

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

<p>Policy Name: EL 2.3 Treatment of Parents</p>	<p>Monitoring Timeframe: July 2018 2019 to June 2019 2020</p>	<p>Policy Monitoring Column FOR BOARD USE ONLY</p> <p>Compliance rating:</p> <ul style="list-style-type: none"> ● OI is/is not reasonable ● Data does/does not provide adequate evidence of compliance <p><i>Include specific evidence for rating conclusion and recommendations.</i></p>
<p>Policy Quadrant: Executive Limitations</p>	<p>Date of School Board Monitoring: September 23, 2019 September 28, 2020</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><i>(enter rating and reasoning when appropriate)</i></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 to 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; 		

<ul style="list-style-type: none"> ● 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>(Source: Edmonton Public Schools)</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. Compliance to the legal definition of “parent” and the rights and responsibilities associated with creating a partnership to educate their child. 2. Parents 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 definition of “parent” was used for initiating proactive engagement for the purpose of supporting education for each student. 2. Proactive meetings and engagement to involve parents in respectful partnerships were conducted throughout the 2018-2019 2019-2020 school year. Examples include: <ol style="list-style-type: none"> a. Superintendent or delegated cabinet member invited parents to 14 public meetings with parent group. b. 21 targeted meetings facilitated by E-12 school principal/Early Childhood Director to gather and share information regarding Designing Pathways School start and end times study. c. Input on the development of the 2019-2020 Returning to Schools model d. Ongoing feedback regarding the implementation of the spring 2020 distance learning plan e. Parents engaged in the Designing Pathways – Academic Choice Programming Planning Committee f. Superintendent meetings with District-wide PTO to provide information and receive feedback g. Reading in the Home Project h. Books and Breakfast Parent Engagement i. Engagement of parents for feedback on Gifted and Talented Programming j. Title I District-Wide Parent Engagement Programming k. Title III Cedar Ridge EPHS English Learner Parent Engagement Sessions l. American Indian Parent Advisory Committee m. World’s Best Workforce Committee n. Special Education Advisory Council o. Early Childhood Parent Advisory Committee 	<p>2.</p>

<p>p. Conferences and scheduled meetings by staff to proactively engage parents in supporting the education of each student</p> <p>3. Passage of referenda at a level of 70%, which was the highest level of support in 25 years.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</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 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> <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.</p> <p>I interpret “adequate information” as:</p> <ol style="list-style-type: none"> 1. Private Educational Records that communicates individual student performance enabling teachers, parents, 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 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.

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 public it wishes to reach.
 - b. Action Plan – developing public relation goals, objectives, and strategies that go hand-in-hand with the district’s overall mission and goals.
 - c. Communicate/Implement – carrying out the tactics necessary to meet the objectives and goals.
 - d. Evaluate - 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 or 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)

The District provides opportunities for parents 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.

“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.

Measurement Plan:

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 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.
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 communications plan to generally inform parents about the District.

Evidence:

1. Strategies utilized in ~~2018-19~~ 2019-2020 to provide access and support through technology to help engage parents in their child’s education:
 - ~~a. Parent Learning Sessions regarding parenting in a digital world~~
 - b. Extended Parent Help Desk Hours During High Volume Distance Learning of Support Times
 - c. ~~3,243~~ 2,319 active parents currently enrolled in Password Self-Service as of September ~~2018-2019~~
 - d. Parent Tech Help at Open Houses, Parent Night, Curriculum Nights, and Kindercamp through Community Education at all Elementaries
 - e. ~~High School, CMS, and Oak Point (servicing all Elementaries) advertised hours for technical support for student login information, parent portal login information, lunch pin numbers, signing iLearn agreements, support for devices that went home for the summer, and device pick up: 7:30-3:30 at the Technology Support desk at each site beginning June 8th until the first day of school. A centralized support model was implemented from March through September to support students remote learning. Technology staff provided appointments through the District Welcome Center to assist students and families with account issues, device issues, software questions, and new device deployment prior to the start of school.~~
 - f. Parent support provided through the District Welcome Center to assist in using the Online Registration process, completing the iLearn Agreement, and obtaining Parent Portal Access.
2. Metrics that have been collected:
 - a. Parent Portal Accounts
 - i. 2013 - 10,346
 - ii. 2014 - 13,395
 - iii. 2015 - 15,302

- iv. 2016 - 10,461
- v. 2017 - 10,702
- vi. 2018 - 10,595
- vii. 2019 - 13,066
- viii. 2020 - 11,310

3. Parent portal logins

- a. From August 1st to September 15th 2012-13 – 8084
- b. From August 1st to September 18th 2013-14 – 43,338
- c. From August 1st to September 8th 2014-15 – 28,836 (Reduction, but Apple IDs and Lunch Pins and Student Passwords did not change this August)
- d. Parents: From August 1st to September 14, 2016 - 21,218
Students: From August 1st to September 14, 2016 - 41,612
- e. Parents: From August 1st to September 6, 2017 - 23,620
Students: From August 1st to September 6, 2017 - 31,187
- f. Parents: From August 1st to September 6, 2018 - 24,415
Students: From August 1st to September 6, 2018 - 25,307
- g. Parents: From August 1st to September 10, 2019 - 36,078
Students: From August 1st to September 10, 2019 - 60,344
- h. Parents: From August 1 to September 9, 2020 – 27,883
Students: From August 1 to September 9, 2020 – 47,712

- 4. Kindergarten parents received information on signing iLearn agreements and creating Apple IDs at Open Houses, Kindercamp, and Kindergarten Information Nights.
- 5. Due to COVID-19 iPads were prepared and distributed to all K-2 students for home use, and 35 wireless hotspots were distributed to support student distance learning.
- 6. Students new to the district were targeted K-12 and information was distributed to them during Open Houses, Orientations, and the first day school in classrooms.
- 7. The Technology Help Desk tracks parents without email addresses on file and mails their credentials to them via US Postal Service.
- 8. ~~1,520 individual parents were helped live on the phone from August 1, 2018 to July 31, 2019.~~ 3,259 individual parents were helped live on the phone from August 1, 2019 to July 31, 2020 (1,341 August 1 - March 22/1,918 March 23 - July 31). Additionally, start of school August 1, 2020 - September 9, 2020 = 1,115 parents helped live.

9. ~~Summer 2018 call answer rates were 92.4% and 2018-19 year long rates were 89.3%. 52 of 479 calls and 167 of 1520 calls, respectively, were outside the hours of operation.~~ 4,067 total parent calls to the parent helpline from August 1, 2019 - July 31, 2020 (1,341 August 1 - March 22/2,488 March 23 - July 31). 211 calls were outside of the hours of operation. Additionally, start of school August 1, 2020 - September 9, 2020 = 2,585 calls.
10. ~~From 7/1/2018 7/1/2019 - 7/22/19 6/30/2020 over 80 160 voicemails were returned answering parent/student calls that were left while the help desk was closed.~~ From 7/1/2020 - 9/9/2020 an additional 120 voicemails returned.
11. Approximately ~~611~~ 1,262 parents used the email Parent Helpline from July 1, ~~2018~~ 2019 to June 30, 2020 ~~September 2019~~. Parents were contacted by phone or email. From July 1, 2020 - September 9, 2020 and additional 957 parents used the parent support email.
12. ~~Scheduled appointment~~ Walk up help desk services were provided for families at Oak Point, CMS, and the HS ~~the District Welcome Center~~ during targeted services and extended school year hours from June ~~2019~~ 2020 to August ~~2019~~ 2020.
13. The District met legal requirements regarding the timeliness of private educational data dissemination to parents. The information is included in each site's student handbook. Parents 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.
14. 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 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.
15. The following are a list of current strategies the district uses to communicate with parents. These, and other strategies, will be organized into a comprehensive strategic communication plan that will drive the district's overall communication effort.
 - a. Parent Post, electronic newsletter, is sent to all parents on demand (Tuesday - Thursday)
 - b. Inspiring News, printed newsletter, is sent to all households four times each year
 - c. Information is shared with the media on a regular basis so it can be used as possible content in the newspaper or other media forms; the district sends a Media Tips email to a list of media contacts every Wednesday
 - d. ~~The Blackboard Connect~~ Swift K12 system is used on a regular basis to share urgent/emergency information with parents; principals also use the system to connect with parents
 - e. All schools utilize Constant Contact to send mobile friendly e-newsletters and announcements to parents.
 - f. The district website ~~was redesigned to be device-adaptive and more ADA-compliant.~~ It is regularly populated with information for parents including access to the Parent Portal, which includes information specific to students. This includes a COVID-19/Returning to school webpage.

- g. The district undertakes periodic community engagement efforts to solicit input from parents and community members; recent efforts included ~~equity world cafe, school tour design, designing pathways,~~ [school start and end times study](#); [feedback on key elements of spring distance learning plan](#); [feedback on proposed plans for returning to school in the fall of 2020](#) and strategic planning.
- h. ~~The district launched a Parent Ambassador program to help spread the great news about Eden Prairie Schools.~~
- i. The district regularly conducts comprehensive surveys to solicit information from parents and community members. [A Morris-Leatherman survey was conducted in June 2020.](#)
- j. The district maintains Facebook, Twitter, YouTube and Instagram sites to communicate with parents and community members who are already engaged on those platforms.
- k. ~~In 2019,~~ [the spring of 2020 the district and high school started live streaming school board and awards events on YouTube using Zoom.](#)
- l. ~~Schools have also started~~ [use](#) school Twitter accounts to engage with staff, parents and community members.
- m. ~~The May referendum information campaign was a comprehensive engagement effort that included more than 45 public meetings with various stakeholders, including parents/guardians~~
- n. ~~The Welcome Center opened in fall 2018 as a central registration and information center for Eden Prairie families.~~
- o. ~~The Welcome Center conducted informational meetings in apartment buildings in summer of 2019~~
- p. The district pushes important updates through school newsletters when appropriate.
- q. The district regularly produces videos to help parents and community members see the classroom experience in action.
- r. A district brochure and individual school brochures provide incoming parents an overview of the Eden Prairie Schools experience.
- s. Families with incoming kindergarteners 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.
- t. All schools offer a parent-focused tour experience of their schools to any incoming family.

Statement of Assertion:

Report is Reasonable and Evidence support the Operational Interpretation

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 within which their issues are attended to appropriately. 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 as soon as possible, but preferably no more than two work- days later.

Operational Definitions

“Complaints” are written report claiming a violation of a district policy

“Concerns” are an emotion that results from lack of information or clarity of communication.

“Inquiries” are 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.

Justification:

In the normal course of business, the District will receive numerous contacts from parents regarding the district in general and their child in particular. There is a District-wide expectation that inquiries and concerns are best resolved through use of the “chain of command”.

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. 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. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.

Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who 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 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. The superintendent or designee shall be consulted in advance of any written response when appropriate.

This policy also requires that all parent concerns be handled respectfully. I interpret this to mean polite, professional and personal interactions as defined in Executive Limitations Policy 2.3 as a “respectful partnership”.

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 inquiries that are directed to and acknowledged by the Superintendent’s Office. 2. Track parent inquiries or concerns that rise to the level of District Office involvement after the chain of command has been followed. 3. Track District level ongoing or unresolved parent concerns/ inquiries and those that result in an appeal to an outside governmental agency. 4. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. There were thirty three (33) One Hundred Nineteen (119) parent inquiries that were directed to and acknowledged by the Superintendent’s Office. 2. Eleven (11) Eight (8) parent inquiries rose to the level of the Superintendent’s office involvement after following the chain of command. 3. There are zero (0) unresolved or ongoing parent concerns or inquiries at the District and/or appeal level. 	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.3.3 Furthermore, the Superintendent shall not: Set school policies or make major decisions without appropriate input and representation from district parents.</p>	
<p><u>Operational Interpretation:</u> 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 in the following, specific areas of management-level policies not mandated by state or federal law:</p> <ol style="list-style-type: none"> 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 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.

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 in the input process and K-12 educational practices firmly grounded in research.

Measurement Plan:

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.

Evidence:

Parent involvement:

1. Parents were involved in the [the first half of the Strategic Plan process, the second half was delayed outside of the monitoring period due to COVID-19](#)—specifically as members of the Core Planning, which provided them with a tour of our schools to observe elements of the strategic plan in action. [Initial](#) Feedback from parents was positive and constructive.
2. District Administration met with the PTO presidents council several times throughout the year to present information, hear from parents, and inform decision making.
3. The Superintendent and cabinet members attended PTO parent meetings throughout the year to listen, share information, and inform our decision making.
4. The superintendents and administrative staff met with racial/cultural parent groups to hear questions, concerns, and feedback.
5. Administration has engaged parents in the ~~Designing Pathways process~~ [school start and end times study](#) through opportunities [to participate in community wide meetings in person and via video conferencing tools](#) and serve on the planning committee for ~~Academic Choice programming~~. The committee met from ~~January 2019 – March 2019~~ [February 2020 - September 2020](#).
6. ~~A major change was the initiation of grade level changes through the bond referendum question and we received the highest level of support in 25 years after extensive involvement of parents during the design and decision-making process.~~

Statement of Assertion:

Report is Reasonable and Evidence support the Operational Interpretation

EL 2.3 Treatment of Parents: