

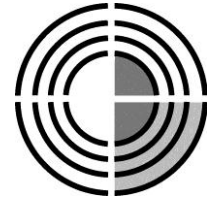


COLORADO SCHOOL DISTRICT 27J

**GOVERNING POLICY OF
THE BOARD OF EDUCATION**

Policy 4.E – MONITORING SUPERINTENDENT PERFORMANCE

Accepted 8-24-10, Revised 1-22-13



Management Limitation 3.B
Treatment of Parents/Guardians

To: Board of Education

From: Dr. Chris Fiedler, Superintendent of Schools

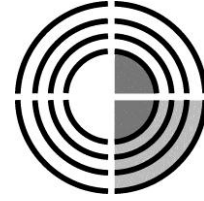
Re: Expectations of the Board through 3.B Treatment of Parents/Guardians.

I hereby present my Expectations of the Board through 3.B Treatment of Parents/Guardians, in accordance with the monitoring schedule as set forth in Board policy. I certify the information in this report is true.

Signed:

Date: February 26, 2013

Dr. Chris Fiedler
Superintendent, School District 27J



**Policy 3.B – TREATMENT OF PARENTS/
GUARDIANS**

Date Adopted : January 27, 2009

Management Limitations

With respect to Parents/Guardians, the Superintendent shall not cause or allow conditions that are unclear, unfair, unsafe, untimely, undignified, or unnecessarily intrusive.

I interpret "parent/guardian" to mean: the lawful father or mother of a student, or an individual whose status as guardian has been established by judicial decree.

I interpret "unclear" to mean: published information or interactions which do not result in clearly defined expectations, opportunities or intent.

I interpret "unfair" to mean: unjust, inequitable, prejudicial, or

discriminatory. I interpret "unsafe" to mean: dangerous or insecure.

I interpret "untimely" to mean: longer than necessary for required or requested actions to be carried out.

I interpret "undignified or unnecessarily intrusive" to mean: disrespectful or unwarranted.

Data Reported:

No matter their race, ethnicity, culture, or income, all families have high aspirations and a great concern for their children's success.

Parental involvement is one of the most beneficial and least controversial areas in public education. Studies suggest that children whose parents are involved in their education achieve more academically have been accepted with little dispute. School District 27J is deliberately advancing practices and actions that recognize the importance of finding and honoring the commonalities and differences among all population groups. Family engagement in School District 27J is related to a range of benefits for students, including improved school readiness, higher student achievement, better social skills and behavior, and increased likelihood of high school graduation.

School District 27J strives not only to meet the needs of our students, but also strives to meet the needs of our parents by creating open, inviting, and respectful means of communication and participation. To this end, student handbooks are posted on district and school websites prior to the start of school allowing for sufficient time for review prior to a student attending school. The handbooks are available in multiple languages, and state explicitly that in School District 27J we do not practice any form of discriminatory treatment or “overt practices of exclusion” and that, should a person feel that such an act has occurred, what the appropriate reporting process is.

During this reporting cycle, no complaints have been filed with the Superintendent of Schools or the Chief Legal Officer by parents or guardians asserting that parents/guardians of different races, cultures, backgrounds, or needs have been denied equitable educational information and access opportunities, or that they have been treated in any manner prohibited above.

Too often culture, economic status, and differing institutional processes can create barriers to meaningful parent/guardian participation. School District 27J is successful in addressing these obstacles because we are able, through numerous institutional investments as well as the progressive outreach of schools, to build on the cultural values, emphasize personal contact, foster communication, create a warm/inviting environment, and actively facilitate accommodations for family involvement, including transportation, translators, and other similar services. Evidence of this can be found in the fact that in the first semester of the current academic year, despite having their numbers reduced from 15 to 4, our Community Liaisons have initiated 7,832 personal contacts for the benefit of students. This is up from 7344 contacts made in 2011-12 during the same time period. This is an increase of 6.25% over last year. These contacts range from home visits, to follow-up phone calls, to taking a student and his or her parent/guardian to truancy court when appropriate.

An additional demonstration of compliance with the executive limitation is that the Chief Legal Officer provides technical assistance, policy development, monitoring of legal issues (e.g., special education, contractual, employment, open government, etc.), training and legal information for district staff to insure their ability to perform their duties in a legal and ethical manner, while providing a safe, fair and dignified atmosphere. In addition, our Chief Legal Officer investigates parent concerns and works to assist in positive resolutions as situations arise.

Conclusion: I report compliance.

The Superintendent shall not cause or allow any action or situation which

1. Does not recognize that parents are the primary partner with the school district as it pertains to the accomplishment of Board goals.

I interpret “parent/guardian” to mean: the lawful father or mother of a student, or an individual whose status as guardian has been established by judicial decree.

I interpret “primary partner” to mean: holding a preferred status in regards to multiple relationships.

I interpret “Board goals” to mean: organizational objectives cited in the Board of Education General Ends statement approved in January, 2009 and modified in May, 2010

Data Reported:

In School District 27J, leadership is driven by the institutional objective of providing equal access and opportunities for parents/guardians to be positively involved in the education of their child(ren).

Evidence is provided below to demonstrate that principals and other staff are aware of this executive limitation and have creatively constructed numerous opportunities for the engagement of parents/guardians. The following is a listing of parent engagement opportunities:

- Monthly and bi-monthly newsletters informing parents of pertinent calendar information, information as to how parents can become more involved in their child’s education, as well as information as to how parents can support and enhance the quality of their child’s education.
- In the elementary schools Friday/Monday folders are also used to ensure parent communication.
- Schools maintain individualized web sites to ensure transparent and localized information to families concerning their individual schools. In addition to these websites, many schools and teachers have begun using Facebook as another means of communicating with their students and families. The District launched its own Facebook page this past fall.
- Parent-teacher conferences are held on a regular basis. These events are well advertised and when the conference is not conducive to a parent’s schedule, an alternative time is arranged.
- Most schools provide a scheduled auto-dialer to develop a regular chain of communication to parents/guardians.
- Some schools provide Advancement Via Individual Determination (AVID) Planners as well as Advancement Via Individual Determination

(AVID)goal setting sheets/binders to facilitate communication of student progress

- Parents are invited to Honor Tag assemblies each grading quarter. Some middle schools do honor roll assemblies building-wide, recognizing kids for grades, attendance, excellence in exploratory classes and for positive behavior.
- Middle School Honors Breakfast on quarterly basis
- Character Counts Assemblies
- Parents are invited and encouraged to attend 8th grade Continuation Ceremony in May
- Schools ensure that parents are aware of counseling referrals for their students
- Schools engage and inform families in the Positive Behavior Support (PBS) to be given at home in alignment with Positive Behavior Support (PBS) Matrix.
- Schools encourage parents/guardians to be classroom volunteers. Over the course of the past couple of years we have made the process of being a volunteer easier and we have strengthened the reference/background check process.
- Schools host and regularly communicate Parent/Teacher Organization (PTO) Meetings where topics of site-based decision-making opportunities included “deciding topics at parent meetings, helping to assess treatment needs of their children, and planning for student transitions”
- Parent/Teacher Organization (PTO) sponsored events (Santa’s Store, Snowflake Ball, Trick or Treat Street, Skate City....to name a few)
- Schools often serve as the communication conduit to external entities, and join in important community functions such as invitations to community/school events (Talent Show, Read Across America, cross walk volunteers, Classroom party sponsors, Mayor’s Address, Art Shows, Plays, Programs, Field Day, Turkey Trot etc.)
- Schools have parent representative(s) on hiring committees
- Schools conduct Parent Surveys
- Schools host a Parent-Principal Advisory Group
- Schools host Parent Forums to address current/future issues. Working in conjunction with the high schools, middle schools either sponsor or encourage their 8th graders to attend a Check It Out Night in order to gather information about high school offerings.
- In addition, some middle schools also host a Check it Out Night for their incoming 6th graders.
- Community Liaison Parent Nights (assistance with forms, applications, education, parenting/homework, College invest presentations)
- Principal Surveys are conducted
- Schools host Title I Night at Conferences
- Schools host Title I Saturday Field trip to Natural History Museum
- Family Movie Nights
- Spirit Nights at Wagon Wheel
- Applebee’s Family Breakfast
- Spirit Nights at Chik-Fil-A

- At some schools staff members and the Principal open the car doors of all cars dropping students off to welcome students and give parents an opportunity to talk to them about concerns or questions.
 - Destination Imagination is supervised by parents.
 - Afterschool intramurals (flag football, floor hockey, bowling night in the gym, indoor soccer) are well attended by parents.
 - BHA Monthly Family Night
-
- Thursday Folder group – we have about 10 parents who stuff the Thursday folders that go home each week.
 - Reading is Fundamental (Rif) Literacy Activity Nights are held throughout the year. They are family based literacy activities. Children must bring their parent/s. We believe that families can provide effective support for classroom instruction when school staff work with families to help them learn strategies that reinforce classroom learning.
 - Cross-walk guards – we have several parents who volunteer to monitor the crosswalks.
 - Host English classes for community Latino parents
 - Parent Email List serve- some principals send out daily announcements to parents through email letting them know what is going on and what announcements their children heard during the day
 - Bilingual Office staff is strategically present in school where demographics merit such presence
 - Bilingual Parent Liaison – Mr. Castro is proactive, hosts parent meetings with parents of at risk or truant students. He conducts home visits and actively pursues students who do not come to school he also hosts parent classes
 - Book Swap/Literacy Night- parents bring in old books to exchange with other parents and we have a dessert party after approximately 3 times per year.
 - Parent Game Night-Parents are invited to play games with their students/ children in the evening.
 - Knights of the Round table- Students are knighted and parents are invited to attend the ceremony
 - Shadow your student day- Parents sign up to shadow their student through their school day. Refreshments follow in the library
 - Teachers make personal calls to bring in Spanish speaking parents for conferences.
 - Veterans Dinner – National Junior Honor Society (NJHS) members host dinner and storytelling night with veteran parents and grandparents.
 - Back to School Night Picnic- Family atmosphere with jumping castle, hotdog grilling, and dance.
 - Behavior notices: Notes with students when needed (behavior-positive or negative) Think Sheet, Behavior Folders home daily, if necessary for students needing more support in modifying their behavior

- We have schools that host a Dads and Doughnuts event to get Fathers into the school
- We have schools that host Daddy and Daughter dances, all student-parent dances.
- Freshmen Check it Out Night events are held for 8th grade students and their parents to visit their high school
- Financial Aid Parent Information Meetings
- Senior Meetings and Correspondence
- College Fairs are hosted to enable families to explore college options
- Make and take (where parents are able to make an activity and bring home to do with their kids)
- Schools host Academic focus nights (English Language Learners (ELL), Reading, etc.) for parents
- Schools are networking with local and regional agencies to provide services/resources for our families such as: Platte Valley Medical Center, Adams County Social Services, Almost Home, City of Brighton., and REACH Counselors.
- Schools host a beginning of the year orientation meeting for Title I parents to provide the compacts and explain our program, answer questions, and invite parent participation.
- Depending on demographics schools send home Quarterly Progress Reports in both English and Spanish to inform parents of their child's progress in the concepts and skills being taught.
- Depending on demographics, schools are diligent in their efforts to get parents of minority students, English Language Learners (ELL) and students with disabilities involved in our Parent Advisory Committee by sending letters, making phone calls, and urging parents to contact other parents.
- Depending on demographics, schools monitor enrollment of students to ensure early identification of migratory students. Provide outreach to parents.
- The school's Unified Plan and Parent Involvement Policy will be discussed at a fall meeting and key points will be communicated on the school website. The plan and policy will be available for review by all parents upon request.
- The Parent Corner located in the corner of the cafeteria is set up so parents can gather informally. There are bilingual pamphlets available at a table which holds a wide variety of clothing and shoes.
- Continued implementation of the Individual Career Academic Plan (ICAP) program. Our program was recognized in 2011-12 as an example of a localized philosophy that family engagement is a shared responsibility which also consists of mutually agreed upon, or co-constructed, roles. In 2012-13, we continue to build on our program, including additional parents each year.
- After-school tutoring is available at several schools at all levels and parents have been encouraged to bring their students.
- Transportation provided to Boys' and Girls' Club.
- Weekly emails to parents with announcements that the kids heard during the week and announcements from the principal
- Attendance liaison contact with parents for attendance contracts and interventions.

- Last chance plans for juniors and seniors 17 years or older with 32 credits or last. Meeting includes Parent, attendance liaisons and parent liaison, dean, counselor, instructional coach, credit recovery counselor. Purpose is to provide a last chance opportunity for students at risk of not graduating.
- Back to School picnic for families
- Auto dialers, new marquee
- PVMS schedules IC training in one of their computer labs for parents at the beginning of each year. Additionally the attendance liaisons have scheduled Parent Portal user training sessions for April.

Schools reported the highest levels of participation by parents/guardians at the following events: Parent Teacher Conferences (highest at elementary with percentages ranging from 93% to as high as 97%), followed by extra-curricular events, and social events such as Back to School and Carnival Nights.

Conclusion: I report compliance.

2. Allows parents to be treated in a manner which is disrespectful or causes them to feel unwelcome in their students' schools.

I interpret "parent/guardian" to mean: the lawful father or mother of a student. Or an individual whose status as guardian has been established by judicial decree.

I interpret "disrespectful" to mean: exhibiting lack of respect; rude and

discourteous. I interpret "unwelcome" to mean: lack of cordiality or

hospitaleness.

Data Reported:

School District 27J currently invests \$122,782 in Attendance Liaisons and an additional \$55,352 in Title III funds for a district Spanish translator, as well as translators at each school, in order to insure that parents/guardians are welcomed in our schools, and are provided information in Spanish that affirms and recognizes the parent/guardian role as a primary partner in the education of their child(ren). We also employ a truancy case manager for a total compensation package of \$55,352. We have implemented Infinite Campus (IC) to allow families real-time access to their students grades and attendance. To provide this parental support, we have an annual budget item of \$120,000 for licenses and ongoing maintenance.

We have also created a budget item for annual licensing for our Alert Now system at a cost of \$30,000. This system allows for tailored communication to specific parent populations or to the district as a whole. We have also thoughtfully developed a presence of bilingual staff at

specific schools in order to meet the need of the school demographic. We retain the services of a translation bank for parents of other language backgrounds.

School District 27J has invested \$30,146 in a position titled Migrant Education Advocate. This position was created to address the academic and social needs of special populations, including migrant students in order to meet graduation requirements. The advocate will serve as a support for students and their families on issues related to class schedules, credits, postsecondary goals, and addressing barriers to education. This institutional investment is targeted to meet the objectives of this executive limitation.

When a parent voices or lodges a concern about an employee or the institution it is expeditiously investigated by either the Human Resources Department or the District Chief Legal Officer. Upon completion of either investigation both the parent and the Superintendent of School are advised of the resolution of the issue.

School District 27J also made the decision to keep in place the Community Outreach Coordinator as support for our homeless students and their families. The investment made by the district to support this population of students is \$39,604. By the end of the 2011-12, we had served 429 homeless students; as of February 12, 2013, we already have served 494 homeless students. When students are homeless we are required to provide transportation for them to their last school of attendance if feasible. The School District 27J Community Outreach Coordinator works closely with the family and our transportation department to coordinate these logistics in order to ensure that the educational opportunities for students who qualify as homeless is not interrupted.

Additional tangible evidence of compliance is the posting of welcoming signs in multiple languages in hallways that direct families to a staff member who will make sure their needs are met. In many schools, invitations are sent to family members to eat lunch with their children or to visit their children's classrooms during instructional time when a new concept or resource is introduced so that they can experience what the children are doing firsthand. Phone calls by staff members to invite families to participate in special events, meetings, or other activities are also made.

It is important to note that the notification of meetings of the Board of Education of School District 27J is widely publicized. In addition, the Board has begun holding meetings at various school sites to encourage the community surrounding those schools to attend.

Conclusion: I report compliance.

3. Allows parents to be unaware of district offerings which promote parental advocacy and education.

I interpret "parent/guardian" to mean: the lawful father or mother of a student. Or an individual whose status as guardian has been established by judicial decree.

I interpret "unaware" to mean: lacking knowledge.

I interpret "parental advocacy and education" to mean: person(s) with recognized legal parent/guardianship standing, having equal opportunity to participate in and serve as the voice for the child for whom they have responsibility.

Data Reported:

As demonstrated in previous sections, schools within School District 27J have constructed and sustained appropriate safe spaces where parents can learn, share, and reflect on stories of schooling with fellow parents, educators, and other staff members.

In School District 27J parent advocacy is also facilitated by our formal and informal "learning the system" events ranging from the investment of the community liaisons to hosting academic focus nights, to providing handbooks that outline a wide range of parental

rights/responsibilities. These activities have a residual positive impact of increasing parent/guardian understanding of school processes relevant to addressing goals for their children. For most parents/guardians, this learning was achieved via participation in school activities, obtaining school-based employment, targeting questions to a knowledgeable parent, accessing bilingual school personnel, learning basic English, or utilizing information provided by the school.

In order to further verify that SD27J treats its parents and guardians in a respectful, dignified and fair manner, the following survey was sent to 8,031 email addresses that are on file in Infinite Campus, an increase from the 7,758 email addresses the same survey was sent to last year. Of this total, 7,717 email addresses are attached to English-speaking families (7,465 in 2012), while 314 are attached to Spanish-speaking families (293 in 2012). The survey sent to those members of our community who self-identified as Spanish speakers was sent in Spanish. We had a combined 1,230 total responses or 15% of those surveyed. The same questions were asked in both the English and Spanish versions of the survey. We are very pleased to report that the combined responses below average a 93% approval rating of how we are treating our parents and guardians.

The questions and responses posed to families are as follows, with last year’s results for comparison.

I feel welcome at 27J schools and district offices.

2013	Yes	n=1136	93%
	No	n=86	7%
2012	Yes	n=918	95%
	No	n=50	5%

I have been treated in a respectful manner by 27J staff members.

2013	Yes	n=1118	92%
	No	n=101	8%
2012	Yes	n=908	94%
	No	n=59	6%

I have ample opportunity to advocate for my child.

2013	Yes	n=1072	89%
	No	n=137	11%
2012	Yes	n=864	91%
	No	n=100	10%

When I have initiated contact with a 27J employee, I have received a timely response (within 24 hours).

2013	Yes	n=1010	83%
	No	n=202	17%
2012	Yes	n=815	86%
	No	n=138	15%

27J employees are respectful of my family's privacy when collecting and maintaining information necessary for the education of my child.

2013	Yes	n=1149	95%
	No	n=63	5%
2012	Yes	n=922	96%
	No	n=34	4%

I have been treated without prejudice or discrimination in my interactions with 27J staff members.

2013	Yes	n=1097	91%
	No	n=108	9%
2012	Yes	n=872	91%
	No	n=84	9%

I feel informed about my child at the school level (i.e. activities, events and academics).

2013	Yes	n=1018	84%
	No	n=199	16%
2012	Yes	n=811	84%
	No	n=151	16%

Two questions provided the respondent the opportunity for feedback.

The first question asked of both sets of respondents to list which events at their child's school had been the most meaningful for them. The highest number of responses indicates that our parents and guardians find that social activities (carnivals, movie nights, dances, class presentations etc.) have been the most meaningful. The following categories are in order of next most meaningful: Parent/Teacher conferences, athletics and extra-curricular activities, and academic events and recognition.

The second question asked what type of communication method they found most useful. Overwhelmingly our respondents prefer to be contacted via email by a margin of almost 4:1. Second in line were phone calls and dialer messages, followed by newsletters and paperwork that is sent home.

Of note is a positive change in responses from the 2011-12 survey. The responses from that year's survey indicated that parents/guardians wanted more and timelier communication both with and from us. In addition, a number of comments suggested that we need to provide greater diversity in the modalities of how we communicate about events and opportunities. There were requests to not only communicate via district and building websites, but also to increase communication utilizing our available technology through phone dialers, text messages, and social media sites as well as to continue sending home information through the Thursday or Friday folders. In this year's survey, as evidenced by the comments, our parents/guardians seem very pleased with the quantity and variety of our communications with them.

As with any survey, some comments received indicate areas in which we can improve; however, the evidence does speak for itself in terms of a very large percentage who indicated that we are treating our parents and guardians in a manner that they respect, appreciate and within the Board's intent as written in this executive limitation. We will continue to look for new and more creative ways to get information to families and to continue to build bridges where families are active partners in the education of their children.

Conclusion: I report compliance.