

INTERNAL MONITORING REPORT

June 20, 2018

POLICY: 2.1 Treatment of Students, their Families and Community Members

POLICY CATEGORY: Operating Limitations

PERIOD MONITORED: 2017-2018 School Year

This is my monitoring report on the Board of Education's Executive Limitation policy "Treatment of Students, their Families, and community Members." This is the first monitoring report for 2.1 since the Board revised the policy on June 21, 2017. As such, there are new interpretations of policy, where noted. I certify that the information contained in this report is true and complete. The report is presented in accordance with the routine monitoring report schedule. This report will monitor the policy starting at its more detailed provisions and end with the global prohibition.

Panorama Education launched its ["Parent Engagement and Satisfaction Survey"](#) for Adams 12 Five Star Schools on February 12 through March 2, 2018.

Participation

Families responded in record number to the survey with nearly 6,200 parents across the Five Star District taking the survey. Nationwide, Panorama sees a survey response rate of around 20 percent. Adams 12 Five Star Schools exceeded this with a 23 percent survey response rate.

Results and Benchmarks

The Parent Engagement and Satisfaction Survey from Panorama is structured as a series of scales, or groups of questions, that work together to measure a single construct, or topic. As an example, the topic "Family Engagement" has six questions within it. Each scale asks parents and guardians to respond to questions as opposed to rating their level of agreement or disagreement with statements as many surveys do. This approach minimizes measurement error.

National Benchmarks allow districts and schools to compare their scores to results from Panorama's national dataset. National Benchmarks are available for the following topics – Staff-Family Relationships, School Climate and School Fit. Along with a distribution graph, National Benchmarks also include the district's approximate national percentile, rounded to the nearest 10 (e.g. 50th or 70th percentile). National Benchmarks include survey results from more than 430 districts, 5,900 schools, and 3.5 million respondents (across all stakeholder groups) across diverse geographic areas, school types, and achievement levels.

Additionally, you can refine the National Benchmarks by selecting various district/school characteristics (school setting, school level, and free and reduced price lunch %).

The district provided all families with a ["Parent Guide to Understanding Survey Results"](#).

Data collected in support of monitoring, in addition to the Panorama Survey Data, includes:

- 1. Record of Complaints:** These numbers reflect the number of complaints submitted to the district under policy 1550, the Public Complaint Policy, and or the case number represented if there has been a state or federal complaint filed.
- 2. Appeals made to the Board of Education**
- 3. Records of informed complaints made by parents during the monitoring period, maintained by Executive Directors for Schools and their Administrative Assistants.**



Christopher E. Gdowski, Superintendent

June 20, 2018

Operating Limitations Policy 2.1

Treatment of Students, Their Families and Community Members

With respect to interactions with students, those applying to be students, their families, and community members, the Superintendent shall not cause or allow conditions, practices, procedures, activities or decisions which are unsafe, undignified, uncaring or unnecessarily intrusive or restrictive. Further, without limiting the scope of the foregoing by this enumeration, the Superintendent shall not:

1. Fail to provide timely responses to inquiries and information to students and their families of what may be expected and what may not be expected from all services, programs and products.
2. Use any method of discipline for student behavior that is unclear, untimely or inconsistently applied.
3. Use any method of assessment for student achievement (excluding state and federally mandated tests) at the course, school or district level that is unclear, untimely or inconsistently applied.
4. Fail to inform students and their families about student academic performance that is unsatisfactory in a timeframe that allows for corrective action.
5. Operate without written rules which: (a) reasonably specify district and building expectations, standards & procedures, (b) provide for effective resolution of complaints, concerns and grievances, and (c) protect against wrongful conditions and disparate treatment.
6. Fail to operate facilities safely with open and equitable use by students, their families and community members.
7. Fail to ensure an environment where students, family members or community members feel free to express their concerns or dissent in non-disruptive ways without fear of reprisal or the imposition of unreasonable consequences.
8. Prevent students, families or community members from being heard by the Board when internal hearing procedures have been exhausted and the person alleges that Board policy has been violated to his or her detriment.
9. Fail to establish effective, timely and necessary communication methods which provide for appropriate feedback between the district and affected persons or groups.

2.1.1 Policy Wording

The Superintendent shall not:

Fail to provide timely responses to inquiries and information to students and their families of what may be expected and what may not be expected from all services, programs and products.

Interpretation:

I interpret this policy wording to mean:

The District and each of its schools provides families pertinent school information in a consistent and timely manner and makes annual improvement in data reported to measure compliance.

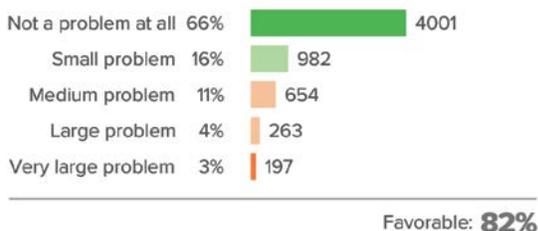
District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<p>1. District has made improvement and progress in ensuring easy and accurate access in information for students and families.</p> <p>District has expanded district communication via social media:</p> <ul style="list-style-type: none"> ● District website, Facebook, and Twitter. ● District has expanded the use of text messaging via School Messenger to parents to inform them about school safety and security situations occurring in real time using a color coded warning system. ● Parents can opt in to text messaging to receive information about school closures, weather events, and important district announcements that are of benefit to the Adams 12 community. ● Parents are able to register all of their students (k-12) online. They are able to pay for all fees online. ● Information on the bond projects and progress toward those investments is communicated regularly to the community at large, as well as the parents of Adams 12 students. 	<ol style="list-style-type: none"> 1. Four questions from Panorama have been used to monitor and measure 2.1.1. Questions 3,4,5,6 from the category, Barriers to Engagement. 2. Record of district/state/federal complaints. 3. Record of complaints to the Board of Education.

Data Reported:

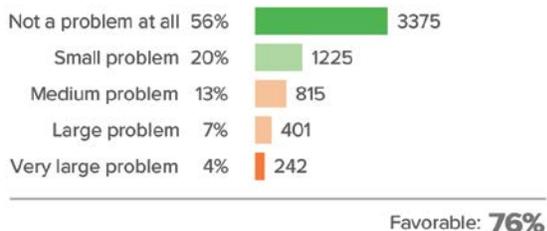
- **Record of district/state/federal complaints: 0**
- **Record of complaints to the Board of Education: 0**

Panorama Survey Question Category: Barriers to Engagement

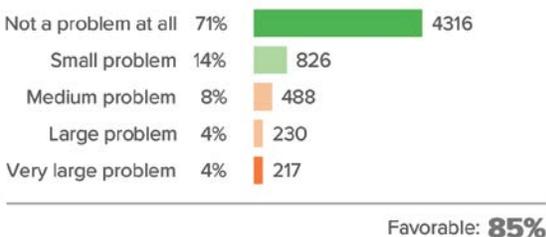
Q.3: You feel unsure about how to communicate with the school



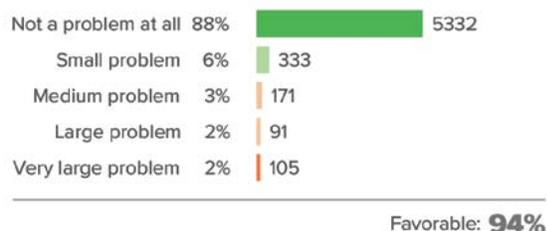
Q.4: The school provides little information about involvement opportunities



Q.5: The school is not welcoming to parents



Q.6: The school does not communicate well with people from your culture



Compliance Statement:

The district has made significant strides over the course of the 2017-2018 school year in the variety of communication avenues we have to communicate with our parent community. The data reported sets a baseline to measure compliance in the 2018-19 school year and subsequent years.

2.1.2 Policy Wording

The Superintendent shall not: *Use any method of discipline for student behavior that is unclear, untimely or inconsistently applied.*

I interpret this language to mean:

1. Parents have access to discipline policies and procedures for each level of schooling
2. Parents receive communication about their student in a timely manner, and are assured that due process procedures are applied.
3. There is no evidence of disproportionality in the areas of gender, race, special needs, or age.
4. Compliance requires annual improvement in reported data.

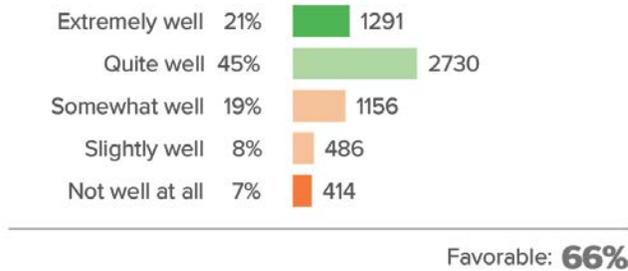
District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. The District has engaged in partnership with the Conflict Resolution Center in order to train school administration and school mental health staff in the area of Restorative Practices. 2. This year, the District unveiled its new discipline matrix, that is utilized in all of our schools and found on the district website. 3. The District has hired a new MTSS Director to develop and implement a consistent set of 	<ol style="list-style-type: none"> 1. Panorama Survey Question 4: School Climate. 2. Record of district/state/federal complaints. 3. Record of complaints submitted to the Board of Education. <p><i>District discipline proportionality data, currently under collection and analysis, will serve as baseline for next year's monitoring.</i></p>

<p>behavior interventions for all levels of schooling.</p> <p>4. The District has newly formed a cross-divisional team (The Student Conduct Task Force) including BASE, PEAK, Transportation, and Learning Services to develop common language and common practices around disciplinary practices, so students and their families can expect similar consequences and communication across settings should a disciplinary situation arise.</p> <p>5. There has been a newly formed leadership group to help develop professional learning around equity, culture, and bias training for the system. This most recently began with Senior Leadership, and the leadership team is working on a strategic plan to roll it out system-wide.</p>	
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Data Reported:

Panorama Survey: School fit

Q.4: At your child's school, how well does the overall approach to discipline work for your child?



Record of district/state/federal complaints: 4

Record of appeals submitted to the Board of Education: 0

District discipline proportionality data for k-12 suspensions, expulsions and discipline incidents is currently being collected for analysis as part of two different reviews:

- Review of student engagement initiatives (Summer 2018)
- Review of special education practices (Fall 2018)

This analysis will include proportionality data by race, gender and special population status (ELL, Special Education, GT). Disproportionality in discipline data, across race, gender and special population status is commonly evident in state and national data.

Compliance Statement: *This year's discipline proportionality data, as produced from the student engagement initiatives and special education reviews will serve as a baseline for monitoring next year.*

2.1.3 Policy Wording

The Superintendent shall not:

Use any method of assessment for student achievement (excluding state and federally mandated tests) at the course, school or district level that is unclear, untimely or inconsistently applied.

I interpret this language to mean:

District staff will use formative and summative assessment practices that are aligned to the guaranteed and viable curriculum and/or course of study. Assessments shall be:

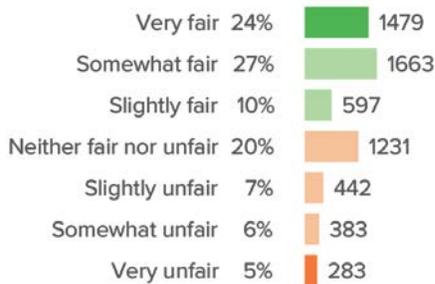
- Aligned to state standards and/or to the course descriptions and outcomes for students
- Administered in a timely manner, and at secondary aligned to the course syllabi.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. Over the course of the past two years the district has expanded the Units of Study for Language Arts k-12 to ensure alignment to the Colorado Academic Standards. Each unit contains suggested formative and summative assessments. 2. For k-8 schools, the District has offered monthly, two hour professional learning sessions for Instructional Leadership Teams, where the focus has been on aligning assessment practices to the standards for both math and language arts. 	<ol style="list-style-type: none"> 1. Panorama Survey Question 3: School Climate. 2. Record of district/state/federal complaint. 3. Record of complaints submitted to the Board of Education.

Data Reported:

Panorama Survey Question:

Q.3: How fair or unfair is the school's system of evaluating children?



Favorable: **62%**

Record of district/state/federal complaints: 0

Record of complaints submitted to the Board of Education: 0

Compliance Statement:

There is no evidence that assessments administered in the district are unclear, untimely, or inconsistently applied based on the number of complaints received at the District level. Further, there is much work being done across the system to ensure all formative and summative assessments are closely aligned to the curriculum and grading practices in general to improve our efforts system-wide..

2.1.4 Policy Wording

The Superintendent shall not:

Fail to inform students and their families about student academic performance that is unsatisfactory in a timeframe that allows for corrective action.

I interpret this language to mean:

Families will be informed of student progress in a timely manner, and that the communication is shared in enough time for a student to change their outcome on a final grade.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. All schools host parent-teacher conferences twice per year, secondary schools send grades home quarterly, and elementary schools send grades home to parents each semester. 2. In fall of 2018, all families at all levels will have access to the Grading Portal through Infinite Campus so they can view student progress in real time. 3. There has been a year long study around Grading Practices, where community stakeholders have had the opportunity to provide input around grading practices aligned to the standard across our system. Next steps include: 4. District-wide training on the Infinite Campus Suite, with a focus on aligning classroom progress reporting to the Parent Portal so that staff has a level set on what and how to report student progress to parents and families. 5. All district schools will implement the Tenets for Grading Practices that have been developed by district Grading Practices Advisory Committee. 	<ol style="list-style-type: none"> 1. Record of district/state/federal complaints. 2. Record of complaints submitted to the Board of Education.

Data Reported:

Record of district/state/federal complaints: 1

Record of complaints submitted to the Board of Education: 0

Compliance Statement: *There have been few complaints that have risen to the Executive Director level around grading practices, in part because there has been broad engagement all year long with both staff and the Adams 12 community. Working with staff across all levels of schooling will support District efforts in grading practices from aligning grade to the standard, reporting in a timely way, and allowing all students the opportunity to correct their grades in a timely manner.*

2.1.5 Policy Wording

I interpret the following language:

The Superintendent shall not:

Operate without written rules which: (a) reasonably specify district and building expectations, standards & procedures, (b) provide for effective resolution of complaints, concerns and grievances, and (c) protect against wrongful conditions and disparate treatment.

I interpret this language to mean:

1. 100% of schools will publish on their school website their parent and student handbook, that clearly outlines expectations or all standard operating procedures.
2. District and schools adhere to the provisions of the following policies:
 - District Policy 1550 Public Complaint
 - District Policy 8400 Nondiscrimination

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none">1. All schools submit their handbooks to Executive Directors for review.2. Student Engagement Initiatives, Transportation, Health Services, Admissions, Safe and Security, Legal Services, Nutrition Services and BASE, all provide inserts for each school to include in their parent and student handbooks so that the language is consistent across schools.	<ol style="list-style-type: none">1. School handbooks.2. Record of district/state/federal complaints.3. Record of complaints submitted to the Board of Education.

Data Reported:

- 100% of School handbooks contain written information that explains standard operating procedures for each school as well as district and building expectations, information on the formal complaint policy around concerns and grievances, and information that informs parents about their protections against wrongful conditions and disparate treatment.
- **Record of district/state/federal complaints: 0**
- **Record of complaints submitted to the Board of Education: 0**

Compliance Statement

I find in general there are written materials available to parents electronically, and in print that explain the standard operating procedures parents and families need access to in order to ensure their student is prepared for school. There have been no complaints that have risen to the district, state, or federal level during the 2017-2018 school year where wrongful conditions or disparate treatment apply.

2.1.6 Policy Wording

The Superintendent shall not:

Fail to operate facilities safely with open and equitable use by students, their families and community members.

I interpret this language to mean:

That district will provide community use policies and practices that allow families and community members equal opportunities for use of those facilities. In addition, I find this policy to mean that district facilities are maintained in good repair, and are safely operated with appropriate resources, and with appropriate safeguards for all students.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none">1. Since the inception of the 2016 Bond program, buildings who were in the most critical condition, were pushed to the top of the list for building-wide improvements. From security improvements, to playground equipment, building infrastructure at end of life, and ADA accessibility, the District is systematically making repairs to our buildings with the greatest need.2. There are Community Use Policies that clearly post expectations for Application, Fee Structures, Terms of the Contract.	<ol style="list-style-type: none">1. Data from Community Use.2. Data from each school's facility evaluation.

Data Measures:

Community Use Reports

3. The Community Use department reports that buildings across the district have been used by 780 groups through the 2017-2018 school year.
4. There are few exceptions for groups that have been denied, and those reasons have been: lack of space available to the requestor or lack of insurance required for use of our facilities.

School Facility Score Cards available to all parents

Sample: [Cherry Drive School Facility Scorecard](#)

Compliance Statement:

I find that we are generally able to accommodate all of the requests that are made through the Community Use process, and only on rare occasion are we unable to fulfill each request. In addition, we are providing bond dollars to mitigate all of the buildings with the most critical facility needs so that all of our students and staff work and go to school in a building that is safe, and has been maintained.

2.1.7 Policy Wording

The Superintendent shall not:

Fail to ensure an environment where students, family members or community members feel free to express their concerns or dissent in non-disruptive ways without fear of reprisal or the imposition of unreasonable consequences.

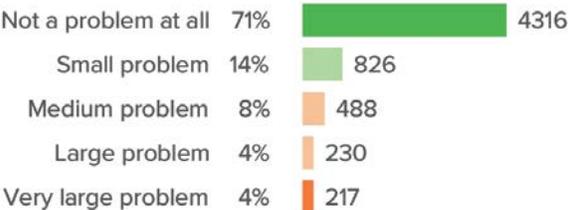
I interpret this to mean: Through improvements in broad and varied engagement with students, families and the community, the district has fostered an environment, and in many cases, created a venue, where parents have the opportunity to express concerns or descent without fear of reprisal.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. District-based community groups designed to give parents a voice in the educational outcomes for their students: 2. APAC American Indian Advisory Committee 3. HAC Hispanic Advisory Committee 4. SEAC Special Education Advisory Committee 5. Title 1 Parent Group 6. DAC District Accountability Committee 7. LRPAC Long Range Planning Advisory Committee 8. Leadership Academy (Intro to Adams 12 for community members) 9. ELEVATE Core Team 10. School Based community groups designed to give parents a voice in the educational outcomes for students: <ol style="list-style-type: none"> a. DAC b. SAC School Accountability Committee c. PTO d. Boosters e. Parent Volunteers f. Watch Dogs 	<ol style="list-style-type: none"> 1. Panorama Survey Data: <ul style="list-style-type: none"> ● Barriers to Engagement: Question 5. 2. Record of district/state/federal complaints. 3. Record of complaints submitted to the Board of Education. 4. Administration of District surveys: <ul style="list-style-type: none"> ● Elevate ● Climate and culture ● School Grading Practices ● Nutrition Services ● Elementary Start Times ● Preschool Boundary ● Instructional Upgrades

Data Reported:

Barriers to Engagement

Q.5: The school is not welcoming to parents



Favorable: **85%**

Record of district/state/federal complaints: 4
Record of appeals submitted to the Board of Education: 0

All District surveys below have been administered to parents and community:

1. Elevate
2. Climate and culture
3. School Grading Practices
4. Nutrition Services
5. Elementary Start Times
6. Preschool Boundary
7. Instructional Upgrades

Compliance Statement: *There have been great efforts to improve district-wide engagement with the Adams 12 community. Through the actual groups that meet via committee, or the multiple surveys opportunities for feedback, an atmosphere has been developed that allows parents to candidly share their feedback and feelings without fear of reprisal.*

2.1.8 Policy Wording

The Superintendent shall not:

Prevent students, families or community members from being heard by the Board when internal hearing procedures have been exhausted and the person alleges that Board policy has been violated to his or her detriment.

I interpret the following language to mean:

All stakeholders have the opportunity to appeal to the board if they feel that Board policy has been violated, and they have already filed a public complaint under policy 1550..

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
1. The district offers parents who attend board meeting the opportunity to provide public comment.	1. Record of district/state/federal complaints. 2. Record of complaints submitted to the Board of Education.

Record of district/state/federal complaints: 0

Record of complaints submitted to the Board of Education: There have been no appeals of a decision made to the Board of Education for the 2017-2018 school year.

Compliance Statement: *This data will be used as baseline data for the 2017-2018 school year.*

2.1.9 Policy Wording

The Superintendent shall not:

Fail to establish effective, timely and necessary communication methods which provide for appropriate feedback between the district and affected persons or groups.

I interpret this to mean:

1. Schools and District respond to parents communication in a timely manner.
2. Parents receive feedback within the required 10 days after filing a public complaint under Policy 1550
3. Parents working on District committees receive agendas, presentations, resource materials, and minutes when they participate on a District team.
4. Parents receive vital, pertinent, and emergency information via text and email messaging.

District-wide Strategic Improvements to Process, Procedure, and Practice	Data Sources
<ol style="list-style-type: none"> 1. Schools and District have a requested response time of 24-48 hours to email and phone calls. 2. District provides instant messaging to parents around school closure, school emergencies, District events. 3. District has been proactive in establishing efficient and timely procedures for any reunification responses related to school emergencies. 4. Parents are responded to within the 10 day period after filing a public complaint. 5. Parents/Community members serving on District committees receive pertinent and timely information in support of their work, and responses to feedback from the District representative serving each respective committee. 	<ol style="list-style-type: none"> 1. Record of district/state/federal complaints. 2. Record of complaints submitted to the Board of Education.

Data Reported:

Record of district/state/federal complaints: 1

Record of complaints submitted to the Board of Education: There have been no appeals of a decision made to the Board of Education for the 2017-2018 school year.

Compliance Statement: *The District has made major efforts around timely communication, especially around safety concerns for individual schools. There are norms established for responses to daily communication, and/or public complaint. Parents receive a response if they have a question or concern. There has only been one public complaint filed aligned to this policy.*

The Board acknowledged receipt of a monitoring report as of June 20, 2018, for the period July 1, 2017 through June 30, 2018, of the Superintendent concerning Board Policy 2.1 Treatment of Students, Their Families and Community Members, and found the superintendent’s interpretations were reasonable and supported by data that was relevant, justified and complete