

**Burlington School District
Monitoring Report**

Policy Title: 2.1 Treatment of Students and Parents/Guardians

This is the annual report on compliance with the School Board's Executive Limitation policy 2.1 Treatment of Students and Parents/Guardians for the School Year 2018. I certify that the information contained in this report is true and validated by Nikki Fuller, Esq., Executive Director of Human Resources.

Yaw Obeng, Superintendent

5/13/2019

Policy Statement:

With respect to interactions with students and parents/guardians of the Burlington School District or those applying to be students or parents/guardians, the Superintendent shall not cause or allow conditions, procedures, or decisions that are untimely, unclear, or unnecessarily intrusive.

Further, without limiting the scope of the foregoing by this enumeration, the Superintendent of the Burlington School District shall not:

1. Elicit information for which there is no clear necessity.
2. Use methods of collecting, reviewing, transmitting, or storing student/family information that fails to protect against improper access to the material elicited.
3. Fail to operate facilities with appropriate accessibility and privacy.
4. Fail to establish with students and parents/guardians a clear understanding of what may be expected and what may not be expected from the services offered.
5. Fail to inform students and parents/guardians of this policy or to provide a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.
6. Fail to implement restorative practices for addressing social/behavioral issues. The Superintendent shall not cause or allow disparities in suspension rates between different groups.

Limitation:	1. Elicit information for which there is no clear necessity.
Status:	In Compliance. With the review of these forms and attesting that they meet the above standards, the district meets the expectation of Executive Limitation 2.1.2

Interpretation: The Superintendent interprets this to mean that district documents used to collect information will ask for the minimal amount of information needed to fulfill health, safety,

educational and business purposes. This information will be used for enrollment purposes, the educational assessment of students or state/federal reporting/grant legal requirements. This is reasonable as the district needs access to basic information for legal, educational, safety, and communication purposes.

Indicating Metrics (if applicable):

Evidence:

- The Data Systems Team reviews the student enrollment form annually to ensure the District collects only information needed to meet the requirements set by law, to communicate effectively with parents, and to fulfill health, safety, educational, and business purposes. The student enrollment form is also reviewed to identify any additional fields for collection of necessary student information.
- The Enrollment Coordinator coordinates all new student registration and enrollment for Kindergarten through Grade 8. This entails developing and enforcing procedures that ensure that forms only elicit information that is necessary.

Limitation:	2. Use methods of collecting, reviewing, transmitting, or storing student/family information that fails to protect against improper access to the material elicited.
Status:	In Compliance. The district did meet expectations for Executive Limitation 2.1.2 for this reporting period.

Interpretation: The Superintendent interprets this to mean that the District must protect all student/family information from unauthorized access. In addition, the electronic or physical holding of information will have security procedures that are documented and implemented to prevent unauthorized or ill-intended disclosure.

Evidence:

The district utilizes the following procedures to ensure student information is kept secure:

- Each student has an electronic student record and is assigned a unique identification number within BSD.
- Information provided by students/family is entered by school office personnel that is limited to the following job roles: building administrator, administrative assistant, attendance clerk, registrar, and guidance counselor, school psychologist and central office administrators as required.
- Access control procedures are in place for staff account creation and authorization for access to the student information system.
- Electronic storage allows the District to maintain an access log to ensure that electronic files have not been inappropriately accessed.

- All electronic student information is stored on secure servers that are restricted to certain Information Technology staff. The electronic student information is stored on these servers which have built-in redundancy for hardware failure. Additionally, all student information is backed up and stored both on-site and off-site for disaster recovery purposes.
- All paper forms of student information (student records) for active students are stored in access controlled locations at the student’s current school.
- Procedures for using surveillance video from school buses are FERPA protected and posted on the district website and School bus video is viewed only when there is a reported student behavior violation.
- Staff members are trained in the key components of the Family and Educational Rights and Privacy Act (FERPA) and confidentiality including what is meant by a school official with legitimate educational interest.
- Internal school procedures include directions for the transfer of information to schools outside of BSD.
- There have been no reports of FERPA violations.

Limitation:	3. Fail to operate facilities with appropriate accessibility and privacy.
Status:	Compliance in Progress

Interpretation: The Superintendent interprets this policy to mean that all schools and the District office will be made accessible for all students and parents/guardians regardless of any disability and that when accessibility and privacy concerns surface, the District takes steps to address the problem. In addition, facilities, grounds, and equipment are maintained at a functional, comfortable level, providing a safe, healthy environment for staff and students.

Evidence:

- We have developed a capital plan that is intended to address the District’s accessibility needs.
- The Pre-K capital plan was halted. A Pre-K Task Force has been formed to work on the Pre-K plan.
- District schools, facilities, and work sites operate through permits, inspections, and the approvals of appropriate governing bodies.
- Edmunds Middle School and Edmunds Elementary School are the two schools with elevators and they were both rated as “Good” in the inspection findings. Attached is a copy of the Conveyance Inspection Report that indicates the Annual Inspection Certification was issued for those elevators.
- All schools are Allergy Free Zones-nut free
- Special transportation is provided for students with special/physical needs.
- There is a multi-year capital plan that identifies the future building and grounds

needs as well as addresses accessibility needs of the District. The plan is available on the [Capital Planning webpage](#). The BHS ReEnvisioning plan also explicitly addresses the accessibility of the high school building. Details are available on the [BHS ReEnvisioning webpage](#).

- Gender-Free restrooms are available at all schools.
- The new BSD website is ADA compliant.

Limitation:	4. Fail to establish with students and parents/guardians a clear understanding of what may be expected and what may not be expected from the services offered.
Status:	In Compliance

Interpretation: The Superintendent interprets this as parents being able to access information about the services the district offers as well as its expectations. This means that all students and parents will have access to handbooks, statements of parental rights, school board policies, school procedures and other documents that explain their rights as well as documents that define the mission and goals of the District.

Evidence:

- The Superintendent communicates to families in a timely way when schools are being closed due to inclement weather. For example, School Messenger is used to robo-call and text families, staff, and emergency contacts with information regarding cancellations and delays. All Snow Day messages are translated into a large number of languages so that non-English-first language families receive these updates at the same time as English-first language families.
- Access to information concerning transportation, food service, and other District/school operations is provided in a variety of digital and paper formats, including take-home materials, School Messenger calls and texts, local and social media dissemination of information, and website updates.
- Multilingual Liaisons support EL families by translating, interpreting, or explaining information to the same level that it is disseminated to all families.
- Whenever possible, District-wide events that are to be broadcast to all students and families via school messenger are translated so that the message is received in a families preferred language.

Publications:

- Each school currently has its own code of conduct referenced in the school handbook and listed on its website. The District is moving towards a grade-appropriate, universal code of conduct that would cover every school. The purpose of the code of conduct would be to restoratively address student behavior, with the goal of ultimately eliminating suspensions, which separate students from their classmates and their education.

- The District maintains a relationship with the North Avenue News to provide a monthly update which is delivered to the majority of Burlington residents. In addition, the District maintains an agreement which allows the Superintendent to post twice a month on every Front Porch Forum in Burlington (20). These relationships are utilized monthly.
- The following publications and online information sources provide in-depth information about BSD schools and educational options:
 - BSD Calendar and Handbook (published each August, translated into at least 7 languages)
 - Family Educational Rights Privacy Act (FERPA) Notification of Rights (included in Handbook)
 - BSD Annual Report (published in Winter) and BSD Equity Data Report (Fall)
 - BSD Website
 - BSD Schools' Directory
 - Kindergarten Registration Information
 - School emails and newsletters (distribution varies by school)
 - BSD Calendar of Early Childhood Programs (English and Spanish)
 - In cases of emergency, the district uses electronic measures including e-mail, phone messaging, text messages, social media, and website postings to keep parents informed about situations
 - Critical documents and forms are translated into multiple languages

Limitation:	5. Fail to inform students and parents/guardians of this policy or to provide a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.
Status:	In Compliance

Interpretation: The Superintendent interprets this to mean the district will provide students and parents with an electronic description of the policy and provide additional information regarding their right and the right of the community to be heard by posting all administrative policies pertaining to these rights on the district website.

Evidence:

- The district meets expectations for providing notification to students and parents/guardians by posting all policies on the district website and including references to it in staff and parent emails.
- Through principal/supervisors, the Superintendent expects principals/supervisors to be reasonably accessible to parents/guardians to discuss matters of concerns.
- Every school website has a comment section for the school.
- In partnership with the South Burlington and Burlington Community Justice Centers, the district has been working to keep students in school by making use of Reparative Justice

Panels. BHS has trained high school students to serve on a Reparative Justice Panel to assist BHS students when school-based rules have not been followed.

- Parents are encouraged by the Director of Student Support Services to access a personal advocate through the Family Network or to submit to professional mediation when schools and families cannot reach consensus.
- Parents of children who have an IEP receive a copy of their Parental Rights on an annual basis.
- The Special Education Parent Advisory has stalled. It is intended to be the voice of the parents that have children with special education needs in the District. There was inconsistent response. The Director of Student Support Services is considering a new model in hopes of reviving the group.
- There is an EL Parent Advisory and it meets generally just twice a year. However, the District just entered into a new agreement with Parents and Youth for Change and the Association for Africans Living in Vermont (“AALV”), to collaborate in bringing more parents to EL Advisory. We also hold monthly meetings with parents to discuss things such as budget, report cards, and student placement. Other avenues are being used to seek new members from the community in hopes of broadening the EL Parent Advisory Committee such as inviting parents who attend Parent University.

Limitation:	6. Fail to implement restorative practices for addressing social/behavioral issues
Status:	In Compliance

Interpretation: The Superintendent interprets this to mean the district will develop and use restorative practices in addressing the social and behavioral needs of students and staff.

Evidence:

- Restorative Practices is being implemented in every school in the district.
- There is a restorative practice collaborative team that consists of central office administrators, food service and 3 staff members from every school to ensure restorative practices are embedded in every school and district building. Each school and the district has restorative practice team.
- Restorative practice is one of the primary tenets of the district’s continuous school improvement plan.
- The District Curriculum Office is currently working on aligning Restorative Practices throughout the district's curriculum.
- In addition, Restorative Practices is a focus of the Administration who have their own team. This is designed to improve our own team, but also to lead by example and to let others in the District know that there is District-level buy-in for this work.
- Behavioral procedures are being rewritten to be more restorative in nature.

Limitation:	7. The Superintendent shall not cause or allow disparities in suspension rates between different groups.
Status:	In Compliance

Interpretation: The Superintendent interprets this to mean the district will implement policies and strategies to ensure that suspensions are not a disciplinary strategy used inequitably.

Evidence:

- As there is a direct correlation between being in school and successful student outcomes, the District is using restorative practices to address student behavior and ensure positive student outcomes by reducing suspensions. The District is currently moving towards having suspensions not be an option, instead, social or behavioral infractions will be addressed within the school. There has been funding included in the budget for Alternative discipline locations so that students are not separated from their opportunity to learn.
- With the implementation of restorative practices, recent BSD data indicates that there has been a reduction in the suspension of marginalized students. See [Equity Data Report 2018](#)