

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

To: Board of Education, School District 27J

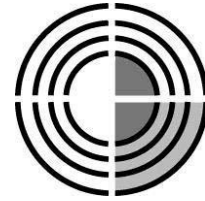
From: Dr. Chris Fiedler, Superintendent of Schools

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 23, 2021
Dr. Chris Fiedler
Superintendent, School District



Policy III.B – TREATMENT OF PARENTS/GUARDIANS

Monitoring Date: February 23, 2021

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.

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:

27J Schools exists to prepare every student for a future beyond graduation. The parents and guardians of our students care deeply about this mission. No matter their race, ethnicity, religion, culture, or income, our families share their most valuable possessions with us every day, and entrust their partnership with 27J to live up to our mission.

27J Schools strives for collaborative communication practices so that families and staff engage in regular, two-way, meaningful communication about student learning. We want the communication to be timely and reciprocal. Good collaboration requires access to information, and sufficient opportunities for parents to participate and advocate. In this first section of the monitoring report, we detail our communication efforts. In the last section of the monitoring report we detail how we listen and allow parents to have a voice.

Throughout this report, we have included steps 27J took to prepare for and respond to the impacts of the COVID-19 pandemic. The impacts presented unique opportunities for parent partnership.

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

Communication:

As our most important partner, parents are empowered with information (how our school systems operate, who to contact, what their rights and responsibilities are). **The 27J Schools website at www.27j.org** is host to district policies, student handbooks, a directory of contacts, calendars and schedules, prices and fees, and all essential information necessary organized by department and school. Included in this informational communication is 27J's financial reports, our budgets, and our plans. Our website is ADA compliant and can be translated for any language. Our parent partners should have access to information, and because of our ever evolving communication department's efforts, our parents are more informed than at any time before.

In addition to the website, 27J Schools communicates with parents via **phone calls, text messages, email, through social media, and even news releases through the general media**. We work to provide timely communication in crisis events, we share stories, inform, celebrate, and provide resource to help our parent community understand how to work with our schools and district.

27J consistently shares data and student learning progress with parents. We are transparent with our progress at both the school and district level. Parents are also able to closely monitor the academic progress of their own students through Infinite Campus. Federal grant dollars from the CARES Act allowed 27J to purchase additional tools for communication with parents. Schools can now communicate with parents through SeeSaw, Google Classroom, Google Sites, and more. Student grades and assignments are posted through these outlets and parents have password access to their child's progress. We engage in parent/teacher conferences at least two times per year, and there is an expectation for staff to contact parents if students are struggling. Parents are always

active partners whenever a student requires alternative programming or supplemental services.

Our Board of Education meetings also model partnership. All BOE meetings are publicly advertised and held, and notes and monitoring reports are publically displayed on our website. There is a section on every agenda for public comment, and parents always have the opportunity to make their voice heard. The BOE furthers their commitment to community and parent engagement with their **Linkage Meetings**, where they often choose to meet with parents and deeply empathize with their needs and wants from 27J.

COVID-19 forced **Board of Education meetings to a virtual environment**. Parents have the flexibility to view Board Meetings live through the 27J YouTube channel, or view the recorded version at their own convenience. Board of Education meeting on YouTube average nearly one hundred views, with a high of 182 for the December 8, 2020 meeting. Few Board Meetings prior to COVID had a hundred participants, so this new environment tells us we have more families participating with opportunities to share their voice.

A significant opportunity for parents to provide voice this past year was **the Community Town Halls** we held in the spring and summer. The purpose of the Town Halls was to gather parent input on plans and needs for a return to school plan. Data and stories collected from the events helped guide decisions on reopening schools in the fall. Additionally, a parent survey was conducted prior to the town hall. The survey gathered data on intent to return and preference for learning environment. For example, at the time of the survey, 83% of our families intended to return to in-person learning. This gave us clear direction that parents wanted the opportunity to choose in-person learning.

Our schools also play a critical role in informing parents and **providing important resource to parents and families**. Below is a list of some of our school actions that we use to inform parents and guardians and provide access to our school district:

- Check-it-Out night
- Back-to-School night
- Informational nights – athletic, literacy, math, graduation requirements, CTE, vaping, etc.
- Parent-Teacher conferences
- Child Study Meetings/ IEP Meetings/ 504 Meetings/ Advanced Learning Plans
- Attendance Phone Calls
- Phone Calls and Phone Conferences
- Field Days and Fun Events
- Regular newsletters, “Friday Folders”, and often weekly communications from teachers
- Schools reported that because many of these events moved to a virtual environment, parent participation increased

We also, through our published phone numbers on the website, **frequently engage parent interactions at the district level**. Our various departments regularly connect with parents. Our communication department frequently informs our parents, but also routinely responds to questions asked from our various social media outlets. Transportation, Nutrition Services, and

Intervention Services are also regularly in contact with parents and guardians to share information and respond to queries. Parents also have access to every staff member via phone or email, and we regularly support and problem solve with these clients.

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

There are some natural barriers to meaningful parent/guardian participation. 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.

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

2. 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:

27J Schools is very oriented toward serving families and helping parents navigate the challenges of life and school, so that every student can fully participate and find success in school. Part of our partnership is serving the barriers our families experience and connecting them with our 27J community resources. Below are some of the services that 27J provides:

- **FREE AND REDUCED LUNCH** – The Nutrition Services department, using federal subsidies, are able to provide free and reduced meals for all families who qualify. In addition to lunch, students who qualify, are also allowed to receive financial support to daycare, athletic and activity fees, class fees. Nutrition Services is active at all back-to-school functions and parent-teacher conferences should parents need to talk directly to someone. During the pandemic, free meals are provided to all students age 3-18, including fully online students. Several pickup locations are available throughout the district to pick up breakfast and lunch. Nutrition Services reports we average 4400 meals per day for those students not in an in-person learning environment.
- **TRANSPORTATION SERVICES** – The Transportation department is very active in every aspect of family engagement. They make themselves available to parents and usually the bus drivers have relationships with parents on their route. They consistently provide presence at Back-to-School nights, and go above and beyond in ensuring their

routes are published and families are communicated with if something were to go array. During the pandemic, drivers delivered school supplies, hotspots, and other technology needed for remote learning.

- **BACKPACKS** – 27J worked with community partners to provide over 691 students with backpacks stuffed with school supplies.
- **SCHOOL SUPPLIES** – All 12 elementary schools have received school supplies from us (not in backpacks) this year.
- **HOLIDAY GIFTS** - Working with community agencies, we were able to provide gifts to 643 students.
- **FOOD GIFT CARDS** – 13 families received \$100 gift cards for food
- **EMERGENCY HOUSING** - Hotel vouchers for two families so far this year.
- **ARC VOUCHERS** – 28 families received \$900 worth of vouchers for use at ARC.
- **GAS CARDS** - \$25 Gas cards have been provided for 18 families.
- **COATS** - We have provided coats to over 114 students.
- **ACCESS TO COMMUNITY RESOURCES** - We regularly refer families to our community resource list (on the website) for access to health care, information about how to find housing information, clothing and food resources, assistance with utility bills, etc. Included in our community resources is
- **ACCESS TO MENTAL HEALTH PARTNERS** – Community Reach counselors are employed in every 27J school and they can provide and support families beyond the school day. We also have partnerships through the Pennock Center.
- **ATTENDANCE LIASIONS** – We employ one at each high school.
- **DISTRICT TRANSLATORS** – 27J employs two full time District Translators and have multiple other translators and services that we call on to support over 64 languages. Our most common languages where face-to-face conferences are supported are Spanish, Russian, and Mandarin. Schools have staff available and plans for parent communication for office visits, presentations and ceremonies, and conferences.
- **TITLE III SUPPORTS** - The supplemental funds allow us to support our community outreach programs. The supplemental funds allow us to better connect with our families with primary languages other than English. These funds have allowed us to reach out to welcome and support families, especially newcomer families. This supplemental outreach allows us to ensure all families have access to information that will support their student's success in 27J, regardless of their primary language. Some of this funding ensures that community meetings, school board meetings, and the monthly Communicator newsletters, and all district communications are provided in Spanish and English. This support is supplemental to school and district based parent activities such as Back to School Nights, Parent-Teacher conferences, academic focus nights, and school based programs.
- **HOMELESS STUDENT SUPPORTS** - as of February 8, 2021 we have served 263 homeless students. This number is an increase of 38 from 2020. 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. 27J's Intervention Services Case Managers work closely with the family and our transportation department to coordinate the logistics. 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.

- WAIVED A.P. & INDUSTRY CERTIFICATE fees. As part of our graduation requirements for demonstration. Every student should have access to these classes and these assessments without cost.
- COMMUNICATION - In 2019, the District switched our parent notification system to Blackboard Mass Notification. 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.
- BUILDING SIGNAGE – School signage used to identify rooms and direct families to staff is posted in English and Spanish.
- COVID-19 – Free testing available to all students and staff.
- HOT SPORTS- 655 Hot spots were delivered to homes for student access to the internet.

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

- 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 read above, 27J works hard to make sure all parents have resources. Resource in the form of information, data, and access to supports. It is our hope that these resources enable a togetherness where parents have a voice in our schools and in our school district. The following represent the processes, meetings, or gatherings where the parent advocacy voice is the most encouraged:

- PTO/PTA – The Parent Teacher Organization and the Parent Teacher Association. This group is almost entirely parent organized and facilitated. Parents partner with teachers and administrators to increase value to their local school. These groups fund-raise, make key decisions, prioritize goals, coordinate fun, and help make the student experience better.
- DAC/SAC – The District Accountability Committee and School Accountability Committee. These groups strive to assure student academic performance. The DAC meets once every month and is a key player for accountability for 27J Schools, and each schools Unified Improvement Plan. This group also gives a recommendation for the 27J Budget, the approval of all TITLE funds, the 27J Mill Levy, and any other state or federal funds.
- IEP/PST/ALP/504/READ Plans – Individual Educational Plan (special education), Problem Solving Teams (students who require additional intervention) Advanced Learning Plans (students who require gifted educations supports) 504 (students who require

accommodations to access grade level expectations) READ (students who have been identified as significantly behind in their reading) Parents/Guardians and educators collaborate to ensure that the planning and services for each student on one of these plans serves the student's individual needs. Parents are essential to these meetings and their voice is built into every protocol and their signature verifies their involvement.

- Priority Improvement Meetings – Every 27J School that has been identified as Priority Improvement or Turnaround on the School Performance Framework invites every parent into a data dialogue and planning meeting to discuss strategies to move the school out of this designation. The SAC at each school then ensures progress on the Unified Improvement Plan throughout the year.
- Parent-Teacher Conferences – Parents and teachers discuss academic progress, social emotional development, behavior, effort, etc. at least two times per year. At the elementary level, these conferences are mandatory for families and most schools have a greater than 90% turnout. At middle and high school, teachers are expected to conference either in person or via phone with every student who has a D, a F, or is exhibiting behavior that is worthy of a conversation and collaboration. Parents who are not contacted, remain welcome to a walk-in face-to-face conference during open hours during conference weeks.
- Translators, and any additional supports are also available to ensure parent participation at all of these meetings.
- Parent Surveys – Parents are given a survey two times a year to ascertain parent/guardian satisfaction with our schools and district. These surveys are part of our 27J Dashboard and both participation and the satisfactory rating play a role in the “cultural” component and “overall” rating of our school and district. We also use these results to continuously improve our practices and to frame SAC and PTO/PTA agendas. Additionally, in the fall of 2020, parents had the opportunity to choose descriptors that best described their experience with the learning environment. Parents had the option of requesting that someone from the school reach out to them directly to discuss their experience. That information was then shared with the school so they could reach out to the families. One hundred percent of the families that asked to be contacted, were contacted by the school within a few days.

District Wide Data:

The results 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 table 1. A percentage of parents who either rated a 3 or a 4 indicating satisfaction is noted at the bottom of table 1.

Table 1

	1 (Poor)	2	3	4 (Excellent)	Total	Average
1. SAFETY - Our school environment is a safe place to learn.	63	208	1600	4676	6547	3.66
2. SAFETY - Student behavior is monitored & discipline is handled effectively by teachers & administration.	108	375	1966	4098	6547	3.54
3. COMMUNICATION - The school keeps me informed & up-to-date through a variety of communication measures.	129	358	1414	4646	6547	3.62
4. COMMUNICATION - When I have reached out to a staff member, my request/question/need has been addressed in a reasonable amount of time.	177	412	1434	4524	6547	3.57
5. WELCOMING ENVIRONMENT - I feel welcome at the school, I am listened to and my needs are important.	163	432	1686	4266	6547	3.54
6. WELCOMING ENVIRONMENT - I feel like an important member of my student's education. (For example, I volunteer. I am a member of the parent teacher organization. I am a member of the school accountability committee.)	456	903	1907	3187	6453	3.21
7. HIGH QUALITY STAFF - The teaching staff is knowledgeable & committed to my child's learning and development	106	364	1799	4278	6547	3.57
8. HIGH QUALITY STAFF - Administrative staff are aware of the happenings at the school, are leading toward better outcomes, and are responsive to student and parent needs.	162	429	1772	4184	6547	3.52
9. HIGH EXPECTATIONS FOR LEARNING - There is a focus on meeting the needs of my student & ensuring growth regardless of ability.	222	589	1866	3870	6547	3.43
				53173	58829	90.39%

Table 2 is also district level aggregate data organized around theme.

Table 2

Survey Category	Average Rating
Safety	3.60
Communication	3.58
Welcoming Environment	3.59
High Quality staff	3.55
High Expectations	3.37
Overall Average:	3.54

School Data:

Table 3 represents school level data for participation and percentage of parent/guardian respondents who either rated the 3 or 4 across the entire survey.

Table 3

School	Oct Count	Participation	Percentage	3 and 4's
Bright Beginnings	74	15	20.27%	96.3
Brantner	691	419	43.40%	94.02
BHS	1834	803	43.78%	84.07
Henderson	341	167	48.97%	95.25
I and O	227	51	22.47%	94.74
North	269	201	74.72%	92.14
Northeast	552	174	31.52%	95.4
OTMS	589	146	24.79%	84.98
Pennock	632	149	23.58%	92.77
PVHS	1710	882	51.58%	84.97
PVMS	645	443	68.68%	88.14
QMS	887	257	28.97%	91.09
Reunion	755	416	55.10%	97.06
RRHS	1194	119	9.97%	85.49
Second Creek	760	321	42.24%	93.25
South	417	216	51.80%	92.44
Southeast	510	178	34.90%	97
SMS	739	427	57.78%	91
Thimmig	563	263	46.71%	95.94
Turnberry	705	400	56.74%	93.14
Vikan	649	226	34.82%	83.42
West Ridge	754	274	36.34%	95.05
District	15497	6547	42.25%	90.39

The survey speaks to the overall satisfaction of parents and provides the closest alignment to the BOE 3B Treatment of Parents/Guardians Executive Limitation Monitoring Report. We have some work to do to increase parental participation, and some improvements to make in our sub-component areas. Note that despite being in the middle of a pandemic, 27J had our highest participation rate and our highest average rating. 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.