

Hudson Community Schools Board of Education Position Statement on Community Relations

It is the mission of the Hudson Community School District to develop responsible individuals with the skills and commitment to pursue their potential in an ever-changing society by providing a secure, nurturing, and dynamic environment for learning in partnership with the greater community.

What does “partnership with the greater community” mean to us?

Partnership with the greater community means that the school cannot do it alone. The school needs community support in order to develop the well-rounded individuals referred to in the mission statement. Communication between community members (especially parents), and school personnel needs to be open, honest, giving, forgiving, constructive, and two-way.

Current communication methods include the district-wide advisory committee (school improvement committee), the principals’ advisory committees, the K-4 folder system, and the PTO, as well as other informal communication (e.g. phone calls, visits, etc.) Community input is highly valued and is consistently used in guiding the district at all levels. All input is given serious consideration. While consensus is always the goal; if consensus is not possible, final decisions and/or actions will be determined by the person(s) with the appropriate level of responsibility. Change takes time, sometimes many months; concerns worth discussing do not lend themselves to quick solutions. Input from the public (parents) does make a difference and patience is appreciated.

Citizen’s complaints are handled according to Policy 1003.3, which states that all complaints should be resolved with the person closest to the complaint, if possible. If this is not successful, the complaint should be taken to the next higher level of authority. This is repeated until a complaint is resolved satisfactorily or until the complaint reaches the board. (For example, first talk to the classroom learning facilitator to get resolution, next the principal, and then the superintendent and finally the board, in that order.) Note: Personnel complaints must follow a different procedure by law. Policy 204.12 details the process for a personnel complaint.

All complaints brought to the board will be reviewed by considering the following:

1. Was policy 1003.3 followed (could this issue be resolved by the person(s) closest to the problem)?
2. What are the facts? Note: Facts need to be presented in the proper context, which includes surrounding circumstances.
3. Was the decision consistent with the policy and rules of the district and with state law?
4. Was the decision within the scope of the authority of the person making the decision?
5. Was the decision reasonable?

The first four questions are fairly objective, but the answer to the fifth question is more difficult. The board realizes that there are many reasonable decisions that may be made in any given situation. While people may disagree about what is reasonable, the board hopes that people will understand that decisions are made using the reasonableness test, and that others will be able to support those decisions, even if they would have preferred another outcome. The board will support a decision that passes the reasonableness test because this promotes efficient, effective administration of the district.

Related policies:

- Policy 1003.3 Citizen’s Complaints
- Policy 204.1 Personnel Complaints
- Policy 301.3 Superintendent of Schools – Functions
- Policy 302.3 Principals – Functions
- Policy 203.8 Citizens Advisory Committees