

**Executive Limitation 3.B
Global Executive Constraint**

To: Board of Education, School District 27J

From: Dr. Chris Fiedler, Superintendent of Schools

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

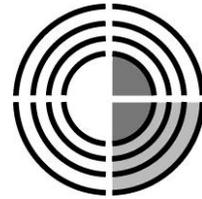
I hereby present the Board Expectations from our policy 3.B Treatment of Parents/Guardians in accordance with the reporting schedule as set forth in Board policy. I certify the information in this report is true.

Signed: 

Date: February 24, 2015
Dr. Chris Fiedler
Superintendent, School District 27J



COLORADO SCHOOL DISTRICT 27J
GOVERNING POLICY OF
THE BOARD OF EDUCATION



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

Date Adopted: March 2009

Management Limitations

Monitoring Date: February

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.

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 complaint has been filed with the Superintendent of Schools or the General Counsel 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.

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 our Attendance Liaisons have initiated 4,827 personal contacts for the benefit of students, an increase of 573 contacts over the same time period 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 General Counsel 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, school and district staff investigates parent concerns and work 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/guardians 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.
- 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
- Parent-teacher conferences are held on a regular basis
- 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)
- Parents are invited to Honor Tag assemblies each grading quarter
- Middle School Honors Breakfast on quarterly basis
- Character Counts Assemblies
- Spartan Assemblies on a monthly basis at Southeast Elementary
- 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.
- Schools host Parent/Teacher Organization (PTO) Meetings
- 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
- 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.
- Some middle schools host a Check it Out Night for incoming 6th graders.
- Attendance Liaison Parent Nights (assistance with forms, applications, education, parenting/homework, College invest presentations)
- Principal Surveys are conducted
- Schools host Title I Night at Conferences and field trip to Natural History Museum
- Family Movie Nights
- Spirit Nights at Wagon Wheel
- Applebee's Family Breakfast
- Spirit Nights at Chic-Fil-A
- At some schools staff members and the Principal open the car doors of all cars dropping students off to welcome students
- 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 – 10 parents who stuff the Thursday folders that go home
- Reading is Fundamental (Rif) Literacy Activity Nights are held throughout the year.
- Cross-walk guards – we have several parents who
- Host English classes for community Latino parents
- Parent Email List serve
- Bilingual Office staff is strategically present in school where demographics merit such presence
- Bilingual Parent Liaisons
- 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
- Knights of the Round table- Students are knighted and parents are
- Shadow your student day- Parents shadow their
- Teachers make personal calls to 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
- Behavior notices: Notes sent home with students when necessary
- Schools host a Dads and Doughnuts event to get fathers into the school
- Schools host Daddy and Daughter dances, all student-parent dances.
- Freshmen Check it Out Night
- Financial Aid Parent Information Meetings
- Senior Meetings and Correspondence
- College Fairs are hosted to enable families to explore college options
- Make and take (parents 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 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.
- After-school and before-school tutoring is available at several schools at all levels and parents have been encouraged to bring their students.
- Attendance liaison contact parents for contracts and interventions.
- Last chance plans for juniors and seniors 17 years or older with 32 credits or less.
- Auto dialers, new marquee
- PVMS schedules IC training in one of their computer labs
- AVID Family Nights at Turnberry Elementary four times per year for 4th and 5th grade parents to learn about the AVID program
- Bison Stampede Run.
- Black, Gold, and Beyond
- Madrigal Feast
- OTMS quarterly awards
- ACT Score review

As in years past, schools reported the highest levels of participation by parents/guardians at the following events: Parent Teacher Conferences at the elementary schools, followed by extra-curricular events, and social events such as Back to School and Carnival Nights.

Conclusion: I report compliance.

Allows parents/guardians 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 hospitableness.

Data Reported:

School District 27J currently invests \$243,100 in five Attendance Liaisons and an additional \$139,221 in Title III funds and general fund moneys for two district Spanish translators, 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 Coordinator of Attendance and Truancy Services (formerly truancy case manager) for a total compensation package of \$53,470. 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 \$141,519 for licenses and ongoing maintenance. As the District continues to grow in student population, the investment in this communication tool will increase in direct proportion to the student growth.

In 2012, the District switched our parent notification system to In Touch at an annual cost of \$25,866. This system allows for tailored communication to specific parent populations or to the district as a whole, not only during the evening hours, but also during the school day. 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 \$36,400 in a position titled Youth Advocate (formerly 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 General Counsel. Upon completion of either investigation both the parent and the Superintendent of School are advised of the resolution of the issue.

School District 27J continues to fund the position of 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 \$37,566. By the end of the 2013-14 school year, we had

served 470 homeless students, which is a decrease of 69 students; as of February 1, 2015 we already have served 404 homeless students which is an increase of 27 students over the same period last year. Homeless students are usually a very mobile population and the federal McKinney-Vento Act requires us to provide, within reason, transportation to the student's school of origin. As a result, the students are allowed to remain in their schools so that at least this component of their life remains stable. The School District 27J Community Outreach Coordinator works closely with the family and our transportation department to coordinate these logistics. When necessary, the Director of Transportation shares with other districts the expense of transporting homeless students from one district to another. Homeless students qualify for free meals, their school fees are waived and they are allowed to participate in school activities as do permanently housed students.

Additional tangible evidence of compliance is the posting of welcoming signs in English and Spanish 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. This allows parents and community members the opportunity to address the Board during the Public Comment portion of the meeting. 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 10,190 email addresses that are on file in Infinite Campus, an increase from the 9,281 email addresses the same survey was sent to last year. Of this total, 9,751 email addresses are attached to English-speaking families (9,281 in 2014), while 439 are attached to Spanish-speaking families (395 in 2014). The survey sent to those members of our community who self-identified as Spanish speakers was sent in Spanish. We had a combined 1,222 total responses or 12.9% of those surveyed which is slightly lower than in 2014. The same questions were asked in both the English and Spanish versions of the survey.

We are pleased to report that the combined responses below average an 89% approval rating of how we are treating our parents and guardians.

I feel welcome at 27J schools and district offices.

2015	Yes	n=1077	93%
	No	n=80	7%
2014	Yes	n=1159	92%
	No	n=88	8%
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.

2015	Yes	n=1071	92%
	No	n=92	8%
2014	Yes	n=1150	92%
	No	n=98	8%
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.

2015	Yes	n=994	86%
	No	n=153	14%
2014	Yes	n=1070	85%
	No	n=166	15%
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).

2015	Yes	n=954	82%
	No	n=198	18%
2014	Yes	n=1017	81%
	No	n=219	19%
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.

2015	Yes	n=1095	95%
	No	n=52	5%
2014	Yes	n=1178	94%
	No	n=47	6%
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.

2015	Yes	n=1063	91%
	No	n=97	9%
2014	Yes	n=1128	90%
	No	y=107	10%
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).

2015	Yes	n=942	81%
	No	n=217	19%
2014	Yes	n=995	79%
	No	n=246	21%
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 both sets of respondents to list which events at their child's school had been the most meaningful for them. Consistent with last year, the highest number of responses indicates that our parents and guardians find that Parent Teacher conferences or individual meetings with teachers are the most meaningful, followed closely by social activities (carnivals, movie nights, dances, class presentations etc.) The following categories are in order of next most meaningful: Athletics and extra-curricular activities, band/choir/drama performances, 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. Second in line were phone calls and dialer messages, followed by newsletters and paperwork that is sent home. Again, significant numbers of respondents have a preference for social media as the form of preferred communication. This includes Facebook, texting, and the school or district website.

The trend continues that parents want more and timelier communication from teachers, coaches, and building/district, although our parents/guardians seem very pleased with the quantity and variety of our communications. 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. New to the response this year were a few requests to communicate events via calendar requests.

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.