



EL 2.3 Treatment of Parents

Policy Quadrant: Executive Limitations

- Monitoring Time Frame: ~~July 2022–June 2023~~ July 2023–June 2024
- Date of School Board Monitoring: ~~September 25, 2023~~ September 23, 2024

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 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 "culture or district practice" for purposes of this policy as those policies and norms present in a school district. I interpret compliance with the global policy to mean that all three (3) child policies are in compliance. In addition, policies are in place and reviewed on scheduled cycles that create expectations and structures for parents and staff.~~

I interpret "parent" to be 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.



I interpret “proactively engage parents in a respectful partnership” as those formal and informal practices that build capacity and trust.

JUSTIFICATION:

1. I justify my interpretation of “parent” by citing its definition in MN Statute 13.02, Subd. 8.
2. 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)*
3. 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 I Programs (621)
 - c. Transportation of Public School Students (707)
 - d. Visitors to School Buildings (904)

MEASUREMENT PLAN:

Compliance will be demonstrated by:

1. Child policies are in compliance.
2. 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.



3. 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.
 - ~~1. The superintendent being in compliance with all child policies EL 2.3.1–2.3.3 and furthermore;~~
 - ~~2. Parents/Guardians are engaged proactively and their voices are used to provide feedback, influence district program design, and support the education of students.~~
 - ~~3. Public voice of support for the educational direction of the district following proactive engagement and educational design work.~~
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EVIDENCE:

1. All child policies are in compliance.
2. 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 49 additional district policies were updated after review by the Superintendent, cabinet, and legal counsel as necessary. All 49 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 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.
- ~~1. The superintendent has asserted and the board has determined EL 2.3.1–2.3.3 are in compliance~~
- ~~2. Proactive meetings and engagement to involve Parents/Guardians in respectful partnerships were conducted throughout the 2022–2023 school year. Examples include:
 - a. Translation or interpretation provided through writing and increased cultural liaison staffing to gather voice and influence program design;
 - b. Superintendent meetings with District-wide PTO to provide information and receive feedback;
 - c. Title I District-Wide Parent Engagement Programming;
 - d. Title III EPHS English Learner Parent Engagement Sessions;
 - e. American Indian Parent Advisory Committee;~~



- f. ~~World's Best Workforce Committee—This group expanded in terms of number of representatives and background of representatives, with students joining the team. The team also met more frequently and on a broader range of topics that included new course proposals, and curriculum improvement cycles (CIC), in addition to the WBWF goals;~~
 - g. ~~Special Education Advisory Council;~~
 - h. ~~Early Childhood Parent Advisory Committee;~~
 - i. ~~Core Planning Committee input influenced strategic plan;~~
 - j. ~~Conferences and scheduled meetings by staff to proactively engage Parents/Guardians in supporting the education of each student;~~
 - k. ~~The district continued to use the Let's Talk chat bot and two-way communications platform on district and school websites, generating 1,020 dialogues with Parents/Guardians, students and community members in the school year.~~
 - l. ~~Artificial Intelligence (AI)—Community members were invited to participate in a crowdsourced event on the question of "What understandings and skills related to AI should our students develop?" Ideas submitted were considered by a Strategy Team, which community members were also invited to be part of;~~
 - m. ~~Pathways Advisory Teams—Two Pathway advisory teams of community members, parents/guardians, staff, and students were active in 2022–2023. The advisory teams provided guidance on course development, curricular topics, student recruitment efforts, facilities, and professional development opportunities. Members for our other four pathways (Business & Management, Communication & Arts, Human & Public Services, Natural & Applied Sciences) were recruited and teams are positioned to launch in fall of 2023;~~
 - n. ~~Curriculum Improvement Cycles (CIC)—In the first year of the CIC process, students and parents/guardians were invited to complete surveys on their experiences and wants for the curricular area. In the 2022–2023 school year, surveys were sent on social studies and counseling.~~
 - o. ~~Referendum-related community engagement;~~
 - p. ~~Strategic plan-related community engagement; and~~
 - q. ~~A pilot of the of the family engagement and communication tool Talking Points at Prairie View Elementary. This tool was selected to foster family engagement, particularly among multilingual families, following a human-centered design process. Prairie View staff sent over 5,000 individual messages and nearly 800 classwide announcements between July 2022 and June 2023; family members sent nearly 6,000 replies to their students' teachers and support teams.~~
3. ~~The high levels of community satisfaction reported in the random sample statistically valid and reliable Morris Leatherman survey conducted in April 2023 and subsequently reported to the board demonstrate that the culture and district practices are supporting the engagement of Parents/Guardians in ways that support their child's successful education:~~



- a. ~~99% of parents and 96% of community members ranked the quality of education provided by Eden Prairie Schools as good or excellent.~~
- b. ~~86% of parents and 88% of community members said the district does a good job of involving community leaders, parents and interested citizens in decisions about the schools.~~
- e. ~~91% of parents and 87% of community members said they were satisfied with the district’s decision-making process. This was a significant increase from 64% in 2022 and 78% in 2021.~~
- d. ~~92% of parents and 88% of community members said the district does a good job of communicating important issues and decisions to the residents of the area.~~
- e. ~~Over 93%, 94%, and 96% of our parents supported the strategies that will guide our educational work over the next 5 years based on high levels of engagement and listening.~~

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:

I interpret “impede the flow of information” as failing to implement a stable information access system with multiple means for parental access to information regarding their child and the District as a whole.

“Information about the district” is 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” is 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.

I interpret the flow of “timely information” to mean access to data and the formal and informal opportunities provided during the school year for communication between school personnel and Parents/Guardians.

I interpret “adequate information” as:

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’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. 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.
 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.
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JUSTIFICATION:

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). The legal standards regarding parental access to private student data (per EL 2.2.2) are defined by:
 - a. Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000
 - b. Family Educational Rights and Privacy Act (FERPA) and its regulations in 34 CFR Part 99.
 - c. Individuals with Disabilities Act (IDEA)



MEASUREMENT PLAN:

The measurement of the flow and access to information that is timely, adequate, and accessible regarding student, private data, and the district includes:

~~Our current compliance monitoring plan for the flow of information about the district and individual students includes:~~

- ~~1. The collection of quantitative data measuring parental access to private educational 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. Compliance with legal requirements regarding the timeliness of private educational data dissemination to Parents/Guardians.~~
- ~~3. Compliance with notification requirements regarding parental rights to review student educational records and restrict the release of directory information.~~
- ~~4. Any instance of noncompliance with #2 and #3 above will be noted in the annual monitoring report.~~
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 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.

EVIDENCE:

1. Metrics that have been collected:
 - a. Parent Portal Accounts: 11,637
 - ~~i. 2019 – 13,066~~
 - ~~ii. 2020 – 11,310~~
 - ~~iii. 2021 – 9,970~~



- iv. ~~2022 – 10,433~~
- v. ~~2023 – 11,914~~
- b. Parent Portal logins:
 - i. ~~Parents/Guardians: From July 1, 2020, to June 30th, 2021 – 384,616~~
~~Students: From July 1, 2020, to June 30th, 2021 – 1,993,146~~
 - ii. ~~Parents/Guardians: From July 1, 2021, to June 30th, 2022 – 382,519~~
~~Students: From July 1, 2021, to June 30th, 2022 – 2,927,411~~
 - iii. ~~Parents/Guardians: From July 1, 2022, to June 30th, 2023 – 503,714~~
~~Students: From July 1, 2022, to June 30th, 2023 – 3,016,704~~
~~Parents/Guardians: From July 1, 2023 to June 30, 2024 – 474,416~~
~~Students: From July 1, 2023 to June 30, 2024 – 3,010,815~~
- c. Formal opportunities for Parents/Guardians to speak with teachers regarding their child’s educational progress. During the monitoring period we continued to connect with parents/guardians via in person, virtual, and hybrid connection points to ensure each family could partner and connect.
 - i. Fall Conferences:
 - 1. Elementary: October ~~13, 14 & 18, 2022~~ ~~12, 13, 17, 2023~~
 - 2. Middle: October ~~11 & 13, 2022~~ ~~10 & 12, 2023~~
 - 3. High: October ~~12 & 17, 2022~~ ~~11 & 16, 2023~~ and December 14, ~~2022~~ ~~2023~~
 - ii. Spring Conferences:
 - 1. Elementary: February ~~14, 16 & 17, 2023~~ ~~13, 15, 16, 2024~~
 - 2. Middle: February ~~23 & 28, 2023~~ ~~29~~ and March 7, 2024
 - 3. High: ~~March 1 & 7, 2023~~ and ~~May 10, 2023~~ February 29, March 6, and May 8, 2024
- 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.
- e. ~~403,322 users visited www.edenpr.org to receive information about the district.~~



- ~~2. The District met legal requirements regarding the timeliness of private educational data dissemination to Parents/Guardians. The information is included in each site's student handbook. Parents/Guardians are asked to review the contents of the handbook and acknowledge their understanding at the beginning of each school year, or upon entrance to the District.~~
- ~~3. The District met notification requirements regarding parental rights to review student educational records and restrict the release of directory information. The information is included in each site's student handbook. Parents/Guardians are asked to review the contents of the handbook and acknowledge their understanding at the beginning of each school year, or upon entrance to the District.~~
- ~~4. There were no notes on non-compliance with #2 or #3 within the report.~~
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. The April 2023 Morris Leatherman Parent/Guardian survey indicated email, the e-newsletter, and the website are the most popular sources of district news.
 - 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 ~~41,976~~ 36,286 Parent/Guardian views per month. The website receives an average of 397,238 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 ~~three~~ five-times during the ~~2022-23-24~~ school year.
 - d. 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.
 - e. The district continued to use the Let's Talk chat bot and two-way communications platform on district and school websites, generating 2,085 dialogues with Parents/Guardians, students and community members in the 2023-24 school year. The average customer service score during this time was 8.4/10, which Let's Talk categorizes as "great" service.
 - f. Districtwide rollout of the family engagement and communication tool Talking Points. This tool fosters family engagement, particularly among multilingual families, following a human-centered design process. Staff sent nearly 34,000 individual



messages and nearly 5,200 classwide announcements between July 2023 and June 2024; family members sent nearly 41,000 replies to their students' teachers and support teams.

- g. ~~The Swift K12 and Infinite Campus Messenger District~~ mass messaging systems were used to share urgent/emergency information with parents/guardians; in select cases, principals also used the systems to connect with Parents/Guardians.
- h. All schools utilized ~~Constant Contact~~ district messaging systems to send mobile friendly e-newsletters and announcements to Parents/Guardians.
- i. The district undertakes periodic community engagement efforts to solicit input from Parents/Guardians and community members, including community and parent/guardian surveys ~~and ThoughtExchanges~~. The district uses random-sample scientific surveys, non-scientific input forms, and email questionnaires.
- j. The district maintains ~~Facebook, Twitter, YouTube, LinkedIn and Instagram sites~~ social media accounts to communicate with Parents/Guardians and community members who are ~~already~~ engaged on those platforms. With district guidance, some schools use ~~Twitter or Instagram~~ social media accounts to engage with staff, Parents/Guardians and community members.
- k. The district regularly uses multimodal communication to ~~produces videos to help~~ Parents/Guardians and community members see the ~~classroom-school~~ experience in action and understand complex topics, ~~like the district's strategic plan~~. Examples of this include: videos, fliers, newsletter updates and emails on the district's standard response protocol and critical incident management plans; social media posts, videos, and stories on 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.
- l. A district brochure and individual school brochures provide incoming Parents/Guardians an overview of the Eden Prairie Schools experience.
- m. 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 ~~and Welcome Center team members~~; kindergarten-only branded swag items; and individualized postcards. In a new 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.
- n. Families interested in EP Online can learn more about the school via a pre-recorded webinar available 24/7, or attend ~~bi-weekly~~ 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, ~~a position added in April 2023~~, serves as the dedicated contact for families interested in the school.

- o. 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 were added as an option for families in the 2023-24 school year.](#)
 - p. 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, [Girls in Aviation Day](#), and Wings of the North.
 - q. [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.](#)
 - r. [The 100 Years of Inspiring Each celebration created multiple opportunities for parents/guardians and other community members to connect with the district, including a Citywide Prom, 100th Day of School celebration and the inaugural Inspired Journey Summit. On a third party survey conducted by the Morris Leatherman Company in June 2024, more than half of parent/guardian respondents \(55%\) said they had attended one or more of these events, and 24% said they had attended more district and school events overall compared to previous years, demonstrating higher levels of connection and engagement.](#)
 - s. [Title I District-Wide Parent Engagement Programming](#)
 - t. [Title III EPHS English Learner Parent Engagement Sessions](#)
- ~~4. 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.~~
6. [The high levels of community satisfaction reported in the random-sample, statistically valid, and reliable survey conducted June-July 2024 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:](#)
- a. [97% of parents and 95% of community members ranked the quality of education provided by Eden Prairie Schools as good or excellent. This year, there was a 15% increase in ranking from good to excellent among community members and a 10% increase among families.](#)



- b. 89% of parents and 87% of community members said the district does a good job of involving community leaders, parents and interested citizens in decisions about the schools.
- c. 90% of parents and 87% of community members said they were satisfied with the district’s decision-making process. This was a significant increase from 64% in 2022 and 78% in 2021.
- d. 94% of parents and 89% of community members said the district does a good job of communicating important issues and decisions to residents of the area.
- e. Compared to the one year ago and as a direct result of the district’s 100 Years campaign:
 - i. 37% of community members and 41% of families said they felt the reputation of Eden Prairie Schools increased
 - ii. 32% of community members and 38% of families said they felt an increased sense of pride in Eden Prairie Schools
 - iii. 20% of community members and 31% of families said they felt an increased sense of connection with 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:

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 results 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.

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 work- days later.

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 results in dysfunction within the organization and are discouraged.



Occasionally, parent inquiries 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 Minn. Stat. Ch. 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)



Eden Prairie Administrators are mandated to follow the Minnesota Code of Ethics for School Administrators (Minn. 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:

Our current compliance measurement plan is as follows:

1. Track parent complaints, concerns, or inquiries that are directed to and acknowledged by the Superintendent's Office including resolutions.
2. Track District level ongoing or unresolved parent concerns/ inquiries and those that result in an appeal to an outside governmental agency.
3. Random sample survey response to issues or concerns.

EVIDENCE:

1. There were ~~two hundred and forty seven (247)~~ **sixty five** individuals who submitted parent complaints, concerns, or inquiries that were directed to, acknowledged, and resolved by the Superintendent's Office or Designee. **This metric now closely mirrors pre-covid numbers.**
2. At the time of reporting there were (0) ~~was (1)~~ unresolved or ongoing parent complaints at the District and/or appeal level. **Since that time the state agency found the district was in compliance through an appeal process.**
3. In our ~~late spring 2024~~ **late spring 2024** parent random sample survey conducted by Morris Leatherman, 58% of our Parents/Guardians reported never having to reach out to the district on an issue important to them. Of the ~~42~~ **42**% that had reached out, there was a ~~98~~ **98**% satisfaction rating, ~~which is up from 85% the previous year. Only 1% of the parent population reported dissatisfaction. Morris~~



Leatherman shared with the Board that this is an incredibly high satisfaction rate, among the very best in public education, and it is clear parents are being served extremely well inside our district.

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:

I interpret “set school policies” to mean 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 the Eden Prairie district 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)

I interpret “major decisions” as 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.*



I interpret ‘appropriate input and representation’ to mean that if parental involvement is required, my administrative team will assess the circumstances of the situation and involve Parents/Guardians as we believe the situation merits. The following is a rough “sliding scale” of parental involvement we are likely to employ:

1. Engage our PTO membership in a discussion about the issue.
2. Post information about the issue on the website and ask for email input.
3. Schedule parent/public input sessions about the specific topic.
4. Orchestrate a formal survey of Parents/Guardians.

JUSTIFICATION:

My interpretation of “school policies” is justified by our shared understanding of the difference between levels of organizational policies as was clarified by Policy Governance. We share an understanding that I am responsible for creating a framework of policies that manage the inner workings of the organization and that those policies must conform to the framework of board-level governing policies as well as state and federal statutes and laws.

My interpretation of “major decisions” is justified as it represents that narrow area between decisions that require board involvement (e.g. 2.7.10) and those management-level decisions that are routine in nature but still benefit from parental involvement.

My interpretation of “appropriate input and representation” is justified based on a combination of the Superintendent’s extensive experience in successfully involving Parents/Guardians in the input process and K-12 educational practices firmly grounded in research.

MEASUREMENT PLAN:

- ~~1. Our current compliance measurement plan is to track topics that fit in this “parental involvement” category and that may require policy changes or additions during each monitoring period. Monitoring data will include a list of these areas, a description of the~~



type of engagement implemented, and a notation if we receive significant response after the decision was made public and/or implemented.

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. Public voice of support for the educational direction of the district following proactive engagement and educational design work.
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EVIDENCE:

1. ~~Parent involvement:~~

- a. ~~Parents/Guardians were involved in the Strategic Plan process, as members of the Core Planning team, which provided them with tours of our schools to observe elements of the strategic plan in action.~~
- b. ~~86% of parents and 88% of community members surveyed in an April 2023 Morris Leatherman survey reported the district does a good job of involving community leaders, parents and interested citizens in decisions about the schools.~~
- e. ~~The random sample survey conducted by Morris Leatherman and presented to the board in April 2023 demonstrated an extremely high level of parent satisfaction that the company reported was higher than that of most other districts in the metro area and state.~~
- d. ~~Parents/Guardians regularly participate on these district committees: World's Best Workforce, Special Education Advisory Council and Early Childhood Advisory Council. Input and feedback guides ongoing decision making, including special education leadership model changes for 2023-2024. Parents/guardians participated in the district's Calendar Review Team, which was used to design final calendars and shells.~~
- d. ~~A family engagement work group continues meeting to identify frameworks and tenets to develop future engagement plans.~~
- e. ~~ThoughtExchange was used to gather parent input and themes regarding the district's new strategic plan as well as student voice and leadership.~~
- f. ~~All opportunities to give input on major decisions affecting the district were also 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 cultural liaisons, who span the district and each school site.~~



- ~~g. 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.~~
 - ~~h. The Superintendent and cabinet members attended PTO parent meetings throughout the year to listen, share information, and inform our decision making.~~
 - i. The Superintendent and administrative staff met with racial/cultural parent groups to hear questions, concerns, and feedback. Meetings are 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 are developed. Cultural liaisons and administrative staff facilitate meetings that help inform understanding of each student's story (i.e., backgrounds), which in turn supports decision-making and partnerships so that each student is served.
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 2023-2024 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 2023-24, 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. The team toured Cedar Ridge Elementary School to observe Discovery Groups. Team members advised for an additional Strategic Outcome on staff and student voice.
 - v. Pathways Advisory Teams – Six teams of community members, parents/guardians, staff, and students were active in 2023-24. They included Aeronautics Taskforce; 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 committed a total of 350 hours toward Eden Prairie Schools' Pathways.



- vi. Artificial Intelligence (AI) Strategy Team – Members continued to participate in developing the district’s vision for artificial intelligence in education. That team spent the year considering what students need to know about AI, what educators need to do to support that learning, and what policies and procedures need to be put in place to ensure district goals for use are achieved.
 - vii. World’s Best Workforce Committee – This group expanded in terms of number of representatives and background of representatives (referred to as the Learning & Innovation Advisory Team), with students continuing on the team. The team also met more frequently and on a broader range of topics that included new course proposals, and the READ Act, in addition to the WBWF goals
 - viii. 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. In the 2023-24 school year, surveys were sent on social studies and counseling. Counseling completed a curriculum improvement process and social studies will complete the CIC process over the 2024-25 school year. In addition, during the 2024-25 school year, students and parents/guardians will be invited to complete surveys on their experiences and desires for mathematics as we begin the curriculum improvement cycle for this content area.
- 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 cultural liaisons, who span the district and school sites.
2. The random sample survey completed June-July 2024 continues to demonstrate an extremely high level of satisfaction with decision making:
- a. 90% of families are satisfied with the district's decision-making process.
 - b. 89% of families said the district does a good job of involving them in decisions about the schools.
 - c. 88% of families feel informed about district decisions.

STATEMENT OF ASSERTION:

EL 2.3.3 is reasonable and in compliance.



BOARD NOTES: