

**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

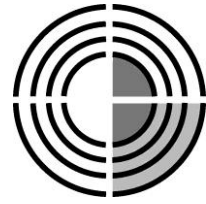
I hereby present the Board Expectations from our policy 3.B Treatment of Parents/Guardians in accordance with the reporting schedule as set forth in Board policy. I certify the information in this report is true.

Signed: 

Date: February 28, 2017
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 3,074 personal contacts for the benefit of students. 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).

Principals and other staff are aware of this executive limitation and have creatively constructed numerous opportunities at all levels for the engagement of parents/guardians. Information regarding these events is communicated via email, websites, flyers, and phone dialers.

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 \$146,357 in four Attendance Liaisons and an additional \$148,991 in Title III, ELPA and general fund moneys for three district Spanish translators. The District also has 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 two Coordinators of Attendance and Truancy Services (formerly truancy case manager) for a total compensation package of \$83,037. 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 \$170,000 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 approximately \$13,000. 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 \$35,702 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.

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 \$37,678.

By the end of the 2015-16 school year, we had served 377 homeless students; as of February 1, 2017 we have served 265 homeless students. 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.

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 posted on our website and broken down into three categories: elementary school, middle school and high school. This new survey asked a total of 15 questions. There were 901 elementary responses, 309 middle school responses, and 333 high school responses for a total of 1543 responses which is an increase over prior years. However, not all respondents chose to answer every question.

1. Overall satisfaction with your school:

Elementary	Percentage
Highly satisfied	43.83
Satisfied	43.27
Neither satisfied nor dissatisfied	7.68
Dissatisfied	4.23
Highly dissatisfied	1.00
Middle	
Highly satisfied	22.33
Satisfied	49.51
Neither satisfied nor dissatisfied	14.89
Dissatisfied	9.71
Highly dissatisfied	3.56
High	
Highly satisfied	20.12
Satisfied	48.35
Neither satisfied nor dissatisfied	18.32
Dissatisfied	9.31

Highly dissatisfied 3.90

2. How likely are you to recommend this school to others?

Elementary Percentage

Highly Likely 48.38

Likely 35.34

Neither Likely nor Unlikely 10.59

Unlikely 4.12

Highly Unlikely 1.56

Middle

Highly Likely 24.84

Likely 40.97

Neither Likely nor Unlikely 17.74

Unlikely 10.65

Highly Unlikely 5.81

High

Highly Likely 22.82

Likely 37.54

Neither Likely nor Unlikely 23.12

Unlikely 11.11

Highly Unlikely 5.41

3. How likely is it that you will re-enroll your student(s) at this school next year?

Elementary Percentage

Highly Likely 61.29

Likely 17.35

Neither Likely nor Unlikely 4.34

Unlikely 5.45

High Unlikely 2.56

Not Applicable 9.01

Middle

Highly Likely	42.07
Likely	23.95
Neither Likely nor Unlikely	5.18
Unlikely	4.53
High Unlikely	5.18
Not Applicable	19.09

High

Highly Likely	49.85
Likely	25.83
Neither Likely nor Unlikely	6.61
Unlikely	2.40
High Unlikely	3.60
Not Applicable	11.71

4. If you indicated you may not re-enroll your student next year, please select the primary reason you may not re-enroll

Elementary	Percentage
-------------------	-------------------

Academics	7.53
Class Size	5.86
Discipline	2.09
Facilities	0.84
Family-related circumstances	2.93
Grading Scales	0.84
Lack of extra-curricular activities	3.77
Nutrition Services Program	0.00
Moved	15.06
Student will advance out of school	28.87
Other school is preferred	8.37
Parental involvement	0.42
Pick-up and Drop-off procedures	2.09
School environment and procedures	6.28
School personnel (leadership/teachers)	10.88
Special Needs	1.67
Transportation not provided	2.51

Middle

Academics	13.33
Class Size	1.90
Discipline	4.76

Facilities	0.95
Family-related circumstances	0.95
Grading Scales	0.95
Lack of extra-curricular activities	2.86
Nutrition Services Program	0.95
Moved	1.90
Student will advance out of school	46.67
Other school is preferred	1.90
Parental involvement	0.00
Pick-up and Drop-off procedures	0.00
School environment and procedures	6.67
School personnel (leadership/teachers)	13.33
Special Needs	1.90
Transportation not provided	0.95

High

Academics	6.49
Class Size	15.58
Discipline	6.49
Facilities	3.90
Family-related circumstances	0.00
Grading Scales	3.90
Lack of extra-curricular activities	0.00
Nutrition Services Program	0.00
Moved	1.30
Student will advance out of school	20.78
Other school is preferred	5.19
Parental involvement	2.60
Pick-up and Drop-off procedures	1.30
School environment and procedures	12.99
School personnel (leadership/teachers)	18.18
Special Needs	1.30
Transportation not provided	0.00

5. I am satisfied with the updates I receive about my child's academic progress:

Elementary	Percentage
Strongly Agree	48.99
Somewhat Agree	34.19
Neither Agree nor Disagree	5.72
Somewhat Disagree	9.08

Strongly Disagree	2.02
-------------------	------

Middle

Strongly Agree	39.54
Somewhat Agree	36.27
Neither Agree nor Disagree	7.52
Somewhat Disagree	11.76
Strongly Disagree	4.90

High

Strongly Agree	32.93
Somewhat Agree	35.65
Neither Agree nor Disagree	11.48
Somewhat Disagree	12.99
Strongly Disagree	6.95

6. Principals and teachers are accessible to discuss my concerns at a time that is convenient for me.

Elementary	Percentage
-------------------	-------------------

Strongly Agree	62.78
Somewhat Agree	24.55
Neither Agree nor Disagree	8.18
Somewhat Disagree	2.91
Strongly Disagree	1.57

Middle

Strongly Agree	40.07
Somewhat Agree	31.27
Neither Agree nor Disagree	17.59
Somewhat Disagree	7.17
Strongly Disagree	3.91

High

Strongly Agree	31.10
Somewhat Agree	32.62
Neither Agree nor Disagree	24.09
Somewhat Disagree	7.01

Strongly Disagree 5.18

7. School communication is effective and timely:

Elementary Percentage

Strongly Agree 56.05
Somewhat Agree 29.37
Neither Agree nor Disagree 5.27
Somewhat Disagree 6.50
Strongly Disagree 2.80

Middle

Strongly Agree 40.20
Somewhat Agree 32.03
Neither Agree nor Disagree 10.46
Somewhat Disagree 10.13
Strongly Disagree 7.19

High

Strongly Agree 33.33
Somewhat Agree 35.15
Neither Agree nor Disagree 10.91
Somewhat Disagree 14.55
Strongly Disagree 6.06

8. I feel welcomed at this school:

Elementary Percentage

Strongly Agree 72.28
Somewhat Agree 17.62
Neither Agree nor Disagree 5.72
Somewhat Disagree 3.25
Strongly Disagree 1.12

Middle

Strongly Agree 53.27
Somewhat Agree 25.16
Neither Agree nor Disagree 11.76

Somewhat Disagree	6.21
Strongly Disagree	3.59

High

Strongly Agree	40.30
Somewhat Agree	28.18
Neither Agree nor Disagree	20.30
Somewhat Disagree	7.58
Strongly Disagree	3.64

9. This school values parent feedback:

Elementary	Percentage
Strongly Agree	50.11
Somewhat Agree	26.07
Neither Agree nor Disagree	16.74
Somewhat Disagree	4.83
Strongly Disagree	2.25

Middle

Strongly Agree	36.48
Somewhat Agree	24.76
Neither Agree nor Disagree	24.76
Somewhat Disagree	7.17
Strongly Disagree	6.84

High

Strongly Agree	23.94
Somewhat Agree	31.21
Neither Agree nor Disagree	29.09
Somewhat Disagree	8.48
Strongly Disagree	7.27

10. The school principal treats me with respect:

Elementary	Percentage
Strongly Agree	63.84
Somewhat Agree	12.09

Strongly Disagree 1.23

12. The school secretaries are helpful:

Elementary Percentage

Strongly Agree	76.94
Somewhat Agree	14.74
Neither Agree nor Disagree	5.17
Somewhat Disagree	2.02
Strongly Disagree	1.12

Middle

Strongly Agree	57.19
Somewhat Agree	23.20
Neither Agree nor Disagree	12.75
Somewhat Disagree	3.92
Strongly Disagree	2.94

High

Strongly Agree	52.44
Somewhat Agree	25.91
Neither Agree nor Disagree	18.29
Somewhat Disagree	2.44
Strongly Disagree	0.91

Three questions provided the respondent the opportunity for feedback. Following each question are a few sample answers from each level:

The first question asked “What does this school do well?”

Elementary

Still small enough to have a family feel
Open communication with teachers, office staff, and administration
Listens to parents
Caring, warm environment
The school is inclusive of bilingual families
Students have character
Quality of all the staff
Strong academic and behavior standards

Accountability
A good variety of extra-curricular activities

Middle

Strong communication
Newsletters
Caring teachers
Positive discipline and encouragement
Actually teaching students to think and learn on their own, not just memorize
Technology
Strong sense of community
Keeping grades current in Infinite Campus
Special needs programs
Sports and activities for the kids

High

Communication
Strong sense of community
School spirit
Encourages and supports learning
Anti-bullying
Supports diversity
Keeping parents informed about absences
College and AP classes are available
Good number of sports offerings
Teachers are really helpful

The second question asked “What can this school do better?”

Elementary

Be less crowded
More project based learning
Offer a complete instrumental music program, not just choir
Offer more help to students who are failing
Communicate more quickly with parents when their student is struggling
Make start times earlier so parents can get to work on time
Extend office hours so parents that work can come in
Change PT Conference hours so parents don't have to miss work to attend
Make sure both parents (when not living together) get the information about their student
Attend more quickly to people who come in to the front office

Middle

They need more homework to get them ready for high school
Don't forget about the average kids
More strict on discipline
Keep the good teachers and get rid of the bad ones
Community outreach
Consistent grading from one teacher to the next
Offer more activities besides sports
Listen to parents more when we bring issues up
Better security, all you have to do is buzz, and you're in
Offer foreign languages

High

Smaller class sizes
Increase rigor for all students
Work better with parents when there's an issue
Better discipline and accountability for students
Get grades entered more quickly
Parking, lunches, and attendance policies
Keep website more current
More technology classes
Offer more career type classes
Timely notification to parents about threats, lockouts etc.

The third question asked "If you could change one thing immediately about your school, what would it be?"

Elementary

The drop-off and pick-up is dangerous and takes too long
The parking situation
Music is needed now!
Better playground and recess areas with good supervision
Student-teacher ratio
More efficient way to pay for lunches
Increase rigor
Don't charge for full-day kindergarten
Challenge GT kids more
Full days and full weeks. No early release or half-days

Middle

Parent teacher conferences
Safety
Later start
Stop the bullying and violence

More teachers who care about kids
Smaller class sizes
Put in a stop light at 120th Ave
Get rid of early release
Only have one place to get grades and other information
Organized tutoring

High

Grades put in accurately and in a timely manner
More teachers and more counselors
Eliminate split schedule
More challenging homework
Close campus for 9-10 grade students
Get rid of all the drugs and bullying
Stop charging all of these fees!
Have a suggestion box
Consistency with rule enforcement
Spend more time and money on higher level students instead of on those who don't want to learn

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 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.