

SECTION K: SCHOOL-COMMUNITY-HOME RELATIONS

Section K of the NEPN/NSBA classification system contains policies, regulations, and exhibits on parent and community involvement in schools. Except for policies concerning education agencies, statements on public sector relations with the school district are located in these sections, too.

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Parent Involvement in Education (Chapter 1)

The Board of Education recognizes the importance of having parents involved in the educational programs of their children. Since current research indicates that a home/school partnership and greater involvement of parents in the education of their children generally result in higher achievement scores, improved student behavior, and reduced absenteeism, parents of students enrolled in the district's Chapter 1 program shall be encouraged to take an active role in the education of their children.

Parents shall be involved to the extent possible in the planning, design and implementation of the Chapter 1 program.

The goals of parental involvement shall be to:

- Inform parents of the reasons their children are participating in the program and of the specific instructional objectives and methods.
- Support the efforts of parents to work on the instructional objectives of the program at home and to understand the program requirements.
- Train parents, teachers and principals to build a partnership between home and school.
- Train all staff involved with Chapter 1 to work effectively with parents.

Parents shall be informed annually of the Chapter 1 parental involvement requirements. District personnel shall make every effort to insure opportunities for all parents to participate, including full participation of parents who lack literacy skills or who do not speak English.

The district annually shall assess in consultation with parents the effectiveness of the parental involvement program to determine what action if any needs to be taken to increase parental participation.

Current practice codified 1993
Adopted: date of manual adoption

File: KB

LEGAL REFS.: 20 U.S.C. 2726, 2731 (a)(4)
34 C.F.R. §200.34

CROSS REF.: IHBD, Compensatory Education (Chapter 1)

Prairie School District Weld Re-11J, New Raymer, Colorado

Parent Involvement in Education (Chapter 1)

In an attempt to insure that parents of Chapter 1 students more fully participate in their child's educational program, the following parental involvement activities will be promoted in the Chapter 1 program:

The district will provide timely information concerning the Chapter 1 program including program plans and evaluations.

- The district will notify each student's parents in a timely fashion that the student has been selected to participate in Chapter 1 and why the student has been selected.
- The district will conduct conferences between individual parents and the Chapter 1 teacher.
- The parents of each student selected for Chapter 1 services will be informed of the specific instructional objectives for their child.
- The district will report to the parents of each student enrolled in the Chapter 1 program on the progress of their child.
- Educational personnel in the Chapter 1 program will be readily accessible to parents.
- The district will provide opportunities for training parents whose children are enrolled in the Chapter 1 program for the purpose of promoting the education of these students at home as well as at school.
- The district will solicit parents' suggestions in the planning, development and operation of the program.
- The district will consult with parents about how the school can work with parents to achieve the program's objectives.
- The district will provide timely responses to parents' suggestions.
- The district will sponsor an annual meeting of parents of Chapter 1 students and Chapter 1 staff.

Prairie School District Weld Re-11J, New Raymer, Colorado

Current practice codified 1993
Approved: date of manual adoption

File: KB-R

Prairie School District Re-11J Title I Parent Involvement Policy

Prairie School will accomplish the requirements for parent involvement under Title I-Part A, Title I-Part C, and Title III of the No Child Left Behind Act of 2001 through the following measures:

An advisory committee (Prairie Accountability Committee) was formed to develop the parent involvement policy and the Title I plan. The committee members included: parents, district staff, school staff, and community members.

*(Requirement 1)

Parents will be invited to provide ongoing input into the Title I program plan, parent involvement policy and parent involvement activities. Input will be garnered through annual meetings, other conferences and meetings held at a variety of times to allow for greater parent participation, in-home visits by school district staff, and written communications such as surveys. (Requirements 1, 7 & 19)

All information related to school and parent programs, meetings, and other activities will be sent to parents in a format, and to the extent practicable, in a language the parents can understand. When necessary, meetings will include the services of a translator. (Requirement 12)

Parents will be surveyed to determine their needs and concerns. Parent activities will be designed based on parental input. Reasonable supports to promote and facilitate parental involvement will be provided when requested by parents. (Requirements 1, 7, & 13)

All parent involvement programs will be coordinated to the extent feasible and appropriate. Any parent activity will be opened to all parents regardless of funding source. The district and schools will also make efforts to coordinate with other community organizations. (Requirements 4, 11 & 22)

Efforts will be made to identify and ensure that barriers to parental involvement are eliminated. Parents with special needs and circumstances will be offered supports to enable them to have greater access to the schools and to activities. (Requirements 5 & 17)

Parents will be encouraged to participate in the education of their child on a variety of levels, including volunteering in the schools, recruiting and assisting other parents in becoming involved, and becoming part of building and district accountability teams. All levels of parent involvement will be honored and acknowledged. This model and practice is based on Joyce Epstein's Principles for Parent Involvement. (Requirements 1, 3, 6 & 18)

Parents will be asked to participate in the planning and/or conducting training of school personnel around the issue of increased parent involvement, particularly as it relates to the value of parental contributions, how to reach out to and communicate with parents, parent programs, and building ties between parent sand the school. (Requirements 3, 10 & 15)

The district will provide assistance that may include, but is not limited to, training for building staff, facilitation of meetings, and fiscal assistance in carrying out activities. (Requirements 2 & 3)

Annual meetings will be held to inform parents of such items as school curriculum, alignment to standards, achievement toward standards, assessment of student progress, program requirements, and evaluation of the parent involvement policy and activities. (Requirement 8)

Parent training opportunities will be offered to meet identified needs of parents. Such trainings may include, but are not limited to, literacy training, helping with homework, parenting skills, and using technology. (Requirement 9)

Annually, the parent involvement policy and parent involvement activities will be evaluated. An advisory committee, which includes parents, will be convened to review data regarding parental satisfaction, access, and suggestions for improvement. This data will be gathered through annual meetings, parent conferences and meetings, in-home visits by school district and BOCES staff, and written communications such as surveys. Data will be used to make changes and to strengthen the parental involvement efforts of the district and schools. (Requirements 5, 14 & 21)

**(Requirements refer to requirements under NCLB as noted in the CASB Sample Parent Involvement Policy KB)*

Development of School-Level Title I Parent Involvement Policy

Prairie School shall jointly develop with and distribute to parents of students participating in the Title I program a written school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.

Title I Migratory Education Program Parent Involvement

Pursuant to federal law, the district shall, as needed, establish a Parent Advisory Council for migratory education programs of one or more school years in duration. The Parent Advisory Council shall be consulted to ensure that all programs and projects are carried out in a manner that provides for the same

parental involvement as is required for other Title I programs, as noted above, unless extraordinary circumstances make such involvement impractical.

The migratory education programs, to the extent feasible, shall provide for advocacy and outreach activities for migratory students and their families, including informing the students and families and helping them to access other education, health, nutrition and social services.

All information and notices to parents of students in Migratory Education Programs shall be in a format and language understandable to the parents.

Limited English Proficiency Program Parent Involvement

Pursuant to federal law, the district shall, as needed, implement an effective means of outreach to parents of limited English proficient students to inform them about how they can be involved in the education of their students and be active participants in assisting their students in attaining English proficiency, achieve at high levels in core academic subjects and meet challenging state academic and content standards.

The district shall hold regular meetings for the purpose of formulating and responding to recommendations from parents. Parents shall receive notice of the meetings.

The district shall provide notice to parents of students identified for participation or participating in the program, not later than 30 days after the beginning of each school year (or within 2 weeks if during the school year) that includes the following:

1. The reasons for the identification of the student as limited English proficient and in need of placement in the program.
2. The student's level of English proficiency, how the level was assessed and the status of the student's academic achievement.
3. The methods of instruction used in the program, as well as methods used in other available programs, including how such programs differ in content, instructional goals and the use of English and native language instruction.
4. How the program will meet the educational strengths and needs of their student.
5. How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

6. The specific exit requirements for the program, including the expected rate of transition from the program into classrooms that are not tailored for limited English proficient students (and if funds are used for students in secondary schools, the expected rate of graduation from secondary schools for the program).

7. For students with disabilities, how the program meets the objectives of the student's individualized education program.

8. Information pertaining to parental rights that includes written guidance regarding:

- the right to have the student immediately removed from the program at the parent's request
- options the parent has to decline enrollment of the student in the program or choose another program or method of instruction if available
- assisting parents in selecting among various programs and methods of instruction, if offered

The notice and information provided to parents shall be in an understandable and uniform format and to the extent practicable, provided in a language the parent can understand.

Adoption Date: September 15, 2003

LEGAL REFS.: C.R.S. 22-7-101 through 22-7-107 (*Educational Accountability Act of 1971*) (*local accountability programs*)
C.R.S. 22-7-407 (5) (*informing parents about standards-based education*)
C.R.S. 22-11-201 (4)(b)(I) (*accreditation contract must bind district to administer community involvement, including processes for parents*)
C.R.S. 22-30.5-109 (*publicity regarding educational options*)
1 CCR 301-1, Rules 2202-R.2.01 (4)(j) (*accreditation contract must include goals and processes for informing and involving parents, families, community and accountability committees*)
20 U.S.C. §6301 et seq. (*No Child Left Behind Act of 2001*)
Title I, Part A, Section 1118 (*Title I parent involvement requirements*)
Title I, Part A, Section 1114 (b)(1)(F) (*Schoolwide Reform Program must include strategies to increase parent involvement*)
Title I, Part A, Section 1115 (c)(1)(g) (*Targeted Assistance Program must include parent involvement strategies*)
Title I, Part A, Section 1116 (a)(1)(D) (*school districts' receiving Title I funds must review effectiveness of parent involvement actions and activities at schools*)

Title I, Part F, Section 1606 (a)(7) (*Comprehensive School Reform Grant Program parent involvement requirements*)

Title II, Part A, Section (a)(3)(B)(IV) (*preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions*)

Title I, Part A, Section 1112 (g) (*parent involvement and notifications in districts using Title I funds to provide language instruction to limited English proficient students*)

Title I, Part C, Section 1304 (b)(3) (*parent involvement and notifications in districts using Title I funds for the education of migratory children*)

Title I, Part A, Section 1114 (b)(2) (*eligible school that desires to operate a schoolwide program must develop a comprehensive reform plan*)

CROSS REFS.: ADA, School District Goals and Objectives
AE, Accountability/Commitment to Accomplishments
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHBIB, Primary/Preprimary Education
IL, Evaluation of Instructional Programs
ILBA, District Program Assessment
ILBB, State Program Assessments
KD, Public Information and Communications

Public Information and Communications

The residents of this district are interested in their schools as an extension of their homes--an extension which exists to perform a special function in the development of their children. Therefore the Board shall make every attempt to:

1. Keep the public informed about the policies, administrative operations, objectives and educational programs of the schools.
2. Provide the means for furnishing full and accurate information, favorable and unfavorable, together with interpretation and explanation of school plans and programs.

In meeting these goals, the Board shall place great importance upon the role of the teacher as communicator and interpreter of the school program to parents and the general public. Further, it recognizes that there are times when direct communication between school officials and the community is necessary. At such times, the Board shall encourage and provide these opportunities.

The superintendent shall develop procedures and techniques for insuring a continuous and free-flowing line of communication between the staff and the district's residents.

Current practice codified 1993
Adopted: date of manual adoption

LEGAL REFS.: C.R.S. 22-2-117
C.R.S. 22-7-104 (2)
C.R.S. 22-35-109
C.R.S. 22-53-207 (5)

CROSS REF.: AEC, Accomplishment Reporting to Public
BEC, Executive Sessions/Open Meetings

Public's Right to Know/Freedom of Information

The Board is a public servant, and its meetings and records shall be matters of public information, subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

The official minutes of the Board, its written policies and its financial records shall be open for inspection at the office of the superintendent by any citizen desiring to examine them during hours when the office of the superintendent is open. However, no records shall be released for inspection by the public or any unauthorized persons--either by the superintendent or any other person designated as custodian for school district records--if such disclosure would be contrary to the public interest as described in state law.

The Board wishes to support the right of the people to know about the programs and services of their schools and shall make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of his particular school's community informed about his school's program and activities.

The district may charge reasonable fees for furnishing copies of such public records in accordance with the accompanying regulations.

Current practice codified 1993
Adopted: date of manual adoption

LEGAL REFS.: C.R.S. 22-9-109
C.R.S. 22-32-109 (1)(c)
C.R.S. 24-72-201 et seq.

CROSS REFS.: BEDA, Notification of Board Meetings
BEDG, Minutes
CBIA*, Public Inspection of Superintendent's Evaluation
GBJ, Personnel Records and Files
JRA/JRC, Student Records/Release of Information on Students

Crisis Management

The Board of Education acknowledges the necessity of preparing a crisis management plan in the event that despite prevention efforts, a crisis should occur. Any disruptive event that threatens safety and security shall be considered a crisis. Crisis situations that could impact the district may or may not occur on school property and include but are not limited to suicide, death, acts of violence, trauma, natural disaster and accident.

To reduce the disruptive effects of a crisis, take reasonable steps to ensure pupil and staff safety and minimize property damage, the superintendent is directed to develop a crisis management plan. Development of the plan shall involve local emergency agencies, staff members, parents, students, community members and other interested persons. The plan shall include:

1. Written procedures for taking action in the event of a crisis.
2. Written procedures for communicating with local law enforcement agencies, community emergency services, parents, students and the media in the event of a crisis.
3. A plan for crisis management training of all staff.
4. Designation of specific management and reporting responsibilities of each staff member during a crisis.
5. An outline of aftermath services for staff and students affected by trauma that addresses who will provide such services.
6. A crisis intervention checklist to be widely distributed to employees and other appropriate persons for use in the event of a crisis.

The superintendent shall appoint a district-wide crisis management coordinator who shall work with the superintendent to develop the crisis management plan, recruit and supervise building-level teams, coordinate inservice programs for teams and all staff members, serve as a liaison between central office and staff, and serve as a liaison between the district and local emergency agencies. The coordinator shall be responsible for proceeding copies of current plans developed under this policy to local emergency agencies on a regular basis.

Automated external defibrillator requirements

If the district acquires an automated external defibrillator (AED), the district shall meet the training, maintenance, inspection and physical involvement requirements of C.R.S. 13-21-108.1 (3).

Adopted September 19, 2005

LEGAL REFS: C.R.S. 13-21-108.1(3) (requirements for persons rendering emergency assistance through the use of automated external defibrillators)
C.R.S. 22-1-125 (automated external defibrillators requirements must be referenced in crisis management policy)
C.R.S. 22-32-109.1 (4) (crisis management policy is required part of safe schools plan)

CROSS REFS: GBGAA*, Staff Training in Crisis Prevention and Management
JLCE, First Aid and Emergency Medical Care
JLDBG, Peer Mediation
JLDBH, Suicide or Other Traumatic Loss of Life

Crisis Management Communications

The Board of Education recognizes the importance of developing and implementing a written plan for communicating with the media and public in the event of a crisis. The superintendent is directed to develop and implement a crisis communications plan.

ADOPTED December 18, 2000

LEGAL REFS.: C.R.S. 22-32-109.1 (4) (*crisis communications policy is required part of safe schools plan*)

CROSS REFS.: GBGAA*, Staff Training in Crisis Prevention and Management
JLDBG, Peer Mediation
JLDBH, Suicide or Other Traumatic Loss of Life
JLIA. Security and Supervision of Students

Crisis Management Communications

During a crisis, the spokesperson for the district shall communicate with the media and public as follows:

1. Attempt to define the type and extent of the crisis as soon as possible.
2. Inform employees what is happening as soon as possible.
3. Designate a central source as the crisis communications center to coordinate information gathering and dissemination.
4. Instruct employees to refer all information and questions to the communications center.
5. Remind employees that only designated spokespersons are authorized to talk with news media.
6. Take initiative with news media and let them know what is or is not known about the situation.
7. Contact the top administrator or designee to inform him or her of the current situation, emerging developments and to receive clearance for statements to the media and public.
8. Delay releasing information until facts are verified and the district's position regarding the crisis is clear.
9. Provide a uniform, concise, clear and consistent message.
10. Assign sufficient staff members to handle phones and to seek additional information.
11. Keep a complete log of all incoming and outgoing calls and personal contacts.
12. Have key people relieved from their normal duties so they may focus on the crisis.

ADOPTED December 18, 2000

Public Concerns and Complaints

Constructive criticism motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively is welcomed by the Board of Education.

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. Therefore, the proper channeling of complaints involving instruction, discipline, or learning materials will be as follows:

1. Teacher
2. Principal
3. Superintendent
4. Board of Education

Any complaint about school personnel shall always be referred back through proper administrative channels before it is presented to the Board for consideration and action. This also applies to complaints by individual Board members.

When a complaint is made directly to an individual Board member, the procedure outlined below shall be followed:

1. The Board member shall refer the person making the complaint to the principal or superintendent.
2. If the person will not personally present his complaint to the principal or superintendent, the Board member shall then ask that the complaint be written and signed. The Board member may then refer the complaint to the principal or superintendent for investigation.
3. If at any time the person making a complaint feels that he has not been given a satisfactory reply from a principal, he should be advised to consult with the superintendent and, if still not satisfied, to request that the complaint be heard by the Board of Education.

Current practice codified 1993
Adopted: date of manual adoption

Prairie School District Weld Re-11J, New Raymer, Colorado

File: KEB

Public Concerns/Complaints about Personnel

Grievances and/or complaints by members of the Board against any school employee shall be brought to the attention of the superintendent before the entire Board is notified.

Adopted March 16, 1976

Public Concerns/Complaints About Instructional Resources

The Board realizes that occasionally objections will be made to instructional materials despite the care taken to select valuable materials and the qualifications of persons who select those materials. The Board believes that the principles of freedom to read, the right to access of materials and the professional responsibility of the staff must be defended, rather than the materials themselves.

If a complaint is made, the following guidelines shall be followed by staff:

1. Be courteous but make no commitments.
2. Invite the person making the complaint to file his objections in writing and show him the prepared questionnaire so that he may submit a formal complaint to the media committee.
3. Temporarily withdraw the materials pending a decision of the media committee.
4. Inform the superintendent and the media supervisor.
5. The media committee shall:
 - a. Read and examine materials referred to the committee.
 - b. Check general acceptance of the material by reading reviews, consulting authoritative lists and holdings of local libraries.
 - c. Weigh values and faults against each other and form opinions based on the material as a whole and not on passages pulled out of context.
 - d. Meet to discuss the material and prepare a report on it as soon as possible.
 - e. File a copy of the report in the school administrative offices and send one copy to the person making the complaint.
6. Material rejected by the committee shall be removed from the school collection.
7. If material is not rejected by the committee, the person making the complaint may appeal the decision to the Board.

Decisions of the Board with regard to challenged materials shall be final.

Adopted January 15, 1979

CROSS REFS.: IJ, Instructional Resources and Materials
IJJ, Textbook Selection and Adoption
IJL, Library Materials Selection and Adoption

Prairie School District Weld Re-11J, New Raymer, Colorado

Public Conduct on School Property

Persons using or upon school district property for any purpose shall not engage in:

1. Unlawful use, possession, distribution or sale of drugs and other controlled substances, alcohol and other illegal contraband on school district property, at school sponsored functions, on any school bus transporting students or within 1,000 feet of the perimeter of the school grounds. (Persons known to be under the influence of liquor shall not be permitted to enter the school building or grounds.)
2. Unlawful possession of a deadly weapon, as defined in state law, on school property or in school buildings unless the person falls within one of the exceptions in state law for possession of a deadly weapon including:
 - a. He has legal authority to carry or possess a deadly weapon.
 - b. He is presenting an authorized public demonstration for the school or an organized class.
 - c. He is carrying out duties for the school district which require the use of a deadly weapon.
 - d. He is participating in an authorized extracurricular activity or team involving the use of firearms.

Current practice codified 1993

Adopted: date of manual adoption

Visitors to Schools

The Board encourages parents and other citizens of the district to visit classrooms at any time to observe the work of the schools. The Board believes that there is no better way for the public to learn what the schools actually are doing.

In order to insure that no unauthorized persons enter buildings with wrongful intent, all visitors to the schools shall report to the school office when entering, receiving authorization before visiting elsewhere in the building. This will not apply when parents have been invited to a classroom or assembly program.

The district shall notify the public in an appropriate manner that persons violating the criminal law by using, selling or distributing any controlled substance on school grounds, on school buses transporting students or within 1,000 feet of the perimeter of the school grounds shall be subject to enhanced criminal penalties.

Adopted March 19, 1984

LEGAL REF.: C.R.S. 18-9-112
C.R.S. 18-12-105.5
C.R.S. 18-18-407 (2)

CROSS REF.: KFA, Public Conduct on School Property

Relations with Election Authorities
(Voter Registration)

In order to encourage voter registration, the Board authorizes all high school principals or their designees to serve as deputy registrars for voter registration purposes only.

Students, district employees, persons attending school functions or any other person who is eligible to vote may be registered by a high school deputy registrar.

In accordance with law, voter registration may be available at school facilities at any time the school building is open for classes or any other school or community function.

Current practice codified 1993

Adopted: date of manual adoption

LEGAL REF.: C.R.S. 1-2-401 et seq.