

**Executive Limitation 3.B
Treatments of Parents/Guardians**

To: Board of Education, School District 27J

From: Dr. Chris Fiedler, Superintendent of Schools

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

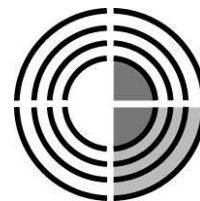
I hereby present the Board Expectations from our policy 3.B Treatment of Parents/Guardians in accordance with the reporting schedule as set forth in Board policy. I certify the information in this report is true.

Signed: 

Date: February 26, 2019
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 invests in 3.0 Attendance Liaisons for a total salary and benefits package of \$132,351.00 and an additional \$150,845 for two District Translators salary and benefits and Title III, and ELPA. 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 have two Intervention Case Managers whose salary and benefits are each \$75,491. The Intervention Coordinator salary and benefits is \$92,323.

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 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 2017-18 school year, we had served 304 homeless students; as of February 1, 2019 we have served 225 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 this 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.

The Student Achievement Department conducted a survey this fall designed to ascertain parent/guardian satisfaction with our schools and district. The results are below and are based on a scale of 1-4 with 4 being highest or Excellent. You will see the number for each question, the total number of responses, and the question average in the first chart. Percentages are noted in the second chart, and then finally there is a bar graph.

District Totals

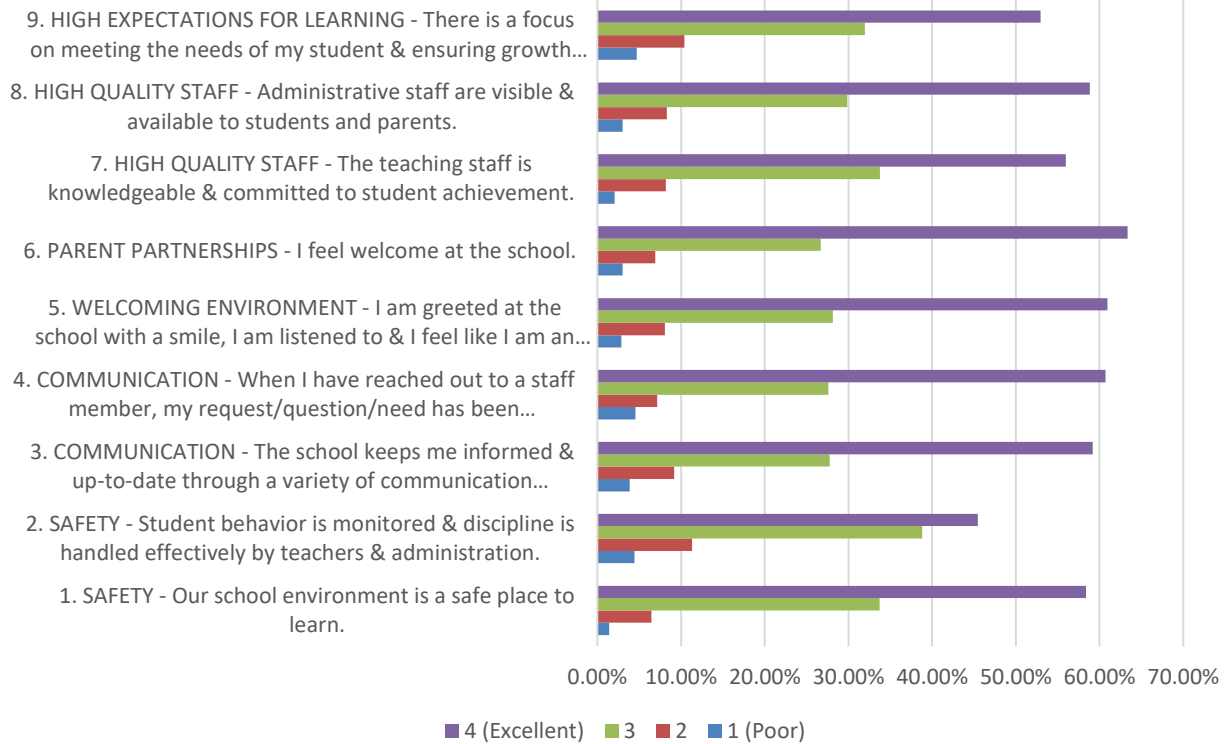
Parent Count	1 (Poor)	2	3	4 (Excellent)	Total	2644
1. SAFETY - Our school environment is a safe place to learn.	37	171	892	1544	2644	3.49
2. SAFETY - Student behavior is monitored & discipline is handled effectively by teachers & administration.	117	299	1026	1202	2644	3.25
3. COMMUNICATION - The school keeps me informed & up-to-date through a variety of communication measures.	102	243	734	1565	2644	3.42
4. COMMUNICATION - When I have reached out to a staff member, my request/question/need has been addressed in a reasonable amount of time.	120	189	730	1605	2644	3.44
5. WELCOMING ENVIRONMENT - I am greeted at the school with a smile, I am listened to & I feel like I am an important member of my students education.	76	213	744	1611	2644	3.47
6. PARENT PARTNERSHIPS - I feel welcome at the school.	80	183	706	1675	2644	3.50
7. HIGH QUALITY STAFF - The teaching staff is knowledgeable & committed to student achievement.	55	216	893	1480	2644	3.44

8. HIGH QUALITY STAFF - Administrative staff are visible & available to students and parents.	80	219	789	1556	2644	3.45
9. HIGH EXPECTATIONS FOR LEARNING - There is a focus on meeting the needs of my student & ensuring growth regardless of ability.	124	275	845	1400	2644	3.33

Percent of Parents	1 (Poor)	2	3	4 (Excellent)
1. SAFETY - Our school environment is a safe place to learn.	1.40%	6.47%	33.74%	58.40%
2. SAFETY - Student behavior is monitored & discipline is handled effectively by teachers & administration.	4.43%	11.31%	38.80%	45.46%
3. COMMUNICATION - The school keeps me informed & up-to-date through a variety of communication measures.	3.86%	9.19%	27.76%	59.19%
4. COMMUNICATION - When I have reached out to a staff member, my request/question/need has been addressed in a reasonable amount of time.	4.54%	7.15%	27.61%	60.70%

5. WELCOMING ENVIRONMENT - I am greeted at the school with a smile, I am listened to & I feel like I am an important member of my students education.	2.87%	8.06%	28.14%	60.93%
6. PARENT PARTNERSHIPS - I feel welcome at the school.	3.03%	6.92%	26.70%	63.35%
7. HIGH QUALITY STAFF - The teaching staff is knowledgeable & committed to student achievement.	2.08%	8.17%	33.77%	55.98%
8. HIGH QUALITY STAFF - Administrative staff are visible & available to students and parents.	3.03%	8.28%	29.84%	58.85%
9. HIGH EXPECTATIONS FOR LEARNING - There is a focus on meeting the needs of my student & ensuring growth regardless of ability.	4.69%	10.40%	31.96%	52.95%

District Oct 18



As with any survey, there are some areas indicated 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.