

DRAFT 2 Parents' Bill of Rights for Quality Neighborhood Schools In Southeast Seattle

Preamble:

We, the families of southeast Seattle expect equity and equality in Seattle Public Schools. We believe that ALL of our students have the right to quality, high performing neighborhood schools. Regardless of where we live, the languages we speak, our family income, or the color of our skin, we deserve and expect equal opportunity for our children to thrive and reach their highest potential.

Rights:

- **To leadership** that acknowledges historical and current inequities and authentically partners with us to identify, address and overcome them:
 - **Knowledgeable and thoughtful about student and school needs**
 - **Seeks and values the input and ideas of families, teachers and those directly engaged with our kids**
 - **Accessible to all, at all levels – from the principal to the superintendent**
 - **Creates opportunity for parents to engage and participate in the schools and school system**
 - **Reflective of the community and its students**
- **To quality teaching** that offers opportunities for students regardless of where they fall on the academic spectrum;
 - **Teachers supported to serve the entire range of students' needs in their classrooms**
 - **Teachers equipped and oriented to engage with parents – their job description includes it!**
 - **Teachers prepared and trained to work with a wide range of cultures (cultural competency, humility)**
- **To curriculum** that prepares students for success and reflects the diversity of the community in which we live
 - **Materials and opportunities that challenge the whole range of student abilities**
 - **Engaging curriculum that captures student interests**
 - **Integrated cultural history that is both true and appropriate**
 - **Curricular and cultural collaborations with parents during class-time and in after-school activities and events**

- **To community engagement** that challenges current norms to truly reach and engage all the families of southeast Seattle
 - Outreach that begins with meeting people where they are, ASKING for their input, and listening to their ideas and concerns
 - Recognition of ideas, assets, and investment of the parent community – using existing parent leadership (PTAS/Os, Parent Leaders, informal networks)
 - Expectation that SPS leaders spend time at schools as listeners and learners, not as dignitaries -- interacting with parents and children as well as with officials, listening as well as talking, learning as well as teaching
 - Exchange of information with parents designed to help them improve education for their children
 - Development of a shared school improvement language that identifies barriers and reframes them as challenges for educators, parents and community
- **To communication** that is responsive, accountable, regular, accessible, and built on relationships of respect between educators and parents/guardians
 - Providing transparent, clear and consistent process information – about what is happening, how decisions are made and when - decision-making timelines
 - Connecting communities – bringing educators, parents and others together
 - Presuming parent/community partnership
 - considerate of people’s time and availability in notification
 - offering opportunities for participation in meetings and decision-making
 - Appropriately varying communications techniques in consultation with local communities (written, verbal, phone, carefully checked translations)
 - Using language that is easy to understand and accessible to all (no acronyms)
 - Making and using relational connections for communication
- **To resource equity** that allows for students in all of our schools to experience enrichment and rigor, meet learning and social/emotional needs, and have fun!
 - Funding equitable programming and support to improve areas of weakness in all southeast schools
 - Bringing committed, quality, culturally competent staff to focus on addressing school and community needs
 - Providing access to arts, enrichment and learning opportunities in and out of school with transportation, scholarships and community support
 - Locally researching opportunities for dollars, programs, partnerships, etc. to improve our schools and taking proactive action to obtain them
 - Building partnerships beyond Seattle Public Schools to make opportunities available and accessible
 - Calling out and meeting community safety concerns
- **To cultural competence** that honors the traditions, addresses the needs, and allows for the acceptance of all students from the full range of diverse backgrounds