

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

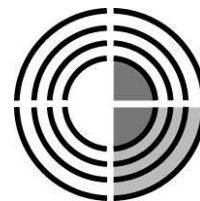
I hereby present the Board Expectations from our policy 3.B Treatment of Parents/Guardians in accordance with the reporting schedule as set forth in Board policy. I certify the information in this report is true.

Signed: 

Date: February 27, 2018
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.

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, website, 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 \$208,946 in five Attendance Liaisons and an additional \$175,486 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 a Coordinator of Attendance and Truancy Services (formerly truancy case manager) for a total compensation package of \$44,283. 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 \$12,933. 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 \$39,443 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 \$40,635.

By the end of the 2016-17 school year, we had served 309 homeless students; as of February 1, 2017 we have served 233 homeless students. Both of these numbers are a decrease.

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act) defines homeless as follows:

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

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 the District 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 the District treats its parents and guardians in a respectful, dignified and fair manner, the following survey was sent to 11,698 email addresses that are on file in Infinite Campus, an increase from the 10,133 email addresses the same survey was sent to last year. We had a combined 1,687 total responses or 14.4% of those surveyed which is higher

than in 2017. The same questions were asked in both the English and Spanish versions of the survey.

The combined responses below average an 83.73% approval rating of how we are treating our parents and guardians, which is down 5.57% from last year's survey.

1. How satisfied are you with your child's school? 82.81%
2. How likely are you to recommend this school to others? 80.57%
3. How likely are you to re-enroll your student(s) at this school next year? 73.36%
4. If you are not likely to re-enroll your student next year, what is the primary reason?
5. I am satisfied with the updates I receive about my child(ren)'s academic progress. 77.67%
6. Principals and teachers are accessible to discuss my concerns at a time that is convenient for me? 83.76%
7. School communication is effective and timely. 81.22%
8. I feel welcomed at this school. 87.51%
9. This school values parent feedback. 78.94%
10. The school's principal treats me with respect. 91.72%
11. The school's assistant principal treats me with respect. 94.37%
12. The school's secretaries are helpful. 89.15%

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?"

*Communication about school events and my child's academic progress.
Making sure the kids' first priority is their education. Keeping kids in line, and keeping parents updated.*

They've been pretty helpful to my child who has needed a bit more help in some areas than other students.

The second question asked "What can this school do better?"

I do wish that homework was a little lighter. I know it's helpful for the kids in a way, but I think

that in general, homework has gotten too heavy. Kids need time to be kids and be with family.

Retain more and add experienced staff who can better motivate the students in a positive direction.

I would like to see grade progress communicated more frequently. I would prefer to be consistently proactive rather than reactive as needs arise.

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

Smaller class sizes. The teachers have too many students to teach. Most teachers don't have an aid in their classroom.

Improve communication. Send materials home so we can help our children.

Have the teachers hold the students more accountable.

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.