

“TREATMENT OF STUDENTS AND THEIR PARENTS OR GUARDIANS” POLICY
MONITORING REPORT

TO: The Board of Directors
FROM: Yvonne Walker, Superintendent
RE: INTERNAL MONITORING REPORT – TREATMENT OF PEOPLE
Yearly Monitoring on Policy II-2a: Treatment of People

I hereby present my monitoring report on your Executive Limitations Policy 2a “Treatment of Students and their Parents or Guardians” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true.

Signed  Superintendent

Date: 12-1-22

BROADEST POLICY PROVISION

<i>“With respect to treatment of people, including parents, citizens and students, the superintendent shall not permit an organizational culture that treats people with disrespect, indignity or discourtesy.”</i>

In Compliance

SUPERINTENDENT’S INTERPRETATION: I interpret this policy to mean that the District must create and utilize systems that support meaningful and timely communication to occur between employees and our clients (parents, citizens, students). The District will pay close attention to the specific needs of our diverse families and will examine practices through an equity lens. The District will insure that appropriate communication is occurring through the use of fair proactive policies and procedures, training and supervision of employees, and a customer service approach.

REPORT: While overall there are few instances of conflict between our clients (parents, citizens, and students) and employees, the instances of conflict between individual board members and staff members have increased. In those instances where conflict has occurred the immediate issue or concern was addressed.

In situations where the community has violated this provision at board meetings or in the buildings, immediate action has occurred to educate, redirect and find resolution.

Athletics and discipline are the two topics which often generate areas of conflict with families and schools. Administration, instructional staff and coaches are asked to be proactive in these matters.

- Evidence of this “partner” mindset working - we have had zero discipline hearing requests in the past several years.
- Discipline policy and procedure and practices are designed to teach proper behavior vs. punish for improper behavior. Building administration receives ongoing professional development in legal practices regarding discipline of students.
- When athletic concerns arise the Athletic Director works to mediate the concern and bring athlete, parent and coach together to discuss the issue and work towards understanding and hopefully resolution.

The District continues to make strides in meeting our ELL parents needs by offering specific programs which support their ability to advocate for their children.

- Planning has started for a Fall 2023 Family Leadership Institute

- Grant funds secured through a Rural Alliance Bilingual Biliteracy Project aimed at parent engagement
- Families identified for training
- English language classes offered by volunteers in our schools
- Citizenship classes offered bi-annually with LCSD and MSD alternating years
- Our migrant outreach coordinator, Rosie Rodriguez, provides study support for the citizenship test
- Adoption of a language access policy which outlines the steps the district will take in assisting with translation and interpretation services.
- Each of our schools has front office staff able to speak with both English and Spanish speakers.

Our family outreach & post-secondary coordinator has helped create another avenue by which parents can communicate with teachers and administrators. Ms. Grageda works in tandem with our three counselors all serving as informal troubleshooters to assist with a variety of issues/concerns.

Regular PAC meetings provide a platform to gather input about educational programs for students and families in our migrant program and beyond.

Our schools/district office serve as a community asset often linking our public with other community organizations (Parks and Recreation, Manson Community Council, Kiwanis, Grange, Library, etc.)

The Office of the State Ombudsman received no complaints regarding our district during the last five years.

<i>POLICY PROVISION #1: “The Superintendent may not: Use methods of managing information that fail to protect confidential information.”</i>	In Compliance
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SUPERINTENDENT’S INTERPRETATION: As Superintendent I am responsible for insuring that confidential information is cared for in an appropriate manner. State and federal guidelines like the Family Educational Rights and Privacy Act (FERPA) give Districts specific directions in dealing with student records, special education information, and health related information.

REPORT: Appropriate provisions for the handling of student records are in place. Appropriate staff members are aware of the need to protect all records (including digital) and to handle destruction of these records in a timely and legal manner. All certificated staff have reviewed FERPA guidelines and information is only shared with those in the system who need to know and have proper clearance. We are in alignment with our CBAs and legal recommendations.

<i>POLICY PROVISION #2: “The Superintendent may not: Fail to provide a process for the effective handling of complaints.”</i>	In Compliance
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SUPERINTENDENT’S INTERPRETATION: The District must utilize an effective communication system that allows those who are closest to a problem be involved in the resolution of the problem. Administrators are charged with insuring that a “chain of command” is followed.

REPORT:

Staff members are aware and have utilized our “chain of command” process in effectively handling the few complaints we receive. Administrators (including the Supt) are proactive in dealing with concerns with parents and community members. When someone does bring a matter to our attention we are prompt in dealing with the issue.

<i>POLICY PROVISION #3: “The Superintendent may not: Permit any form of illegal discrimination.”</i>	In Compliance
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SUPERINTENDENT’S INTREPETATION: The District may not discriminate against any student, parent, or community member on the basis of race, color, national origin, gender or disability in education programs, services and activities.

REPORT: Our non-discrimination policy is clearly communicated to our students, families, and community. Our facilities are accessible to all students including those with physical disabilities.

The district regularly provides professional development to staff on culturally responsive classrooms and awareness of our discrimination policies which addresses all statutorily protected classes of people.

The district uses an equity tool in an effort to eliminate bias in decision-making. The District definition of equity is currently incorporated into the elementary SWIP plan and will be added to the middle school and high school next year.

The district and administration model non-discrimination practices at all levels and are willing to make difficult decisions in order to avoid discrimination.

<i>POLICY PROVISION # 4: “The superintendent may not: Fail to provide a welcoming environment for parents and guests.”</i>	In Compliance
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SUPERINTENDENT’S INTREPRETATION: All parents and guests are to be made to feel welcome to visit our schools and to attend school events and meetings. Communications (both oral and written) should be in English and Spanish whenever possible.

REPORT: Our district is recognized regionally and at the state level for creating a welcoming environment for parents and guests. Our families are partners in their children’s education. All buildings are now operating at pre-pandemic levels. Families are welcomed into classrooms using our established system for volunteers on campus. Families can access the volunteer forms at the district office or on our district webpage. The district use of Zoom for conferencing continues to be an option for families. This fall no families chose this option. We will continue to advertise it as a way to be welcoming to all families.

Student rights and responsibilities are provided in the school district calendar and are available online. Parent conferences and parent meetings also provide opportunities for further explanation. The district provides three parent reach-out sessions per year called “Manson Inc.” where we provide current relevant information to families. We send out messages to parents in their preferred language. Periodic mailings from each school keep parents informed as well. The Bright Arrow text messaging service continues to receive positive feedback for effectiveness. An annual process is in place to have all families connected through Bright Arrow. To date, we have 324 families using the system and 64 who have not opted in or are unable to access due to technology needs.

Disaggregated data:

Spanish home language families: 142 using, 36 not accessing
 English home language families: 182 using, 28 not accessing
 Staff monitor this list and regularly check-in with families to encourage use. All families without access are mailed the information to their home. Feedback about Bright Arrow at our first community event (Dessert with the Board) was positive.

The District has purchased a new communication platform that will be launched in the near future. "Talking Points" will allow staff to directly communicate with families without the wait time of using an interpreter. This tool will initially be targeted for building use by teachers and administration.

<i>POLICY PROVISION #5: "The superintendent may not: Fail to maintain an open and responsive organizational culture that treats all constituents with respect, dignity and courtesy."</i>	In Compliance
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SUPERINTENDENT'S INTREPRETATION: The District is responsible for insuring that all policies, laws, and basic courtesies are extended to all people we serve. Two-way communication must be a constant with real consideration given to suggestions for improvement. Student and parent rights and protections must be followed in accordance with applicable law, policies, and school rules.

REPORT: We are open to feedback and solicit all forms (person to person, surveys) and utilize the information/data when received. We share our work around social and emotional learning with families to reduce stress and encourage family engagement at home. Increasingly we are using social media and digital platforms to obtain quick and relevant feedback from parents. After reviewing data and survey feedback, staff at the middle school have a schoolwide goal written into their SWIP plan for 2022-2023 to increase two-way communication with families.

Our administrative team is skillful at forming relationships with the families they serve. Parents who visit with a concern walk away feeling supported and connected to their child's learning. Staff are proactive in working with our more "challenging" families to ensure we develop positive relationships before the difficult conversations.

December 2022