardians.~~

~~2. At the time of reporting, there were (0) unresolved or ongoing parent complaints at the District and/or appeal level.~~

3. ~~In our 2025 parent random sample survey conducted by Morris Leatherman, 55% of our Parents/Guardians reported never having to reach out to the district on an issue important to them. Of the 45% that had reached out, there was an 88% satisfaction rating. Morris Leatherman shared with the Board that this remains an incredibly high satisfaction rate, among the very best in the state and it is clear parents are receiving extremely strong customer service inside our district even if they do not receive their hoped-for outcome.~~

STATEMENT OF ASSERTION:

EL 2.3.2 is reasonable and in compliance.

BOARD NOTES:

2.3.3 Furthermore, the Superintendent shall not: Set school policies or make major decisions without appropriate input and representation from district parents.

OPERATIONAL INTERPRETATION:

"Set school policies"

This means those management-level policies that encompass a broad variety of issues ranging from internal district operations to student conduct to investments and use of school district facilities and equipment. In most districts, policies are operational interpretations of state or federal rule, best practice, or local determinations, and Eden Prairie Schools follows.~~is no exception to~~ this practice~~ in terms of management-level policies. With this broad scope of policies in mind, I believe~~ it is reasonable to seek the input and representation of Parents/Guardians in the following, specific areas of management-level policies not mandated by state or federal law.

~~1. Students (Policy Series 500)~~
~~2. Educational Program (Policy Series 600)~~
~~3. Non-Instructional Operations and Business Services (Policy Series 700)~~
~~4. School District-Community Relations (Policy Series 900)~~

"Major decisions"

This means those district decisions, whether policy-related or not, that are likely to incite a strong response in the community or within individual schools. Such decision areas might include: changes to building configuration, attendance boundary changes, changes to the educational program, etc. However, I am mindful that my authority to make major decisions is governed by certain Executive Limitations Policies:

2.7.10. Substantially change the principal educational purpose of a school by closing or repurposing it, or by consolidating or combining it with another school without board approval

2.7.12 Eliminate any non-state-required programs that would adversely affect our reputation and/or diminish the value of our broad-based educational opportunities without board approval.

"Appropriate input and representation"

This means that if parental involvement is required, ~~my administrative team~~the district will assess the circumstances of the situation and involve Parents/Guardians as ~~we believe~~ the situation merits. Determinations about appropriateness of involvement will be made by the district's executive leadership team based on the district's decision-making framework, impact of the decision on parents/guardians and/or students, and ongoing commitments to build trust. Input will not be sought when it cannot influence decisions, such as when there is limited flexibility in state law, federal law, rule making, or operational requirements. All of this is taken within the context of the global constraint, which means input and representation will be sought most often when the impact affects the respectful partnership with parents/guardians and the successful education of their child.

Examples that illustrate engagement on a"sliding scale" of parental involvement tactics ~~we are~~ likely to be employed:

1. Engage our PTO membership in a discussion about the issue.
2. Consult with district committees or task forces inclusive of parent representation.
3. Post information about the issue on the website and ask for email input.
4. Schedule parent/public input sessions about the specific topic.
5. Orchestrate a formal survey of Parents/Guardians.

This also means that, when necessary, the Superintendent and administrative staff will meet with racial/cultural parent groups to hear questions, concerns, and feedback. Meetings will be conducted to develop relationships with, and to better understand the needs of, the communities that make up our student body. When language needs are present (namely Somali and Hispanic/Latino communities),

proactive plans will be developed. Cultural liaisons and administrative staff will facilitate meetings that help inform understanding of each student's story (i.e., backgrounds), which in turn will support decision-making and partnerships so that each student is served.

JUSTIFICATION:

MEASUREMENT PLAN:

Compliance for the period being monitored is demonstrated when:

1. Parents/Guardians are engaged proactively and their voices are used to provide feedback, influence district program design, and support the education of students.
2. Representative parent voice and satisfaction with involvement and decision making is measured through annual third-party survey data and we remain near the top of public education institutions in the state of MN for involvement and decision making. ~~Public voice of support for the educational direction of the district follows proactive engagement and educational design work.~~

EVIDENCE:

1. Proactive meetings and engagement to involve Parents/Guardians in providing feedback, influencing district program design, and supporting the education of students were conducted throughout the 202~~4~~5-2~~5~~6 school year. Examples include:
    a. Parents/Guardians regularly participate on district committees to offer input and feedback that guide ongoing decision-making:
        i. American Indian Parent Advisory Committee
        ii. Special Education Advisory Council
        iii. Early Childhood Parent Advisory Committee
        iv. Core Planning Committee and Strategic Plan working groups — Parents/Guardians were involved in strategic plan-related community engagement. The district includes community voice in the ongoing work of each strategy working group. In ~~2024-25~~ 2025-2026, the Core Planning team — which is representative of our community at large — received tours of our schools to observe elements of the strategic plan in action. Team members advised for refinement of the Strategic Outcomes to include more information about partnerships and collaboration.

v. Pathways Advisory Teams — Six teams of community members, parents/guardians, staff, and students were active in ~~2024-2025~~ 2025-2026. They included Business & Management; Communication & Arts; Engineering, Technology, & Manufacturing; Human & Public Services; and Natural & Applied Sciences. The Advisory Teams provided guidance on course development, curricular topics, student recruitment efforts, facilities, and professional development opportunities. To support the expansion and guide their work, bylaws and purpose documents were created. The teams are composed of 74 total members, representing 72 businesses, post-secondary institutions, or families, and dedicated a total of more than 350 hours toward Eden Prairie Schools' Pathways.

vi. Learning & Innovation Advisory Team — This group expanded in terms of number of representatives and background of representatives with students continuing on the team. The team also met on a broader range of topics that included new course proposals, and the READ Act, Flight Plan 2035, in addition to the Comprehensive Achievement and Civic Readiness goals.

vii. Curriculum Improvement Cycles (CIC) — In the first year of the CIC process, students and parents/guardians are invited to complete surveys on their experiences and desires for the curricular area. This survey feedback is used to evaluate current student experiences. We also review the most recent instructional research for the content area along with the state standards. All of this is used to develop or refine the instructional vision for the content area. This instructional vision becomes the guiding document for our curriculum work, acting as the foundation of resource selection and design of professional learning. In the ~~2024-25~~ 2025-2026 school year, ~~one curriculum cycle focus was on social studies K-12. At the elementary level, the collaborative team identified how the new social studies standards were being addressed in related curricular areas and then used the instructional vision to guide development of the necessary social studies units by grade level. Feedback loops with our elementary CIC team refined these units in order to have them ready to use for fall 2025 in kindergarten through fifth grade. Secondary social studies used the new standards and instructional vision to create essential learning targets and supporting targets to frame or refine our current social studies courses. This will act as the framework for course development in grades 6-12 for the 2025-26 school year.~~ we referenced the caregiver feedback to frame our work in social studies with secondary social studies teams as they revised and developed courses based on the new state standards. This caregiver feedback also has framed the refinement of new social studies units at the elementary level. In the spring of 2026, we developed and distributed K-12 caregiver surveys regarding health education to gather their input as we prepare for the launch of the Health CIC process in fall of 2026. ~~was the other curriculum cycle focus for 2024-25. In mathematics, the instructional vision and new state standards to review resources K-12 were used. After an extensive process, the new math resources that will support instruction moving forward were~~

~~selected with alignment from kindergarten through 12th grade. The Learning, Teaching, and Curriculum team also developed an implementation plan to roll out these resources at selected grade levels for the 2025-26 school year.~~

b. District Administration met with the PTO president's council monthly from September through May to present information, hear from Parents/Guardians, and inform decision making.
c. All opportunities to give input on major decisions affecting the district were made available in Spanish and Somali, the district's two most-spoken non-English languages, through written or oral translations. These efforts were supplemented by the district's communications specialists and cultural liaisons, who span the district and school sites.
d. Work ~~noted in 2.3.1~~ to develop ~~Flight Plan 2035~~a district facilities plan: The Facilities Planning process offered more than 25 opportunities for community input from students, staff, families and the broader Eden Prairie Community. Families were able to join virtual or in person meetings and complete convenience sample surveys, and 400 families were randomly selected for a scientific survey. In total, more than 1,500 people participated in the process. In addition, several parents/guardians were asked to participate in the Facilities Planning Team, a representative group of staff, students, families, and experts who developed facilities recommendations for the Superintendent.
e. Policies which require parent input were brought to parent groups for input. This year an example of that is the updates that were completed on Policy 515, Protection and Privacy of Pupil Records (Section III.D - Directory Information).

2. The random sample survey completed in ~~July 2025~~ May/June 2026 continues to demonstrate an extremely high level of satisfaction in regards to involvement, decision making, and communication about District decision making. Our scores are at the very top of the state of MN Public Schools.
    a. ~~92~~3% of families are satisfied with the district's decision-making process.
    b. ~~92~~6% of families said the district does a good job of involving them in decisions about the schools.
    c. ~~92~~7% of families feel informed about district decisions.

STATEMENT OF ASSERTION:

EL 2.3.3 is reasonable and in compliance.

BOARD NOTES: