

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

To: Board of Education, School District 27J

From: Mr. Will Pierce, 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.

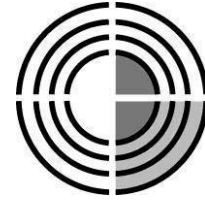
Signed:



Date: February 26, 2025  
Mr. Will Pierce  
Superintendent, 27J Schools



SCHOOL DISTRICT 27J  
GOVERNING POLICY OF  
THE BOARD OF EDUCATION



## **Policy III.B – TREATMENT OF PARENTS/GUARDIANS**

Monitoring Date: February 26, 2025

**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.

**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](http://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 resources 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. 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. After a public speaker shares their comments, a Superintendent Executive team member will connect with them either in the audience or hallway to offer contact information for a follow up conversation. The BOE furthers their commitment to community and parent engagement with their **Linkage Meetings**, where they can choose to meet with parents and deeply empathize with their needs and wants from 27J. During the last twelve months the Board has only had linkage meetings with 27J Principals, District Community Partners (Almost Home, Kids First, etc.) and graduating seniors, but the structure for parent linkage is there.

Parents continue to 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 meetings on YouTube average 39 views. As of January 2025, the Board of Education has heard from nineteen speakers during public comment.

Our schools also play a critical role in informing parents and **providing important resources 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 continue to offer virtual options for conferences, IEP meetings, behavior meetings, et cetera.

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. The Executive Director of Schools team has responded to 101 parent phone calls regarding school-related concerns or complaints as of February 10, 2025. Every call receives a timely response, followed by a meeting or conversation to fully understand the issue and work toward a resolution. Our goal is to ensure that every parent feels heard, valued, and supported in their partnership with our schools. Parents also have access to every staff member via phone or email, and we regularly support and problem solve with these clients.

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:

- **DISTRICT TRANSLATORS** – 27J employs three full time District Translators and have multiple other translators and services that we call on to support over 65 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. As of January 10th, 2024, 27J proudly had a total of 3,312 Culturally and Linguistically Diverse (CLD) learners, including both Non-English Proficient (NEP) and Limited English Proficient (LEP) students. This marks a

milestone as the highest number of CLD students ever recorded in 27J. For historical comparison, in 2016, the count stood at 1,540 students, and by 2023, it surged to 2950 students—an impressive increase in the number of CLD learners within this relatively short time span. Furthermore, the cultural richness within our student body is exemplified by the fact that 27J currently hosts students who collectively represent a diverse array of 67 languages.

- **TITLE III SUPPORTS** - The supplemental funds allow us to support our community outreach programs 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 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, 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.
- **WELCOME CENTER** –Dedicated to supporting our CLD Students, the Welcome Center opened in the 2022 school year. For families new to 27J, it is the first bond in establishing a positive partnership. Strengthening its bonds with families, the Welcome Center actively engages with hundreds of families, demonstrating its commitment to ensuring the early success of our students. Proactively reaching out to newcomer families, the center identifies the unique needs of students and families, providing essential services for a seamless transition. Among the vital services offered by the Welcome Center to all families are registration and paperwork support, language and technology assistance, serving as a crucial link between schools and families. Beyond connecting families to in-district resources, we have successfully expanded community ties by linking our families with external community resources. Notably, we initiated parent English classes with select families this year, laying the foundation for language learning. The Welcome Center remains dedicated to fostering a supportive environment and strengthening the connections that contribute to the success of our CLD students and their families.
- **FAMILY RESOURCE CENTER**-The 27J Family Resource Center opened in 2022. It has supported 93 families as of January 31, 2025. It currently partners with the 27J Welcome Center. The arrangement has allowed for families seeking enrollment assistance to also benefit from clothing and food at the FRC. [HERE](#) is a link to the FRC website.
- **McKINNEY VENTO ACT**- Supportive services for students and families identified under the McKinney Vento Act are housed at the FRC as well. McKinney Vento is a federal law that ensures the educational rights and protections of children and youth experiencing homelessness. Homelessness under the McKinney Vento Act includes children and youth who lack a fixed, regular, and adequate nighttime residence. It also includes children and youth who are sharing the housing of other persons due to loss of housing and economic hardship. While all of the resource and outreach events aim their efforts towards McKinney Vento families, they are available to any 27J family demonstrating need. We are able to provide the many resources to our families through valuable community partnerships with A Precious Child, Food for Hope, The Orchard Church, Platte Valley Medical Center, Sparkling Kindness, Soles4Souls, Kiwanis, and Riverdale Women’s Golf Association. As of January 31, 2025, we have identified 879 students who meet the criteria provided under the McKinney Vento Act. This is a 32% increase from the same time last year.
- **COMMUNICATION** - In 2025 a transition to a new communication platform is planned to allow communication in multiple languages. 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.

**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, and the approval of all TITLE funds. Agendas are posted online and via calendar invites, but we have limited parent engagement.
- 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) are created with Parents/Guardians and educators 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.

- COACTION COALITION- In 2024, Stuart Middle School received a grant to partner with Coaction Coalition to enhance family engagement. This partnership focuses on coaching, best-practice training, and strengthening school-family relationships. Lessons learned at Stuart will help shape district-wide efforts. In February, Coaction Coalition expanded its impact by leading Parent Engagement Nights at Prairie View High School, Northeast Elementary, Southeast Elementary, and Prairie View Middle School.
- 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, an 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.
- TRANSLATION- 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 “culture and climate” 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.

**District Wide Data:**

The results below 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

District Wide	1	2	3	4	Grand Total	Average	Percentage 3 and 4
1. SAFETY - Our school environment is a safe place to learn.	109	275	1439	4596	6419	3.64	94.00%
2. SAFETY - Student behavior is monitored and discipline is handled effectively by teachers and administration.	208	460	1735	4016	6419	3.49	89.60%
3. COMMUNICATION - The school keeps me informed and up to date through a variety of communication measures.	181	325	1203	4710	6419	3.62	92.19%
4. COMMUNICATION - When I have reached out to a staff member, my request/question/need has been addressed in a reasonable amount of time.	181	300	1052	3759	5293	3.63	92.12%
5. WELCOMING ENVIRONMENT - I feel welcome at the school, I am listened to, and my needs are important.	176	330	1272	4641	6419	3.62	92.12%
6. WELCOMING ENVIRONMENT - I feel like an important member of my student's education.	347	616	1565	3891	6419	3.40	85.00%
7. HIGH QUALITY STAFF - The teaching staff is knowledgeable and committed to my child's learning and development.	141	316	1343	4619	6419	3.63	92.88%
8. HIGH QUALITY STAFF - Administrative staff are aware of the happenings at school, are leading toward better outcomes, and are responsive to student and parent needs.	204	357	1436	4422	6419	3.57	91.26%
9. HIGH EXPECTATIONS FOR LEARNING - There is a focus on meeting the needs of my student and ensuring growth regardless of ability.	186	414	1443	4376	6419	3.56	90.65%
10 LEARNING ENVIRONMENT - My child has at least 1 adult at their school that believes in them and cares about their success.	143	240	1045	4991	6419	3.70	94.03
Percent who rated satisfied (3 or 4)							<b>92.93 %</b>

Table 2 is also district level aggregate data organized around the theme. Note that all are increases from last year.

Table 2

<b>Survey Category</b>	<b>Average Rating</b>
Safety	3.56
Communication	3.63
Welcoming Environment	3.51
High Quality Staff	3.60
High Expectations	3.56
<b>Overall Average</b>	<b>3.57</b>

Table 3 represents survey averages by theme for the last five survey cycles.

Table 3

	Fall 2024	Fall 2023	Fall 2022	Fall 2021	Fall 2020
<b>Survey Category</b>	<b>Average Rating</b>	<b>Average Rating</b>	<b>Average Rating</b>	<b>Average Rating</b>	<b>Average Rating</b>
Safety	3.56	3.53	3.48	3.34	3.6
Communication	3.63	3.60	3.59	3.51	3.58
Welcoming Environment	3.51	3.47	3.48	3.3	3.59
High Quality Staff	3.60	3.58	3.55	3.45	3.55
High Expectations	3.56	3.53	3.58	3.47	3.37
<b>Overall Average</b>	<b>3.57</b>	<b>3.54</b>	<b>3.54</b>	<b>3.41</b>	<b>3.54</b>

**School Data:**

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

Table 4

Parent Survey Participation Percentages				
School	October Count	Participation	Percentage	Percent Agree/Strongly Agree
27J Online Academy	375	23	6.13%	96.1%
Brantner	578	365	63.15%	95.8%
Bright Beginnings Preschool	90	42	46.67%	93.6%
Brighton High	1716	203	11.83%	80.0%
Discovery Magnet	691	284	41.10%	97.4%
Henderson	362	177	48.90%	95.3%
Innovations and Options	223	29	13.00%	83.8%
Northeast	474	271	57.17%	93.5%
Overland Trail	584	285	48.80%	80.0%
Padilla	673	615	91.38%	95.7%
Pennock	598	368	61.54%	94.7%
Prairie View High	1797	127	7.07%	79.3%
Prairie View Middle	689	173	25.11%	84.3%
Quist Middle	854	222	26.00%	85.7%
Reunion	748	155	20.72%	97.3%
Riverdale Ridge	1785	151	8.46%	77.9%
Second Creek	713	481	67.46%	96.8%
South	330	257	77.88%	92.4%
Southeast	533	307	57.60%	96.4%
Southlawn	673	237	35.22%	89.0%
Stuart Middle	802	492	61.35%	84.7%
Thimmig	535	101	18.88%	91.0%
Turnberry	744	316	42.47%	92.4%
Vikan Middle	525	325	61.90%	81.9%
West Ridge	693	413	59.60%	97.1%
<b>Grand Total</b>	<b>17785</b>	<b>6419</b>	<b>36.09%</b>	<b>91.0%</b>

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. 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.**