

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

<p>Policy Name: EL 2.3 Treatment of Parents</p>	<p>Monitoring Time Frame: July 2021-June 2022 July 2022-June 2023</p>	<p style="text-align: center;">Policy Monitoring Column FOR BOARD USE ONLY</p> <p>Board Policy Monitoring Motions:</p> <ul style="list-style-type: none"> ● Operational Interpretation is/is not reasonable ● Board does/does not accept the Superintendent's assertion of compliance/ non-compliance
<p>Policy Quadrant: Executive Limitations</p>	<p>Date of School Board Monitoring: September 26, 2022 September 25, 2023</p>	
<p>Board member name:</p>		
<p><u>Global Constraint:</u></p> <p>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.</p>		
<p><u>Operational Interpretation:</u></p> <p>I interpret "culture or district practice" for purposes of this policy as those policies and norms present in a school district.</p> <p>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.</p> <p>I interpret "proactively engage parents in a respectful partnership" as those formal and informal practices that build capacity and trust.</p>		

<p><u>Justification:</u></p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> ● 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. <p><i>(Source: Edmonton Public Schools)</i></p>	
<p><u>Measurement Plan:</u></p> <p>Compliance will be demonstrated by:</p> <ol style="list-style-type: none"> 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. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 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 2021-2022 2022-2023 school year. Examples include: <ol style="list-style-type: none"> a. ThoughtExchange with all families on ESSER III funding priorities; b. ThoughtExchange with all families on Family Engagement, with specific outreach to Somali and Latino families; c. Ongoing feedback regarding the implementation of the safe learning plan, transitions between educational models, and continuous adjustments throughout the 2021-2022 school year considering Thought Exchange and parent feedback data; d. Translation or interpretation provided through writing and increased cultural liaison staffing to gather voice and influence program design; e. Superintendent meetings with District-wide PTO to provide information and receive feedback; f. Title I District-Wide Parent Engagement Programming; g. Title III EPHS English Learner Parent Engagement Sessions; h. American Indian Parent Advisory Committee; 	

- i. 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;
- j. Special Education Advisory Council;
- k. Early Childhood Parent Advisory Committee;
- l. Core Planning Committee input influenced strategic planning process;
- m. Conferences and scheduled meetings by staff to proactively engage Parents/Guardians in supporting the education of each student;
- ~~n. Parent Post annual readership survey to listen and evolve our practices to best meet the needs of Parents/Guardians and families; and~~
- n. 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 2022-23 school year. ~~implemented generating: 569 dialogues with parents/guardians and community members in the 2021-22 school year.;~~
- o. 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;
- p. Pathways Advisory Teams—Two Pathway advisory teams of community members, parents/guardians, staff, and students were active in 2022-23. Those were Aeronautics and Engineering, Technology, and Manufacturing. 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;
- q. 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;
- r. Referendum-related community engagement;
- s. Strategic plan-related community engagement; and
- t. A pilot 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.

<p>3. The high levels of community satisfaction reported in metric of the random sample statistically valid and reliable Morris Leathman survey conducted in March April 20223 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:</p> <ul style="list-style-type: none"> 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. c. 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. f. 91% approval rating for inclusion in decision making during a year of COVID. Morris Leatherman put this in context as being one of the highest approval ratings he has seen during this time period. g. We maintained in excess of a 90% approval rating for quality of education which Morris Leatherman also noted was one of the highest approval ratings reported during this time period. 	
<p><u>Statement of Assertion:</u> EL 2.3 is reasonable and in compliance.</p>	
<p>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.</p>	
<p><u>Operational Interpretation:</u> 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.</p>	

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, ~~address, telephone listing, electronic mail address,~~ 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. ~~It also includes the name, address, and telephone number of the student’s parent(s).~~ 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.

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. ~~Action~~ **Planning** – developing public relations goals, objectives, strategies and tactics that go hand-in-hand with the district’s overall mission and goals.

<ul style="list-style-type: none"> c. Communicate/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. <p>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:</p> <ul style="list-style-type: none"> 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) 	
<p><u>Measurement Plan:</u></p> <p>Our current compliance monitoring plan for the flow of information about the district and individual students includes:</p> <ul style="list-style-type: none"> 1. The collection of quantitative data measuring parental access to private educational data: <ul style="list-style-type: none"> 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 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. 5. 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. 6. Communication ratings by Parents/Guardians via our random sample scientific survey. 	
<p><u>Evidence:</u></p> <ul style="list-style-type: none"> 1. Metrics that have been collected: <ul style="list-style-type: none"> a. Parent Portal Accounts <ul style="list-style-type: none"> 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 August 1 to September 9, 2020 – 27,883~~
 Students: From August 1 to September 9, 2020 – 47,712
 - ii. ~~Parents/Guardians: From August 1 to September 9, 2021 – 34,020~~
 Students: From August 1 to September 9, 2021 – 100,000
 - iii. ~~Parents/Guardians: From July 1, 2021, to September 15, 2022 – 41,525~~
 Students: From July 1, 2021, to September 15, 2022 – 155,524
 - 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
- c. Formal opportunities for Parents/Guardians to speak with teachers regarding their child’s educational progress. During the monitoring period we ~~greatly increased our ways~~ continued to connect with parents/guardians ~~offering~~ 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 ~~14, 15, & 19, 2021~~
 2. Middle: October 11 & 13, 2022 ~~12 & 14, 2021~~
 3. High: October 12 & 17, 2022 and December 14, 2022 ~~6 & 11, 2021 and December 15, 2021~~
 - ii. Spring Conferences:
 1. Elementary: February 14, 16 & 17, 2023 ~~15, 17, & 18, 2022~~
 2. Middle: February 23 & 28, 2023 ~~24, and March 1, 2022~~
 3. High: March 1 & 7, 2023 and May 10, 2023 ~~February 23 & 28, 2022 and May 11, 2022~~
- d. ~~We had over 417,843~~ 403,322 users visited www.edenpr.org to receive user devices visit our website to get information about the district.
- e. ~~Information regarding the district was sent out weekly and an additional 68 district messages regarding specific topics via constant contact. In addition,~~ social media platforms, videos, and mailings were used to deliver information.

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.
5. The following are a list of current strategies the district uses to communicate with Parents/Guardians. These, and other strategies, are organized into a ~~comprehensive~~ strategic communication plans and an integrated marketing and communication plan that drives 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 surveys indicated email, including this 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. ~~This includes a COVID-19/Safe Learning Plan webpage.~~ The Parent Portal receives an average of 41,976 Parent/Guardian views website sees 80,000 to 115,000 users per month., and usership varies depending on the time of year.
 - c. Inspiring News, the printed newsletter, was sent to all households in the district and to the homes of all open enrolled students five six times during the 2022-23 ~~1-22~~ 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 Swift K12 and Infinite Campus Messenger mass messaging systems were was used to share urgent/emergency information with parents/guardians; in select cases, principals also used the systems to connect with Parents/Guardians. ~~They received dozens of voice mail, email and SMS messages about learning models, technology support, COVID testing, vaccination opportunities, and meal service.~~
 - f. All schools utilized Constant Contact to send mobile friendly e-newsletters and announcements to Parents/Guardians.
 - g. 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.

- h. The district maintains Facebook, Twitter, YouTube, [LinkedIn](#) and Instagram sites to communicate with Parents/Guardians and community members who are already engaged on those platforms.
 - i. [With district guidance, some schools use school Twitter or Instagram](#) accounts to engage with staff, Parents/Guardians and community members.
 - ~~j. The district pushes important updates through school newsletters when appropriate.~~
 - k. The district regularly produces videos to help Parents/Guardians and community members see the classroom experience in action [and understand complex topics, like the district's strategic plan](#).
 - l. A district brochure and individual school brochures provide incoming Parents/Guardians an overview of the Eden Prairie Schools experience.
 - ~~m. COVID data was continuously updated to keep families informed via multiple modes of communication.~~
 - n. Families with incoming kindergarteners [receive a robust welcome to Eden Prairie Schools, which includes a printed kindergarten booklet, invitations to connect with their future school communities at a minimum of six events throughout the school year, personal phone calls from school principal teams, and individualized postcards](#). ~~are provided with the following communications that provide an overview of the Eden Prairie Schools experience: large poster mailer, four kindergarten event opportunities throughout the year, branded kindergarten packet, follow up postcards and phone calls, kindergarten video, a confirmation email, and school event invitations from their future principal.~~
 - ~~o. Prospective EP Online families could meet the Principal and learn about the school through weekly, live webinars starting in January 2022. 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 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.~~
 - p. School tours for incoming families ~~resumed for families~~ and a full assortment of opportunities to visit schools and classrooms were offered.
 - q. [District staff participated in and led community outreach efforts, including extended Welcome Center hours, PeopleFest, the Everything Spring Expo, and Wings of the North.](#)
- ~~6. According to the March 2022 scientific survey that was presented to the board 94% of Parents/Guardians reported strong communication by the district and 82% rated high levels of satisfaction with decision making. In a year of navigating COVID these marks remain extremely high in context to other public schools.~~
7. [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.](#)

Statement of Assertion:

EL 2.3.1 is reasonable and in compliance.

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 ~~an~~ emotions that results from lack of information or clarity of communication.

“Inquiries” are ~~an act of asking a question~~ questions asked ~~an act of asking a question~~ 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 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 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.

<p><u>Measurement Plan:</u> Our current compliance measurement plan is as follows:</p> <ol style="list-style-type: none"> 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. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. There were two hundred fourteen (214) two hundred and forty seven (247) parent complaints, concerns, or inquiries that were directed to and acknowledged and resolved by the Superintendent’s Office or Designee. 2. At the time of reporting there are was one (1) two (2) 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 2023 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% that had reached out, there was a 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 in May 2023 that this is an incredibly high satisfaction rate and it is clear parents are being served extremely well inside our district. Through our 2021 parent random sample survey conducted by Morris Leatherman 57% of our Parents/Guardians report never having to reach out to the district on an issue. Of the 43% that have reached out there is an 85% satisfaction rating by Parents/Guardians who have reached out regarding an issue. The 6% of the parent population that reported dissatisfaction named a number of reasons. Morris Leatherman reported that most of the reasons cited were connected to not getting the answer that they wanted. When presented Morris Leatherman also added context that during COVID that was a very low level of dissatisfaction of response. 	
<p><u>Statement of Assertion:</u> EL 2.3.2 is reasonable and in compliance.</p>	

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.

<p><u>Justification:</u></p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 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. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Parent involvement: <ol style="list-style-type: none"> a. Parents/Guardians were involved in the Strategic Plan process, specifically as members of the Core Planning team, which provided them with a tour of our schools to observe elements of the strategic plan in action. Feedback collected in April 2022, shaped Strategic Plan updates for the 2022-23 school year. b. Parents/Guardians were invited to share their input and ask questions at Town Halls and World Cafés, held virtually and in person, related to both the November 2022 referendum and the 2023-28 Strategic Plan. c. Parents/Guardians in our random sample survey by Morris Leatherman and presented to the board in April 2022 demonstrated a three year high point in parent satisfaction from involvement in decision making. 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. d. Parents/Guardians in our random sample survey by Morris Leatherman and presented to the board in April 2022 demonstrated a three year high point in parent satisfaction regarding communication. e. The random sample survey conducted by Morris Leatherman and presented to the board in April 2022 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. across almost all areas and continued to be at levels surpassing districts they work with. 	

- f. Parents/Guardians/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 ~~learning leadership~~ model changes ~~during 2020-21 for 2023-2024~~. Parents/guardians participated in the district’s Calendar Review Team, which was used to design final calendars and shells.
- g. A family engagement work group ~~was created last year~~ **continues meeting** to identify frameworks and tenets to develop future engagement plans.
- h. ThoughtExchange was ~~implemented and~~ used to gather parent input and themes regarding **the district’s new strategic plan as well as student voice and leadership**. ~~programming, the start of the school year, and allocation of resources to support students, families, and the community.~~
- i. **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. Translation was used on multiple input tools and available on an ongoing basis through These efforts were supplemented by the district’s** ~~our~~ cultural liaisons, ~~who~~ **that** span the district and each **school** site.
- ~~j. Parents/guardians of various Community Education programs were surveyed and contacted via email about comfort levels and program design for starting in the fall of 2021.~~
- k. 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.
- l. The Superintendent and cabinet members attended PTO parent meetings throughout the year to listen, share information, and inform our decision making.
- m. The Superintendents and administrative staff met with racial/cultural parent groups to hear questions, concerns, and feedback.
- ~~n. Comprehensive information on school start and end times was posted to the district website in coordination with a series of online meetings for Parents/Guardians and a review and comment process.~~

Statement of Assertion:

EL 2.3.3 is reasonable and in compliance.

School Board Member’s Notes/Comments: