



**District  
Mission:**

LCSD Challenges students to reach their fullest potential through personal, engaged and rigorous learning in the classroom and beyond.

**Board  
Priorities:**

Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career.

Every day, we are college or career ready.

Provide all students with engaging learning opportunities.

Rigor and engagement are everywhere.

Create a space that is safe, inclusive and welcoming for all.

Diversity and culture make us better.

Plan and execute the capital and human capital investments that will make our district better.

We plan for the future.

**Lake County School District Board of Education  
Dec. 12, 2024 3:00 pm Special Meeting  
Location: District Office-Room 11 & via Zoom**

1. 3:00 Call to order
2. 3:01 Pledge of Allegiance
3. 3:02 Roll Call
4. 3:03 Preview Agenda
5. 3:04 Public Participation

Members of the public who wish to address the board on non-agenda items are welcome to do so at this time. Please sign up with board secretary. We ask you to please observe the following guidelines:

- Confine your comments to matters that are germane to the business of the School District.
  - Recognize that students often attend or view our meetings. Speaker's remarks, therefore, should be suitable for an audience that includes kindergarten through twelfth grade students.
  - Understand that the board cannot discuss specific personnel matters or specific students in a public forum.
6. 3:10 Discussion Item- Resolution NO. 25-10 Mill Levy Certification
  7. 3:19 Action Item- Resolution NO. 25-10 Mill Levy Certification
  8. 3:20 Discussion Item- Financial Accreditation
  9. 3:29 Action Item- Financial Accreditation
  10. 3:30 Discussion items
    - a. Pre-monitor of Board Policy SSG-2
  11. 4:00 Agenda Planning
  12. Adjourn
  13. Upcoming meeting or event:
    - a. Jan. 13, 2025 Regular Meeting @ 5:30 pm @ District Office/Zoom
    - b. Jan. 21, 2025 Members of the board may attend a Finance Committee meeting @ 5:30 @ District Office/Zoom
    - c. Jan. 27, 2025 Work Session @ 5:30 pm @ District Office/Zoom
    - d. Jan. 31, 2025 LCSD & LCEA Negotiations @ 8:30 am @ District Office/Zoom

Estimated duration of meeting is 2.5 to 3 hours \*\*Updated 12/11/2024

**A few welcoming notes:**

The board's meeting time is dedicated to its strategic mission and top priorities. • The "consent agenda" has items which have either been discussed prior or are highly routine. By not discussing these issues, we are able to spend time on our most important priorities. • "Public participation" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. Time limits are 3 minutes for individual speakers if fewer than 20 individuals have signed up to speak; 2 minutes' limit and 5 minutes for groups of 20 signed up; and 1 minute for individual and 3 minutes for groups if more than 30 have signed up to speak. Please see Board Policy GP-14 (Governance Process) for the full policy. The boundaries are designed to help keep the strategic meeting focused and in no way limits conversations beyond the board meeting. • Your insights are needed and welcomed and the board encourages you to request a meeting with any board member, should you have something to discuss. • If you are interested in helping the district's achievement effort, please talk with any member of the leadership team or call the district office at 719-486-6800. Opportunities abound. Your participation is highly desired.



## Misión del

### Distrito:

LCSd desafía a los estudiantes a alcanzar su máximo potencial a través del aprendizaje personal, comprometido y riguroso en el aula y más allá.

### Prioridades de la junta:

Asegúrese de que todos los estudiantes se mantengan en o por encima del nivel de grado cada año y se gradúen preparados para implementar con éxito un plan para la universidad o una carrera.

Todos los días estamos preparados para la universidad o una carrera.

Brindar a todos los estudiantes oportunidades de aprendizaje interesantes.

El rigor y el compromiso están en todas partes.

Crea un espacio seguro, inclusivo y acogedor para todos.

La diversidad y la cultura nos hacen mejores.

Planificar y ejecutar las inversiones de capital y capital humano que mejorarán nuestro distrito.

Planeamos para el futuro.

## Junta de Educación del Distrito Escolar del Condado de Lake

12 de diciembre de 2024 3:00 pm Reunión especial

Ubicación: Oficina del distrito y via Zoom

1. 3:00 Llamada al orden
2. 3:01 Juramento a la bandera
3. 3:02 Pasar lista
4. 3:03 Vista previa de la agenda
5. 3:04 Participación pública

Los miembros del público que deseen dirigirse a la junta sobre temas que no estén en la agenda pueden hacerlo en este momento. Regístrese con el secretario de la junta. Le pedimos que observe las siguientes pautas:

- Limite sus comentarios a asuntos relacionados con los negocios del Distrito Escolar.
  - Reconozca que los estudiantes a menudo asisten o ven nuestras reuniones. Por lo tanto, los comentarios del orador deben ser adecuados para una audiencia que incluya a estudiantes de jardín de infantes a duodécimo grado.
  - Entender que la junta no puede discutir asuntos específicos de personal o estudiantes específicos en un foro público.
6. 3:10 Tema de discusión- Resolución N° 25-10 Certificación de Impuesto al Valor Agregado
  7. 3:19 Elemento de acción- Resolución N° 25-10 Certificación de Impuesto al Valor Agregado
  8. 3:20 Tema de discusión - Acreditación financiera
  9. 3:29 Elemento de acción- Acreditación financiera
  10. 3:30 Tema de discusión
    - a. Supervisión previa de la política SSG-2 del Consejo
  11. 4:00 Planificación de la agenda
  12. Aplazar
  13. Próxima reunión o evento:
    - a. 13 de enero de 2025 Reunión ordinaria a las 5:30 p. m. en la oficina del distrito/Zoom
    - b. 21 de enero de 2025 Los miembros de la junta pueden asistir a una reunión del Comité de Finanzas a las 5:30 en la Oficina del Distrito/Zoom
    - c. 27 de enero de 2025 Sesión de trabajo a las 5:30 p. m. en la oficina del distrito/Zoom
    - d. 31 de enero de 2025 Negociaciones de la LCSd y la LCEA a las 8:30 a. m. en la oficina del distrito/Zoom

La duración estimada de la reunión es de 2,5 a 3 horas \*\* Actualizado 12/11/2024

### Algunas notas de bienvenida:

El tiempo de reunión de la junta se dedica a su misión estratégica y sus principales prioridades. • La "agenda de consentimiento" tiene elementos que han sido discutidos previamente o son muy rutinarios. Al no discutir estos temas, podemos dedicar tiempo a nuestras prioridades más importantes. • La "participación pública" es una oportunidad para presentar breves comentarios o plantear preguntas a la junta para su consideración o seguimiento. Los límites de tiempo son 3 minutos para oradores individuales si menos de 20 personas se han inscrito para hablar; Límite de 2 minutos y 5 minutos para grupos de 20 inscritos; y 1 minuto para individuales y 3 minutos para grupos si más de 30 se han inscrito para hablar. Consulte la Política de la Junta GP-14 (Proceso de gobernanza) para conocer la política completa). Los límites están diseñados para ayudar a mantener la reunión estratégica enfocada y de ninguna manera limita las conversaciones más allá de la reunión de la junta. • Sus ideas son necesarias y bienvenidas y la junta le anima a solicitar una reunión con cualquier miembro de la junta, en caso de que tenga algo que discutir. • Si está interesado en ayudar en el esfuerzo de rendimiento del distrito, hable con cualquier miembro del equipo de liderazgo o llame a la oficina del distrito al 719-486-6800. Abundan las oportunidades. Su participación es muy deseada d.

### A few welcoming notes:

The board's meeting time is dedicated to its strategic mission and top priorities. • The "consent agenda" has items which have either been discussed prior or are highly routine. By not discussing these issues, we are able to spend time on our most important priorities. • "Public participation" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. Time limits are 3 minutes for individual speakers if fewer than 20 individuals have signed up to speak; 2 minutes' limit and 5 minutes for groups of 20 signed up; and 1 minute for individual and 3 minutes for groups if more than 30 have signed up to speak. Please see Board Policy GP-14 (Governance Process) for the full policy). The boundaries are designed to help keep the strategic meeting focused and in no way limits conversations beyond the board meeting. • Your insights are needed and welcomed and the board encourages you to request a meeting with any board member, should you have something to discuss. • If you are interested in helping the district's achievement effort, please talk with any member of the leadership team or call the district office at 719-486-6800. Opportunities abound. Your participation is highly desired.



## ***Lake County School District R-1***

### **RESOLUTION NO. 25-10**

A RESOLUTION OFFICIALLY CERTIFYING THE LEVY OF THE LAKE COUNTY SCHOOL DISTRICT R-1 FOR THE CALENDAR YEAR BEGINNING JANUARY 1, 2025 (1/2 Fiscal Year 2024-2025 and 1 /2 fiscal year 2025-2026) TO THE BOARD OF COUNTY COMMISSIONERS.

WHEREAS, Section 39-5-128 (1), C.R.S. requires that Lake County School District R-1 certify its 2025 levy to the Board of County Commissioners of Lake County no later than January 10; and

WHEREAS, Section 39-10-114 (I) (a) (I) (B), C.R.S. which authorizes school districts to certify an Abatement and Refund Mill Levy in order to recover abatement of taxes.

NOW, THEREFORE BE IT RESOLVED BY THE BOARD OF EDUCATION, LAKE COUNTY SCHOOL DISTRICT R-1:

Section 1. Pursuant to section 39-5-128 (1), C.R.S., as amended, the Lake County School District R-1 hereby certifies the Board of County Commissioners of Lake County that the School District's 2025 levy on all taxable property within the County shall be as follows:

Mill Levy per HB20-1418	26.514 mills	\$9,778,838
HB20-1418 Tax Credit	0.000 mills	-\$0
<b>HB20-1418 Net Mill Levy</b>	<b>26.514 mills</b>	<b>\$9,778,838</b>
1993 Override	1.173 mills	\$432,623
2013 Override	0.637 mills	\$234,937
2024 Override	3.254 mills	\$1,200,133
<b>Total Authorized Override</b>	<b>5.064 mills</b>	<b>\$1,867,694</b>
2012 Bond (LCHS)	2.034 mills	\$750,176
2019 Bond (LCES)	2.305 mills	\$850,125
<b>Total Bond Redemption Fund</b>	<b>4.339 mills</b>	<b>\$1,600,301</b>
<b>Abatement</b>	<b>0.521 mills</b>	<b>\$192,154</b>
<b>Total Mill Levy</b>	<b>36.438 mills</b>	<b>\$13,438,987</b>

*Estimated Full Funding Mill Levy    30.088*  
*Projected Gross Funding from State    \$1,317,983*

Section 2. Business Services is directed to deliver a certified copy of this Resolution to the Board of County Commissioners of Lake County no later than December 13, 2024.

ADOPTED the 12<sup>th</sup> day of December 2024. LAKE COUNTY SCHOOL DISTRICT R-1

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John Baker, President

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Melissa Earley, Secretary

**328 West 5<sup>th</sup> St. ·Leadville, CO 80461 Phone (719) 486-6800 Fax (719) 486-2048**



### Overview

This form is required pursuant to Section 22-11-206(4), C.R.S. The school district must submit an assurance form certifying the school district's substantial and good-faith compliance with the a) School District Budget Law, b) Financial Policies and Procedures Act, c) Public School Financial Transparency Act, and d) accounting and reporting. The Colorado Department of Education monitors the district's compliance by reviewing the district's finance data pipeline submission, audited financial statements, financial transparency website, and responses from management to inquiries related to those reviews. Good-faith compliance is determined, in part, by the assurances provided below as certified by those charged with governance.

### Additional information for charter school authorizers

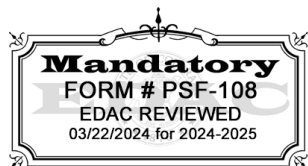
The assurances provided with this form are also applicable to all charter schools unless a separate CHARTER FORM AFA2024 is executed by or on behalf of a charter school and provided to CDE. The submission of a CHARTER FORM AFA2024 by an authorizer communicates that the authorizer does not provide the assurances for that charter school within the authorizer's FORM AFA2024. If applicable, CHARTER FORM AFA2024(s) should be submitted with an authorizer's FORM AFA2024.

### Completion and submission

1. Open header and select entity from the drop down.
2. Select the appropriate response for each assurance. Note: select "N/A" when item is not applicable.
3. Complete an Attachment A for each "No" response.
4. Scan to PDF the completed and signed FORM AFA2024 with, if applicable, an Attachment A for each "No" response.
5. Submit with the following items as PDF files via email attachments to: [schoolfinance@cde.state.co.us](mailto:schoolfinance@cde.state.co.us)
  - a. Audited financial statements for year ended June 30, 2024 (including audit reports for charter schools, if applicable)
  - b. Grant Revenue Reconciliation Report from data pipeline with responses for all differences in column 9
  - c. Finance December Error Detail Report - Rollup from data pipeline with confirmation or responses for all warning edits

### PART 1 - Assurances for Article 44 Budget Policy and Procedures required pursuant to Section 22-11-206(4)(a)(I), C.R.S.

Ref.	Description	C.R.S. Section	Assurance	Response
44-1	Adopt budget and an appropriation resolution	22-44-103(1) 22-44-107	The board of education adopted a budget and an appropriation resolution prior to June 30, 2023. <i>Note:</i> the appropriation resolution may by reference incorporate the budget as adopted.	Yes
44-2	Detail of budget	22-44-105(1)(c)	The budget for fiscal year 2023-24 itemizes expenditures by fund.	Yes
44-3	TABOR	22-44-105(1)(c.5)	The three percent emergency reserve required by TABOR has been properly reported using a) unrestricted general funds, b) cash fund emergency reserves, or c) a statutorily approved alternative.	Yes
44-4	Uniform budget summary sheet	22-44-105(1)(d.5)	The budget for fiscal year 2023-24 includes a uniform budget summary sheet for each fund.	Yes

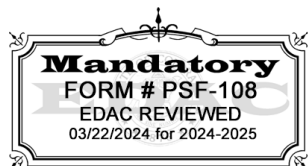




Ref.	Description	C.R.S. Section	Assurance	Response
44-5	Use of beginning fund balance	22-44-105(1.5)(a)&(c)	For budgets that include the use of beginning fund balance, a resolution was adopted by the board specifically authorizing this use and stating the district's plan to ensure that use will not lead to an ongoing deficit.	Yes
44-6	Ongoing deficit	22-44-105(1.5)(a)&(c) 22-44-102(7.3)	The district reported, in the annual financial audit, a positive amount in the unassigned fund balance for each governmental fund and unrestricted net assets for each proprietary fund	No
44-8	Preparation of budget	22-44-108(1)(c)	A proposed budget for fiscal year 2023-24 was submitted to the board by May 31, 2023.	Yes
44-9	Notice of proposed budget	22-44-109	Notice was made in accordance with law that the proposed budget is available for public inspection.	No
44-10	Adoption of budget	22-44-110(4)	The budget for fiscal year 2023-24 was adopted by the board by June 30, 2023.	Yes
44-11	Supplemental budget	22-44-110(5)	Modifications to the budget after January 31, 2024, were made through adoption of a supplemental budget by the board.	Yes
44-12	Interfund borrowing	22-44-113(1)	Interfund borrowings were repaid within 3 months of the fiscal year end.	Yes
44-13	Spending in excess of appropriations	22-44-115(1)	Spending did not exceed amounts appropriated for each fund.	No
44-14	Use of handbook and chart of accounts	22-44-204(3)	The financial policies and procedures handbook and chart of accounts were used for budget development, maintaining financial records, and periodic presentation of financial information to the board.	Yes
44-15	Financial transparency	22-44-304	Information required by the Public School Financial Transparency Act was made available on-line in a downloadable format. <i>Note:</i> Check the organization's website to ensure all required documents are posted and current.	Yes

**PART 2 - Assurances for Article 45 Accounting and Reporting required pursuant to Section 22-11-206(4)(a)(II), C.R.S.**

Ref.	Description	C.R.S. Section	Assurance	Response
45-1	Enterprise fund accounting	22-45-102(1)(a)	The full accrual basis of accounting was used for budgeting and accounting for enterprise funds.	Yes
45-2	Generally Accepted Accounting Principles	22-45-102(1)(a)	Financial records are kept in accordance with generally accepted principles of governmental accounting.	Yes
45-3	Board review of financial condition	22-45-102(1)(a) & (b)	The board required the preparation of financial reports that included at a minimum the information required by state law. The board reviewed the financial condition of the entity at least quarterly during the fiscal year.	Yes
45-4	Financial records	22-45-102(2)	All financial records are maintained at the principal administrative offices and general ledger accounts are posted and reconciled at least monthly.	Yes





Ref.	Description	C.R.S. Section	Assurance	Response
45-5	Bond redemption fund	22-45-103(1)(b)	A third-party custodian was designated to administer the bond redemption fund.	<b>Yes</b>

**PART 3 - Assurance required pursuant to Section 22-11-206(4)(b), C.R.S.**

Ref.	Description	C.R.S. Section	Assurance	Response
30.5-1	Itemized accounting to charter schools	22-30.5-112(2)(a.4)	An itemized accounting of all costs charged to charter schools was provided to those schools by September 30, 2024.	<b>N/A</b>

**PART 4 - Assurance required pursuant to Section 22-54-106(2.1)(d) (II), C.R.S.**

Ref.	Description	C.R.S. Section	Assurance	Response
54-1	Property Tax Credit, if applicable	22-54-106(2.1)(d) (II)	The district levied a greater number of Total Program mills than levied in the prior property tax year, due to the reduction of temporary tax credits.	<b>Yes</b>

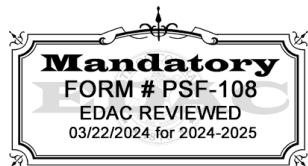
**PART 5 - Optional disclosures**

Accounting general ledger software information:

Company/vendor name: Replace with name Company/vendor contact: Name: Replace with name Email: Replace with email

Financial management company information:

Company/vendor name: Replace with name Company/vendor contact: Name: Replace with name Email: Replace with email





**PART 6 - Certification of assurances**

I certify, to the best of my knowledge and belief, that the assurances provided in Parts 1 through 3 are true and correct. I further certify that all information provided with Attachment A(s), if applicable, is true and correct.

Chief Financial Officer/Business Manager (signature)

(printed name)

\_\_\_\_\_

James D. Mulcey

Date: 12/12/2024

Superintendent/Executive Director (signature)

(printed name)

\_\_\_\_\_

Kate C. Bartlett

Date: 12/12/2024

I certify that the board reviewed the assurances and approved the related responses.

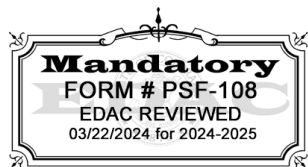
President of the Board (signature)

(printed name)

\_\_\_\_\_

John D. Baker

Date: 12/12/2024







Select entity: 1510: Lake County R-1

Charter school name, if applicable:

Select related assurance: 44-6, Ongoing deficit

Explanation for non-compliance:

Fund 21, Food Service, was \$ 4,595 over appropriation. While we had planned to have Fund 21 end the year right on the appropriation, we received a \$25K commodity expense during the accrual period. Since the fiscal year had already closed, we were unable to increase the appropriation retroactively.

Plan to address non-compliance:

We transferred funds from the General Fund in July sufficient to resolve this negative balance. We will document this in the Revised FY25 Budget in January 25

Actual or expected date of compliance MM/DD/YY: 7/31/24

Additional Comments:



Select entity: 1510: Lake County R-1

Charter school name, if applicable:

Select related assurance: 44-6, Ongoing deficit

Explanation for non-compliance:

Fund 64, Health Insurance, was \$ 87,533 over appropriation. We had an unexpected \$137K medical bill post to our account on 6/28/24. This expense was from May 23 (prior year insurance period), and was not covered under our current insurance, so we received no stop-loss payments, which would have been a minimum of \$87,606 if it had been in the current contract period. The settlement was delayed a year due to slow response time on the part of the hospital in answering claim questions.

Plan to address non-compliance:

We transferred funds from the General Fund in July, August, and September sufficient to resolve this negative balance. We will document this in the Revised FY25 Budget in January 25.

Actual or expected date of compliance MM/DD/YY: 9/30/24

Additional Comments:



Select entity: 1510: Lake County R-1

Charter school name, if applicable:

Select related assurance: 44-9, Notice of proposed budget

Explanation for non-compliance:

To the best of our knowledge the district did not publish a notice in the local paper that the FY24 budget was available for inspection.

Plan to address non-compliance:

This year we published a notice in the local newspaper that our FY25 budget was available for inspection.

Actual or expected date of compliance MM/DD/YY: 6/6/24

Additional Comments:



Select entity: 1510: Lake County R-1

Charter school name, if applicable:

Select related assurance: 44-13, Spending in excess of appropriations

Explanation for non-compliance:

Fund 21, Food Service, was \$ 4,595 over appropriation. While we had planned to have Fund 21 end the year right on the appropriation, we received a \$25K commodity expense during the accrual period. Since the fiscal year had already closed, we were unable to increase the appropriation retroactively.

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Actual or expected date of compliance MM/DD/YY: 7/31/24

Additional Comments:



Select entity: 1510: Lake County R-1

Charter school name, if applicable:

Select related assurance: 44-13, Spending in excess of appropriations

Explanation for non-compliance:

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Plan to address non-compliance:

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Actual or expected date of compliance MM/DD/YY: 9/30/24

Additional Comments:

Lake County School District  
328 West 5<sup>th</sup> Street  
Leadville, Colorado 80461  
[www.lakecountyschools.net](http://www.lakecountyschools.net)

## AGENDA COVER MEMO

TO: Board of Education  
PRESENTER(S): Kate Bartlett  
MEMO PREPARED BY: Kate Bartlett  
INVITED GUESTS: N/A  
TIME ALLOTTED ON AGENDA: 20 min  
DATE OF MEETING: 12/12/2024  
ATTACHMENTS: 3 - LCSD Policy SSG-2, Sample monitoring reports from Summit and Buena Vista School Districts  
  
RE: *Pre-Monitor Board Policy SSG-2, Presentation & Discussion*

### TOPIC SUMMARY

**Background:** During the 2024-25 school year, the Board and the Superintendent will be developing monitoring procedures for Board policies. The purpose of pre-monitoring is to establish potential metrics for monitoring each policy in future years.

**Topic for Presentation:** The purpose of monitoring is to provide and evaluate data to confirm (or not) the Board or the district's compliance with a given policy. For the purpose of the SSG policies, the burden of proof lies with the Superintendent. (This is in contrast with the GP policies, for example, for which the burden of proof lies with the Board.) In developing monitoring processes for our own district, we can use examples from other districts to guide our work.

Attached are two examples of monitoring reports from other districts. Note that these other districts are strict policy governance, meaning that this policy is an Executive Limitations (EL) policy. However, the purpose and wording of the policy is very similar to our SSG-2. The examples are from Summit School District and Buena Vista School District.

Both monitoring reports follow a similar format, which I would recommend we adopt as well. Each monitoring report would:

- ***Provide an Executive Summary or Introduction*** - Establishes the purpose of the policy and an interpretation of the overall purpose of the policy. In our case, that is "With respect to staff interactions with students, parents and the

community, the Superintendent shall not cause or allow conditions, procedures, actions or decisions that are or have the potential of being disrespectful or disruptive.”

- ***Provide definitions for terms included in the overall purpose of the policy -***

In our case, we would define:

- Staff interactions
- Student, parents and the community
- Conditions
- Procedures
- Actions
- Decisions
- Disrespectful
- Disruptive

- ***For each Sub-Indicator, provide definitions, interpretation and evidence -***

Our SSG-2 policy has four sub-indicators. They are: “Accordingly, the Superintendent shall:

1. Use methods of collecting, reviewing, transmitting and storing information that reasonably protect confidential information.
2. Provide for effective handling of grievances and complaints.
3. Adequately inform students, parents and the community of district policies, procedures and school choices within the district.
4. Respond meaningfully and in a timely manner to concerns raised by students, parents and community members and report, in a timely manner, on any serious or repeated concerns and responses to the Board.”

- For each sub-indicator we would provide definitions of terms, interpretation of purpose and evidence of compliance for the monitoring period.
- Evidence of compliance could include a description of the Superintendent’s actions, data and other process indicators.
- For example, for Sub-Indicator 1 above, I would provide evidence of how we collect information from students and families, how we store it, how we protect confidential information and how/when we transmit data in compliance with state and federal law.

- ***For each Sub-Indicator, OR for the Policy as a whole, make a statement as to the district/Board’s compliance -*** The Superintendent or the Board (depending on the policy) makes a statement as to whether the district is in compliance for the monitoring period.

I recommend that the Board review the samples provided, as well as the proposed format described here, to give me direction on both an overall approach to SSG monitoring reports and specific things you would like me to address in a monitoring report for SSG-2.

**Policy Type: Staff/Superintendent Guidelines**

**Treatment of Students, Parents and Community**

With respect to staff interactions with students, parents and the community, the Superintendent shall not cause or allow conditions, procedures, actions or decisions that are or have the potential of being disrespectful or disruptive.

Accordingly, the Superintendent shall:

1. Use methods of collecting, reviewing, transmitting and storing information that reasonably protect confidential information.
2. Provide for effective handling of grievances and complaints.
3. Adequately inform students, parents and the community of district policies, procedures and school choices within the district.
4. Respond meaningfully and in a timely manner to concerns raised by students, parents and community members and report, in a timely manner, on any serious or repeated concerns and responses to the Board.





**Meeting Date:** September 7, 2023

**Agenda Item #:** G.1.

**Subject:** Monitoring Report for Executive Limitation Policy 3 - Treatment of Students, Parents and Public

**Recommended Action:** \_\_\_ Information ☒ Discussion \_\_\_ Preparing for BOE Action

**Pertaining to Governance Policy:** *EL-3 – Treatment of Students, Families, and Community*

**Background:**

*EL-3 underscores the district's commitment to equitably serving students, families, and the community, emphasizing compliance with federal and state laws. The policy mandates robust protection of confidential information and demands the elimination of systemic barriers to education. Furthermore, it enforces safe facility operations and equitable access while fostering attributes such as curiosity and global awareness in students. Clear communication of district offerings and expectations is also a fundamental requirement of this directive.*

**Rationale/Objective:**

The presentation to the Board of Education (BOE) ensures transparency, accountability, and compliance with both legal mandates and BOE policies. Whether aligning with legal statutes or specific policies such as the Just and Equitable Education directive or the EL-3 governance limitation, our goal is informed decision-making and adherence to essential guiding principles.

**Cost/Benefit Analysis:**

N/A

**Alternatives:**

No alternatives proposed

**Advantages (+)/Disadvantages (-):**

**Submitted by:**

*Lana Huizar, Director of Equity*

*Ellen Clark, Director of Special Services*

*Kerstin Anderson, Director of Communications*

*Brandon Smith, Director of Safety, Security and Transportation*

**Attachment(s):** N/A. See Below



### **EL-3 – Treatment of Students, Families, and Community:**

With respect to current and prospective students and families, and the community, the Superintendent shall not cause or allow organizational circumstances that are unsafe, unfair, inequitable, or undignified.

#### **Definition of Terms:**

**Organizational Circumstances:** Refers to the environment, practices, processes, or actions in the district's schools or in the school district office, either directly or indirectly, that affect students, families, or the community.

**Unsafe:** Situations or conditions that might pose a physical, emotional, psychological, or cyber threat to students, families, or the community.

**Unfair:** Actions, policies, or procedures that discriminate, show partiality, or are unjust to a specific group or individual based on race, gender, religion, socio-economic status, disability, or any other protected classification.

**Inequitable:** Circumstances where individuals or groups are not given the same opportunities, resources, or support needed to succeed, particularly when this perpetuates disadvantage.

**Undignified:** Actions, situations, or policies that belittle, mock, or strip away the respect, self-worth, or identity of students, families, or the community.

**Families at the Margins:** Those learners and their families who have been most affected by deep-rooted systemic inequities are defined as “families at the margins”.

Accordingly, the Superintendent shall not:

- 1. Fail to establish District Administrative policies and procedures that comply with applicable federal and state laws.**

#### **Definitions of Terms:**

**Applicable federal and state laws:** Pertinent laws and regulations enacted by the federal government and the state in which the school district operates. These laws can cover a wide range of topics, including educational standards, student rights, staff rights, school funding, discrimination, health and safety, and more. 'Applicable' emphasizes that the laws in question are relevant to the operations and responsibilities of the school district.

#### **Interpretation:**

- The Superintendent must ensure that the school district environment, in its entirety, is safe, just, provides equal opportunities for all, and upholds the dignity of every individual it serves or



interacts with.

- This also mandates the creation and enforcement of administrative policies that are in line with federal and state laws, further ensuring a harmonious, legal, and positive school district environment.

### **Data Reporting:**

- Safety Reports: Number and type of safety incidents reported within the school district in the last year.
- 100 percent of schools with up-to-date safety protocols and drills.
- Equity Audits: Analysis of resource allocation among schools, ensuring all students have equitable access.
- Summit School District has established an *Accountability and Review Team* to review graduation rates, standardized test scores, and other academic outcomes, disaggregated by race, socio-economic status, gender, special education status, English language learners, etc on a quarterly basis.
- Surveys and Feedback: Satisfaction surveys from students, families, and community members.
- Incident Reports of Discrimination or Undignified Treatment: Developing a system for complaints lodged by students, families, or community members.
- Review of District Administrative Policies: Revised policy IMB, KEC August, 2023 in accordance with state guidance.
- Professional Development: Approximately 500 educators attended back to school training focused on safety and positive conditions for learning.

**Statement of Compliance/Non-Compliance: The District is in compliance with EL 3.1.**



**EL 3.2 Use any method of collecting, reviewing, transmitting, or storing information that fails to protect confidential information.**

Policy Provision Statement EL 3.2 -- The Superintendent will not collect, review, transmit, store, or destroy student information in a manner that fails to protect against improper access to that information.

**1. Definition of Terms:**

**a.** "Student information" means educational records which are protected under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, 34 CFR Part 99, and C.R.S. §22-1-123 (protection of student data).

**b.** "Improper access" means permitting information to be released to anyone other than the parent or eligible student unless the disclosure meets an exception provided for by law.  
Interpretation:

**2. Interpretation:**

- a.** The district shall have policies, procedures, and practices that safeguard confidential student information and shall implement those policies, procedures, and practices so as to safeguard confidential student information. ~~Violations of policies, procedures, and practices will be promptly addressed.~~

**3. Strategic Plan Alignment**

- a.**

**4.Data Reported:**

The district has adopted and implemented the Colorado School District Records Management Manual and all information is retained in accordance with the guidelines therein.

Student records policy JRA/JRC protects the confidentiality of student records, and records are only disclosed in accordance with that policy.

~~In addition,~~ The district is controlling all past inactive ~~enum~~ folders at the EAC to further safeguard confidential information for students who have left our district. During the monitoring period, there were no complaints filed with the US Department of Education or any other compliance agency, alleging violation with FERPA.

**5. Challenges**

**Statement of Compliance/Noncompliance: The district is in compliance with 3.2.**



**2. Fail to ensure that students, families, and the community are valued, supported, and safe.**

**Definition of Terms:**

- Valued: Acknowledge the worth and contributions of students, families, and the community.
- Supported: Provide resources and assistance to help stakeholders thrive.
- Safe: Establish an environment that safeguards physical, emotional, and intellectual well-being

**Interpretation:**

- The district prioritizes well-being and inclusion of students, families, and the community.
- The district provides support for students, families, and the community in response to community and school needs.
- The district provides opportunities for equitable representation of family and community voice.
- The district engages in community partnerships to enhance student educational experience.

**Data Reported:**

- The district engaged in a district-wide campaign to highlight the importance of student belonging. The district also created a committee at the secondary level designed to increase student belonging through student voice.
- The district provided opportunities for gathering and mental health support to students, families, and the community following community and school district crises during the 2023-2024 school year.
- The district provided access to a variety of mental health supports for students across the district.
- The district strengthened International Baccalaureate program staffing and professional development in order to increase intellectual safety.
- The district provided multiple opportunities for families at the margins to share concerns and needs including community dinner evenings, Consejos de Familias (Hispanic Advisory Committee), Cafecito, etc.

**Statement of Compliance/Non-Compliance: The District is in compliance with EL 3.12.**

### 3. Fail to identify and address systemic barriers.

#### Definition of Terms:

**Systemic Barriers:** Deep-rooted structural obstacles, often perpetuated by established customs, practices, and norms, that impede equal access to resources or opportunities for certain groups within the educational organization.

**Identify:** The act of recognizing, understanding, and documenting instances, practices, or conditions that perpetuate these barriers.

**Address:** The act of implementing strategies, policies, or interventions aimed at dismantling these barriers and promoting an inclusive and equitable environment.

#### Interpretation:

- The directive requires that the superintendent actively seeks out, acknowledges, and takes necessary actions against ingrained obstacles in the school system that might prevent certain groups of students, families, or community members from accessing the same opportunities and resources as others.
- The goal is to promote a school environment that is just, inclusive, and conducive to the growth of all its members.

#### Data Reporting:

- Director of Equity & Community Partnerships hired in December 2022 to advance the AF Policy.
- Addressing Metrics: Implementation of equity-focused professional development for staff and teachers.
- Adaptation or revision of policies that perpetuate systemic barriers. See Policy AF, IMB, KEC.
- The use of equity analysis tool when determining curriculum purchases.
- Initiatives aimed at increasing representation and inclusivity in school participation (District monthly Cafecito's, HTP, Hispanic Advisory Council, creation of student principal council for underrepresented populations at SMS, parenting support group at UBE)
- Launched the Equity Advisory Team to determine action steps to embed Street Data<sup>1</sup> into SSD structures & practices.
- Equity Accountability Review Team Identified attendance as a leading indicator for educational inequities.
- Secured High Impact Tutoring Program Grant to implement tutoring at UBE, SVE, DVE which will provide 72 students with tutoring services and early literacy support for families.

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<sup>1</sup> Safir, S., & Dugan, J. (2021). Street data: A next-generation model for equity, pedagogy, and school transformation. Corwin.



- Collaborative efforts with community organizations that aimed to promote inclusivity and challenge systemic barriers. Partnership with Communities that Cares to advance strategic plan.
- Budget priority process was based on guiding principles and alignment with the strategic plan.
- As defined in AF policy “During the district budget prioritization process, as defined in BOE policy
- Participated in English Language Development (ELD) Program evaluation conducted by the Office of Culturally and Linguistically Diverse Education.
- Applying recommendations for improved ELD programming across six elementary schools and high school.
- DBD, we will prioritize funding to maintain staffing at the central office level of a Spanish/English bilingual, bicultural Family/Community Liaison and at the school level a Family Engagement Specialist whose roles are integrally involved in examining outreach strategies, and creating communication campaigns that address community needs and desires as they are expressed.” Family Liaisons allocated to SHS, SMS, SVE, SCE,BRE,FE, and UPE.

**Statement of Compliance/Non-Compliance: The District is in compliance with EL 3.4.**



**4. Fail to provide equitable access to educational curriculum, programs, and support services such as quality mental and/or behavioral health assistance.**

**Definition of Terms:**

- Equitable Access: Ensuring fair and unbiased availability of educational resources and services to all students.
- Curriculum: The educational content and learning materials provided to students in various subjects.
- Programs: Educational initiatives and extracurricular activities that enhance students' learning experiences.
- Support Services: Services that assist students in their academic, mental, and behavioral well-being.
- Quality Mental and/or Behavioral Health Assistance: Effective and comprehensive mental health and behavioral support services.

**Interpretation:**

- The District will follow Board Policy AF: Just and Equitable Education.
- The District will outline strategies and initiatives by departments to address disproportionate representation of diverse groups in educational programs and courses.
- The District will review and share data on student participation in extracurricular activities, including ethnicity/race breakdown and analyze data to identify disparities.
- Maintain evidence-based staffing ratios of counselors and psychologists to students at each school.
- Collaborate with community partners to increase access to quality mental and behavioral health services.

**Data Reported:**

- The school district developed strategies and initiatives addressing disproportionate representation in educational programs including special education, and coursework at Summit High School.
- The school district reviewed data on student participation in extracurricular activities and developed strategies for the upcoming school year.
- The Pathways Strategic Plan Team undertook a comprehensive analysis to enhance equitable access to advanced coursework and programs and reviewed graduation requirements.
- The School District staffed Counseling and School Psychologist support at each school. The school district also provided support from other individuals such as a Board Certified Behavior Analyst and Social Worker. SSD also provided a Tier 3 high intensity day treatment program for students 3rd-12th grade.
- The school district began implementation of the social and emotional development framework





and showcased initiatives undertaken to promote students' mental and emotional well-being.

- The school district improved the community partnership group “Summit at Summit”, a community partnership committee focused on youth mental health and discussed the effective utilization of the "Unite Us" program to seamlessly connect families with essential community resources and support services.
- District curriculum calendar??

**Statement of Compliance/Non-Compliance: The District is in compliance with EL 3.5.**



**5. Fail to operate Policy Provision Statement EL 3.6 - The Superintendent will not fail to operate facilities safely.**

**Definition of Terms:**

- “Fail to operate facilities safely” means not equipped to respond to circumstances that may create a risk of harm.

**Interpretation:**

- The district and each building shall have and implement a Safe Schools Plan. Safety efforts shall be coordinated by the Director of Safety, Security and Transportation.

**Data Reported:**

- Safe Schools Policy ADD directs the superintendent to develop a Safe Schools Plan. The district has developed and implemented a plan. That plan is based around the Standard Response Protocols from the I Love You Guys Foundation and from best practices recommended by the Colorado School Safety Resource Center. The plan is also in alignment with C.R.S. 22-32-109.1, the Colorado Safe Schools Act.
- This plan indicates that fire drills are exercised on a monthly basis per the 2022 International Fire Code and lockdown exercises are conducted once every semester at all schools with all building occupants. The safe schools plan directs Hold, Secure, and shelter protocols to be practiced through tabletop exercises with each school’s School Safety Team. All School Safety Teams conduct tabletop exercises for various safety and emergency situations under the supervision of the District’s Department of Safety and Security to evaluate their emergency preparedness throughout the year, in addition to the Standard Response Protocol exercises.
- All School Safety Team members receive training for the National Incident Management System and the Incident Command System through the Federal Emergency Management Agency. Those staff members in each school that play a part in incident management receive training on radio use and communication interoperability. Summit School District utilizes 800 Mhz public safety radios that have the ability to communicate directly with first responders and our county 911 center. Each school has enough radios to be spread out throughout the school and manage any crisis.
- The district receives and follows up on all Safe2Tell tips and is currently partaking in a pilot program in conjunction with the Summit County Sheriff’s Office to test a program called Handle with Care, that notifies school district Safe 2 Tell recipients when a student has experienced a traumatic event at home or elsewhere outside of school, to better appropriately support those students.
- Summit School District utilizes a state wide platform for behavioral assessments. That platform was rolled out at the beginning of the 2023-2024 school year, after two years of development.
- The District has a District Safety Team that plans for and responds to large scale emergencies that impact the district.

**Statement of Compliance/Noncompliance: In compliance**



**6. Policy Provision Statement EL 3.7 - The Superintendent will not fail to operate facilities with equitable internal and external accessibility to students, parents, community members .**

**Definition of Terms:**

- “fail to operate facilities with equitable internal and external accessibility to students, parents, community members” means ensuring that all facilities are designed, operated, and maintained in a manner that provides equal and inclusive access to all students, their families, and community members, regardless of physical abilities or disabilities.

**Interpretation of the Policy:**

- The policy "Fail to operate facilities with equitable internal and external accessibility to students, their families, and community members" underscores the commitment of Summit School District to provide an accessible and inclusive environment for all building occupants in any facility operated by Summit School District.
- This policy obligates the organization to ensure that all its facilities, both internal and external, are designed, maintained, and operated in compliance with the Americans with Disabilities Act requirements and other relevant accessibility standards. The organization should strive to eliminate any barriers that could impede the participation of students, their families, and community members in its programs, events, and activities.

**Data to Report:**

- Summit School District Complies with all Americans with Disabilities Act requirements. Summit School District owns two buses with lifts to service those with functional needs and also works with Mountain Mobility to provide needed services for some students.
- Summit school District is held to the 2021 International Fire Code, which has been adopted by the Colorado Division of Fire Control and Prevention and applies to all Colorado schools. A fire inspection is conducted annually at all facilities and addresses emergency egress, including topics that pertain to those with functional needs. All exit pathways, doorways and termination points are clear of all obstacles allowing for safe passageways for those in wheelchairs or with other functional needs.
- All buildings with two floors are equipped with elevators that are serviced annually. During the summer of 2022, all school buildings that have a second floor without direct access to a ground floor were equipped with emergency evacuation chairs at all stairwells that can be used for staff and students with permanent or temporary disabilities during emergencies, if the elevators are not a safe option. Snow and ice is to be regularly removed from all exterior doors to allow proper use and safe egress during emergencies for all building occupants. Doing so is especially important for those with functional needs.

**Statement of Compliance/Noncompliance: In compliance**



**7. Fail to model the following attributes: Prepared, Growth-oriented, Curious, Courageous, and Globally Aware (Ends-2).**

**Definition of Terms:**

- **Courageous:** Take informed risks, persevere through challenges, and advocate for the needs of themselves and others.
- **Curious:** Ask questions, think critically, and solve problems using a variety of strategies.
- **Globally Aware:** Participate in local and global communities, embrace different cultures, welcome the perspectives of others, and communicate effectively across lines of difference.
- **Growth Oriented:** Remain flexible and open to possibilities, adapt in changing circumstances, and pursue passions.
- **Prepared:** Academically prepared, socially and emotionally intelligent, and financially ready.

**Interpretation:**

- The District will align applicable policies and practices to the graduate profile.
- District staff will teach and reinforce the graduate profile attributes with students, staff, and families.
- The District will develop pathways, structures, and systems to support students in developing the graduate profile attributes.

**Data Reported:**

- The District developed coursework aligned to the graduate profile at Summit High School.
- The District began to review student and teacher observables aligned with the graduate profile attributes.
- District Leadership secured the district's focused direction as the graduate profile attributes.
- Bill planned for hired (identified need and created position), Pathways, secured funding for expanded pathways
- The District hosted a future of learning night highlighting the graduate profile for staff and families.



8. **Fail to provide and communicate clear, understandable, and accessible expectations to students and families regarding educational and other products and services offered by the District.**

**Definitions of Terms:****Clear:** Information and expectations that are presented in a straightforward and easily comprehensible manner, free from unnecessary complexity or ambiguity.

**Understandable:** Content that is designed to be graspable by individuals of varying backgrounds, educational levels, and abilities.

**Accessible:** Information and materials that can be easily obtained and understood by all individuals, including those with disabilities, without the need for special accommodations.

**Interpretation:**

This policy pertains to the district's responsibility to communicate expectations to students and families in a manner that is clear, understandable, and accessible. This policy underscores the importance of transparency and inclusivity, ensuring that information about educational offerings, products, and services is available to all stakeholders, irrespective of their backgrounds or circumstances. By adhering to this policy, the district demonstrates its commitment to fostering a supportive and informed educational community.

**Data Reporting:**

In order to assess compliance, the district has conducted multiple family outreach sessions, a communications system and translation services review and other feedback mechanisms. The assessment revealed that the district has made substantial progress in aligning its communication strategies with the policy's requirements. The data reporting process highlighted the following key points:

- Conducted multi-lingual, family curriculum nights
- Gained recognition that many families primarily utilize text messaging as compared to email
- Recognized multiple translation and two-way communication systems in use across the district and that students and families will benefit from a streamlined set of tools.
- Communications review determined the district would benefit from streamlining and standardizing communications systems that include robust translation systems
- The District hosted a variety of special services, family outreach opportunities including the Special Education Partnership Committee, and parent information nights on social and emotional topics.
- Website translates to multiple languages
- Identified Toddle as curriculum warehouse program and two-way communications platform across all students Pre-K - 5th. Determined Family Liaison support to assist with adoption of



new technology platform

**Statement of Compliance/Non-Compliance:**

Based on the assessment conducted, it is determined that the district is currently in compliance. The district has shown commitment to providing clear, understandable, and accessible information to students and families regarding its educational offerings and other services. Efforts have been made to simplify language, ensure digital accessibility, and enhance the consistency of communication practices across various departments and schools.



9. Policy Provision Statement-**Fail to take reasonable steps to inform students, families, and the community of all District policies and procedures.**

Definition of Terms:

“District services” refer to central office services that are provided to students and parents including, but not limited to Central Registry, Learning Services, Budget/Finance, etc.

“Uninformed” means parents and patrons have not been given adequate and timely notice of district policies, procedures, calendar, deadlines, and activities including school choice options, timelines, and enrollment procedures.

“Unaware of” means lacking knowledge of opportunities to participate on district committees.  
Interpretation:

- Written policies and procedures shall be posted on the district’s website. The calendar shall be adopted annually by the Board and three calendar years shall be posted on the district website. The calendar shall reflect the parameters established by the Calendar Committee (EL 2.10, Calendar). Deadlines and activities including school choice options, timelines, and enrollment procedures will be communicated through a mechanism appropriate to the specific deadline (e.g. choice window deadlines are posted on the web and published in school newsletters and other media).
- District committees shall be advertised through Future of Learning and school based newsletters and other appropriate means (e.g. school newsletters, the newspaper, the district website, etc.)

Interpretation:

- Cause or allow parents and patrons to be uninformed of district policies, procedures, calendar, deadlines, and activities including school choice options, timelines, and enrollment procedures
- Allow the community or various stakeholders to be unaware of opportunities to participate on district committees.
- summ

**Statement of Compliance/Noncompliance: In Compliance.**



## **10. Neglect student, family, and/or community opinion on relevant issues.**

### **Interpretation:**

This policy addresses the Board's commitment to ensuring that the opinions and perspectives of students, families, and the wider community are actively considered and integrated into decision-making processes related to relevant educational issues. The policy aims to prevent any neglect or oversight of these opinions, emphasizing the importance of inclusivity, transparency, and engagement within the educational system.

### **Definition of Terms:**

**Neglect:** Failure to give sufficient attention, consideration, or weight to the opinions, perspectives, and concerns expressed by students, families, and the community.

**Student Opinion:** The viewpoints, feedback, and ideas shared by students regarding various educational matters that directly impact their learning experience and overall well-being.

**Family Opinion:** The insights, preferences, and suggestions provided by families and guardians of students, reflecting their expectations and aspirations for the educational institution.

**Community Opinion:** The input, suggestions, and concerns expressed by the broader community, including local residents, organizations, and stakeholders, concerning educational policies and decisions.

**Relevant Issues:** Educational matters, policies, and decisions that have a direct impact on students, families, and the community, including but not limited to curriculum changes, school safety measures, inclusion policies, and resource allocation.

### **Data to Report:**

Public Comment

Open Door Policy

### **3.1 Community Meetings in Response to LGBTQ+ Parent Petition:**

In compliance with the policy, the following data is reported:

In response to a petition submitted by LGBTQ+ parents advocating for increased inclusion and support for LGBTQ+ students, a series of community meetings were held to address their concerns. The purpose of these meetings was to provide a platform for open dialogue, gather input, and collaboratively develop strategies to create a more inclusive and supportive environment within the educational institution.

Key data points and outcomes from the community meetings include:

**Attendance:** A total of four community meetings were conducted, attracting a diverse range of attendees, including LGBTQ+ parents, other parents, students, teachers, administrators, and community members.

**Issues Raised:** The LGBTQ+ parent petition highlighted concerns about bullying, lack of





inclusive curriculum, and limited access to supportive resources for LGBTQ+ students.

Discussions: Open discussions were held to understand the concerns and gather suggestions from attendees on ways to improve the inclusivity and support for LGBTQ+ students.

Action Items: Based on the discussions, several action items were identified, including revising curriculum to include LGBTQ+ perspectives, implementing anti-bullying measures, and providing training for teachers on LGBTQ+ issues.

While the district is currently in compliance with EL 3.1, continuous improvement is encouraged. It is recommended that the district periodically review its engagement strategies to ensure they remain effective and reflective of evolving stakeholder needs. Additionally, exploring innovative ways to involve students, families, and the community in decision-making processes can further enhance the policy's impact.

#### Conclusion:

This report highlights the Board's commitment to the policy of avoiding neglect of student, family, and community opinions on relevant educational issues. The community meetings in response to the LGBTQ+ parent petition exemplify the proactive approach taken to engage stakeholders in decision-making processes, ensuring that diverse perspectives are considered and integrated into the educational system. Through these efforts, the Board is dedicated to fostering a collaborative and inclusive environment that meets the needs and aspirations of all stakeholders.

**Statement of Compliance/Noncompliance: In Compliance.**



## **11. Fail to meaningfully and timely respond to concerns raised by students, families, and community members.**

Policy Provision Statement EL 2.2.3 – The Superintendent will not operate without a process for the effective handling of complaints, comments, and input including:

- Meaningful and timely responses to concerns raised by parents and community members.
- Evidence that parent and community input has an impact on district decision making.
- Timely reporting to the Board of Education of serious or repeated concerns raised by the general public.

### Definition of Terms:

“Effective handling” means that complaints, comments and input receive timely consideration and follow through.

“Complaints” mean formal concerns initiated through Policy KE, Public Concerns & Complaints.

“Impact on district decision making” means parent and community feedback are seriously considered and given weight.

“Timely reporting” means providing the Board with information through regular means (e.g. Board newsletter and Board meetings) or by immediate contact if the situation warrants.

“Serious concerns” means those issues which are or could become high stakes (e.g. H1N1 Flu), systemic (e.g. a middle school decides to implement curriculum that impacts the high school without working with the high school), or political (e.g. something that may appear as a headline in tomorrow’s paper) and/or those which involve the well-being of children.

### Interpretation:

The district shall have policies, procedures, and practices to handle parent and public complaints, comments, and input. Violations that are brought to the attention of an administrator will be promptly addressed and the parent/public will be appropriately assisted.

The district shall involve stakeholders in decision making that impacts them.

The Superintendent will report serious or repeated concerns raised by the general public to the Board in a timely manner.

### Data Reported:

Community members regularly serve on standing committees (DAC, Parent Sounding Board, Superintendent’s Advisory Council, etc., as well as school committees including SAC, PTO, organizations, Site Planning teams, etc.). These do not include the hundreds of parents/patrons that volunteer in our classrooms, on school field trips, and with student clubs, activities, and projects. In



addition, hiring committees for building administrators include parents and community members..

The Superintendent informs the Board of Education (BOE) utilizing phone calls, email, and BOE meetings. The EL Policy 2.9 Communication & Support to the Board, states, in part, that the Superintendent will not:

Let the Board of Education be unaware of incidental information it requires, including but not limited to anticipated adverse media coverage, threatened or pending lawsuits, or material external and internal organizational changes. Notification of planned material internal changes is to be provided in advance, when feasible.

Let the Board of Education be unaware of any substantive negative citizen or employee reaction to actual, proposed, or anticipated decisions, circumstances, policies, procedures or practices.

During the 2021-22 school year, the superintendent notified the Board of Education of key budget communications that were being distributed to the staff and notified the BOE in advance of all anticipated media coverage.

Specifically, and in addition, the Superintendent communicated about the following during the 2021-2022 school year:

- o Weekly updates about Superintendent's initiatives
- o Progress with the development of a district-wide strategic plan
- o Relevant assessment results
- o Continuing Social Emotional awareness efforts
- o Residential/Retail development
- o Legislative/political updates
- o Student enrollment data updates
- o Return to school plans and updates

. Statement of Compliance/Noncompliance: In compliance



## **12. Fail to communicate relevant decisions to the community in a timely manner.**

### Definitions of Terms:

- Failure to Communicate: Refers to the inability or neglect to effectively transmit information, decisions, and updates to the community within a reasonable timeframe.
- Relevant Decisions: Significant determinations, actions, or choices made by the school district administration or board that impact students, families, staff, and the local community.
- Community: The broader local constituency that includes parents, students, teachers, staff, local residents, and other stakeholders who have a vested interest in the operations and outcomes of the school district.
- Timely Manner: The period within which information is disseminated and communicated to the community in a manner that allows for sufficient understanding and response before the decision's implementation.

### Interpretation:

This policy highlights the importance of transparent and timely communication between the school district and its community. It emphasizes the need for proactive sharing of relevant decisions to foster trust, collaboration, and informed participation among stakeholders.

### Data Reporting:

To ensure compliance with this policy, the following data reporting mechanisms are employed:

Communication Protocols: We share through website, social, newsletter and media outlets to relevant stakeholders.

Notification Records: records presentations to the BOE are contained within the Public Records.

The district collects feedback from the community regarding the effectiveness and timeliness of communication through surveys, focus groups, and public forums that provide insight into the community's perception of the district's communication practices.

Post incident, best practices recap meetings are conducted with stakeholders after events and learnings are communicated out through communications channels

SSD ensuring that communication methods are accessible to all members of the community, including those with disabilities or language barriers.

Protocols and training for Incident Command have been improved and revisited moving into 2023-24 school year.

SSD is an active participant of the Summit County Government Public Information Officer (PIO) working group.

### Statement of Compliance/Non-Compliance:

The District is in compliance with EL 3.1. The policy related to communicating relevant decisions to the community in a timely manner is upheld consistently.



**13. Prevent or inhibit students, families, and/or community members from pursuing all grievance remedies available to them at law or in District policies.**

**Policy Provision Statement EL 3.14- Prevent or inhibit students, families, and/or community members from pursuing all grievance remedies available to them at law or in District policies.**

**Definition of Terms:**

- Prevent or Inhibit: Restrict or impede the ability of individuals to engage in the grievance resolution process.
- Grievance Remedies: The courses of action available to students, families, and community members for addressing concerns and seeking resolution.
- Law: Legal provisions that outline rights and options for addressing grievances.
- District Policies: Official guidelines established by the school district to address and resolve complaints.

**Interpretation:**

- The district is required to establish a comprehensive policy that addresses all types of grievances.
- Grievance procedures must be easily accessible and displayed on the official district website.
- The district must adhere to the specified timelines outlined in the grievance procedures for resolving concerns.
- Designated staff members must be identified and available to respond to grievances brought forward by students, families, and community members.

**Data Reported:**

- The district has grievance procedures outlined in board policy on the school district's official website.
- The district ensured that procedures were clear and easy to understand.
- The district responded to all grievances brought forward within the specified period.
- The district collected feedback from individuals who have gone through the grievance process, demonstrating a commitment to improvement.

**Statement of Compliance/Non-Compliance:** The District is in compliance with EL 3.14.



#### **14. Fail to celebrate student accomplishments or allow them to be ignored or unreported.**

##### **Definition of Terms:**

**Celebrate:** To acknowledge and commend publicly through various forms of recognition, which may include ceremonies, commendations, awards, or publications.

**Student Accomplishments:** Significant milestones, achievements, or recognitions earned by students in academic, extracurricular, or community involvement spheres.

**Ignored:** Fail to acknowledge, take into consideration, or respond to significant student achievements.

**Unreported:** Not communicated or made known to stakeholders, including other students, families, community members, and the board.

##### **Interpretation:**

- This directive requires the Superintendent to ensure that the school district acknowledges, values, and communicates the accomplishments of its students to relevant stakeholders.
- In doing so, it fosters a positive school culture, boosts student morale, and strengthens community ties. The intent is to avoid circumstances where students' hard work, talents, or contributions go unnoticed, ensuring the district champions the success of its students.

##### **Data Reporting:**

- All schools send regular newsletters to families that include celebrations.
- Summit Daily celebrates our student athletes on a regular basis.
- Superintendent sends celebratory social media reports daily.
- School assemblies take place quarterly or more and feature student recognition.
- IB 5th grade exhibition and 10th grade MYP presentations take place annually to highlight the sum of student learning at these transition periods.

**Statement of Compliance/Non-Compliance:** The District is in compliance with EL 3.15.



## MEMORANDUM

**TO:** BVSD Board of Education  
**FROM:** Lisa Yates, Superintendent  
**DATE:** January 24, 2022  
**RE:** Monitoring Reports  
**Period Monitored:** January 2021-January 2022  
**ENCL:** EL –3 Climate: Treatment of Students, Parents, Community

**This report monitors the Board of Education's Executive Limitation Policy:**

***Policy Type: Executive Limitations***      **EL-3**

**Treatment of Students, Parents, and Community**

With respect to staff interactions with students, parents, and community, the Superintendent shall take reasonable steps to avoid causing or allowing conditions, procedures, actions or decisions that are or have the potential of being unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.

Accordingly, the Superintendent may not:

1. Use methods of managing information that fail to protect confidential information.
2. Fail to provide for effective handling of complaints.
3. Fail to build and maintain productive and effective relationships with students, families and the community, the Superintendent shall maintain a system of communication and interaction that builds upon mutual respect and trust.
4. Fail to hold accountable any staff speaking, writing, acting with hatred or violence toward a student, parent or community member, or ignoring such speech, writing, or acts among staff, students or community.

The Superintendent will not:

1. Disrespect others or the district;

2. Intentionally mislead or misinform;
3. Maintain an individual agenda inconsistent with Board Ends policies.

Adopted: September 12, 2000  
Revised: July 8, 2003  
Revised: August 13, 2018  
Revised: June 08 2020  
Revised and Monitored: January 25, 2021  
Monitored: January 24, 2022

***Monitoring Method: Internal report***  
***Monitoring Frequency: Annually***

This report is presented in accordance with the Board's monitoring schedule. I certify the information is true and complete and in compliance.

  
A handwritten signature in blue ink, appearing to read "Lisa Yates", is positioned above a horizontal blue line.

Lisa Yates, Superintendent



## **Executive Summary of EL 3 TREATMENT OF STUDENTS, PARENTS, COMMUNITY**

This report monitors Executive Limitation 3, *Treatment of students, parents, community* policy and provides policy language interpretation and evidence that the policy was reasonably interpreted and limited violations occurred.

Evidence included in this report will show the superintendent takes steps to create and maintain a system of operations that are respectful to all and in compliance with state laws and regulations. The current administrative policy review is evidence of the commitment to “reasonable steps” to align district practices with current law. In particular, G policies are routinely reviewed with administrative staff and HR to ensure leadership can communicate with staff protections of student rights. Family and student surveys from the SSR regarding communication and respect are also used as evidence. The superintendent’s time invested in connecting with the community as a whole and families particularly during COVID through various in-person, written and digital communication is also evidence of compliance.

### **Policy Wording –Overall EL 3:**

*With respect to staff interactions with students, parents, and community, the Superintendent shall take reasonable steps to avoid causing or allowing conditions, procedures, actions or decisions that are or have the potential of being unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.*

### **Overall EL 3 Interpretation**

*Staff interactions* means communication that is verbal, nonverbal and written with employees of the district  
*Students, parents, and community* means Buena Vista School District enrolled students, their parents and guardians and residents/taxpayers of the Buena Vista School District boundaries.

*Reasonable steps* means actions that are wise, appropriate, practical and not requiring excessive or costly resources

*Avoid causing or allowing* means the superintendent should not direct or conduct actions that would result in the poor treatment or permit others to be subject to such treatment

*Conditions* means circumstances or environments

*Procedures* means the way of operating our programs

*Actions* means an event or series of events

*Decisions* means conclusions or resolutions reached after consideration

*Potential* means what is possible, likely, probable

*Unlawful* means not permitted by local, state or federal law

*Unethical* means fraudulent, corrupt or in a manner that is knowingly dishonest or not supporting the good will of others

*Unsafe* means dangerous or at risk of causing harm

*Disrespectful* means not giving honor, courtesy or dignity to another

*Disruptive* means standing in the way of positive educational opportunities or work place or causing out of hand, unsettling conditions for learning or work.

*Undignified* means acting in a way that is unbecoming or demeaning

*Violation of Board policy* means not adhering to the ENDS or ELs of the Board of Education

### **Evidence – Overall EL 3**

Evidence is detailed with each sub indicator below.

# Sub Indicator Report

## **Sub Indicator 1:**

### **Policy Wording**

The Superintendent may not:

*Use methods of managing information that fail to protect confidential information.*

### **Interpretation**

This means information that is personal and either lawfully confidential or out of respect to the individual or circumstance to remain confidential, should be managed in such a way to maintain privacy.

### **Evidence**

The district, as per Colorado policy, designates one employee to manage enrollments of families with free and reduced lunch. This is confidential information and family/student names are not shared with staff. The employee receives training in the process of managing and keeping the information private. Office administrative assistants are designated with the responsibility of coding in the district data system for aggregate reporting to state. Student enrollment papers and files are kept in locked files in each school office. SPED files are also kept in locked file cabinets as required by law. During the public health emergency (COVID), medical information regarding positive cases has been held confidentially when providing updates to families, the Board, and staff.

## **Sub Indicator 2:**

### **Policy Wording**

*Fail to provide for effective handling of complaints.*

### **Interpretation**

*Complaints* are statements that a situation is unsatisfactory or unacceptable.

*Effective handling* means the person(s) providing the complaint has been addressed in a way that provides resolution, a shared understanding, or respectful disagreement.

### **Evidence**

Complaints from students, family and community are handled first through the person(s) who are most directly connected to the situation. Overall, this practice is widely in place in the district. Community and family rarely contact me without first having spoken with a principal or director of their concern. If they have not, I direct them back to that person or we have a group meeting to discuss. Timely responses to complaints is a priority. I have not had reports from parents or community about not having responses from staff this year. The Board has not received public complaints through public board meetings and I believe this is evidence of the effectiveness of complaints being handled.

At the opening of the school year, a family brought a complaint directly to school staff, then to me through Zoom, and then to me through a phone meeting, regarding vaccinations in our schools. The family was advocating for the vaccination status of staff to be published and for the district to require vaccines. At all levels, we exchanged perspectives and gave rationale for the district's procedures.

A staff member brought a complaint about the implementation of administrative policy regarding special leave requests. The staff member first went to the supervisor and then expressed dissatisfaction to the Board. The Board responded that this was an administrative matter and the I was able to provide a response and had further conversation with the staff member. As a result of the complaint, we had a refresher training for all supervisors on the policy. This is evidence of effective handling of a complaint.

When community members recently advocated for CCHS through written correspondence or attendance at a meeting, it was guided to capture input toward a positive transition in programming and space. I do not consider public attending Board meetings to ask questions or express preferences, a complaint. There were some statements shared that would meet the interpretation of a complaint as some found the CCHS situation “unsatisfactory.” The EL states there must be effective handling. There is and will continue to be opportunity for shared resolution and the opportunity for respectful disagreement has been provided. Finally, there were no law suits or formal grievances presented to the Board.

### **Sub Indicator 3:**

#### **Policy Wording**

*Fail to build and maintain productive and effective relationships with students, families and the community, the Superintendent shall maintain a system of communication and interaction that builds upon mutual respect and trust.*

#### **Interpretation**

This means the Superintendent will build the respect and trust of the students, families, and community through relationships. Competent communication, solving problems for and with stakeholders, and kind interactions are the means to do this.

*Build and maintain* means to both establish new and continue contact and interaction with friends of the district. *Productive and effective relationships* means there is exchange of information and ideas that results in constructive actions; it does not mean it is absent of conflict, but rather, differences of opinions are addressed, forgiveness abounds, and consensus is the goal.

*Communication and interaction* means collective information for transparency of district conditions, decisions, and events through email, letters, videos, virtual meetings, newspaper, meetings; correspondence to individuals or targeted interest groups through email, phone, face-to-face meeting; individual conversations and emails.

*Mutual* means between superintendent and others. There is an exchange, or giving and receiving by both parties.

*Respect* means honoring perspectives, treating with dignity

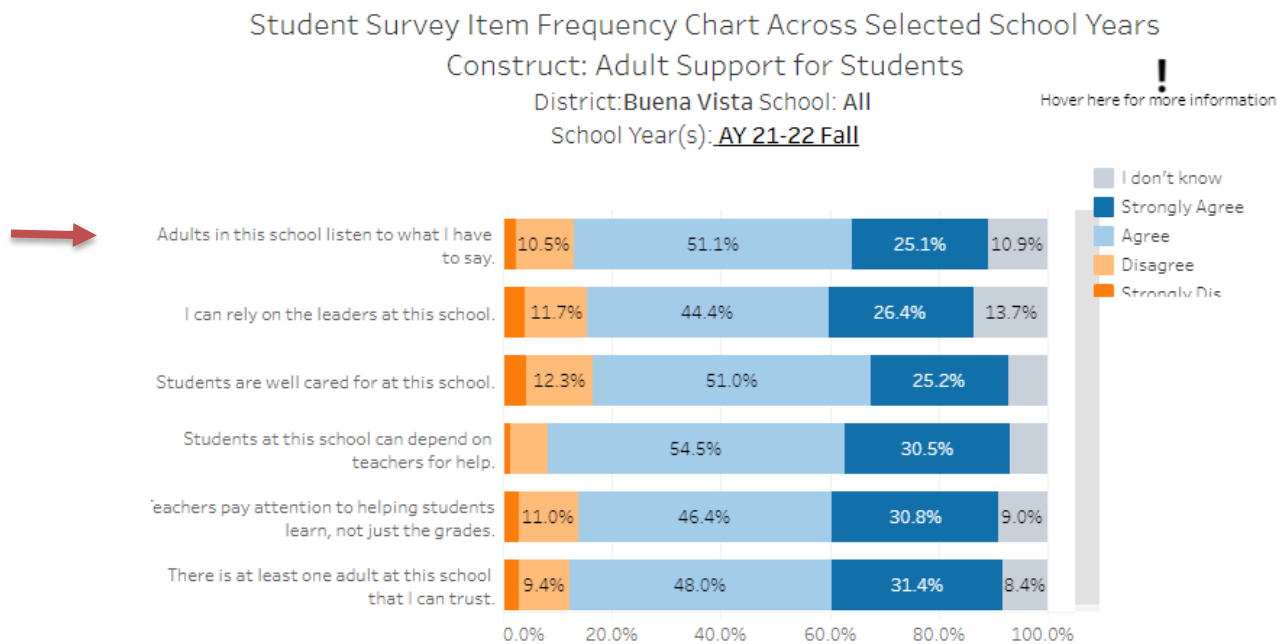
*Trust* means believing in the integrity, honesty, worth, reliability of the other; it is not manipulating, deceiving, or covering up of information to gain illegitimate allegiance.

#### **Evidence**

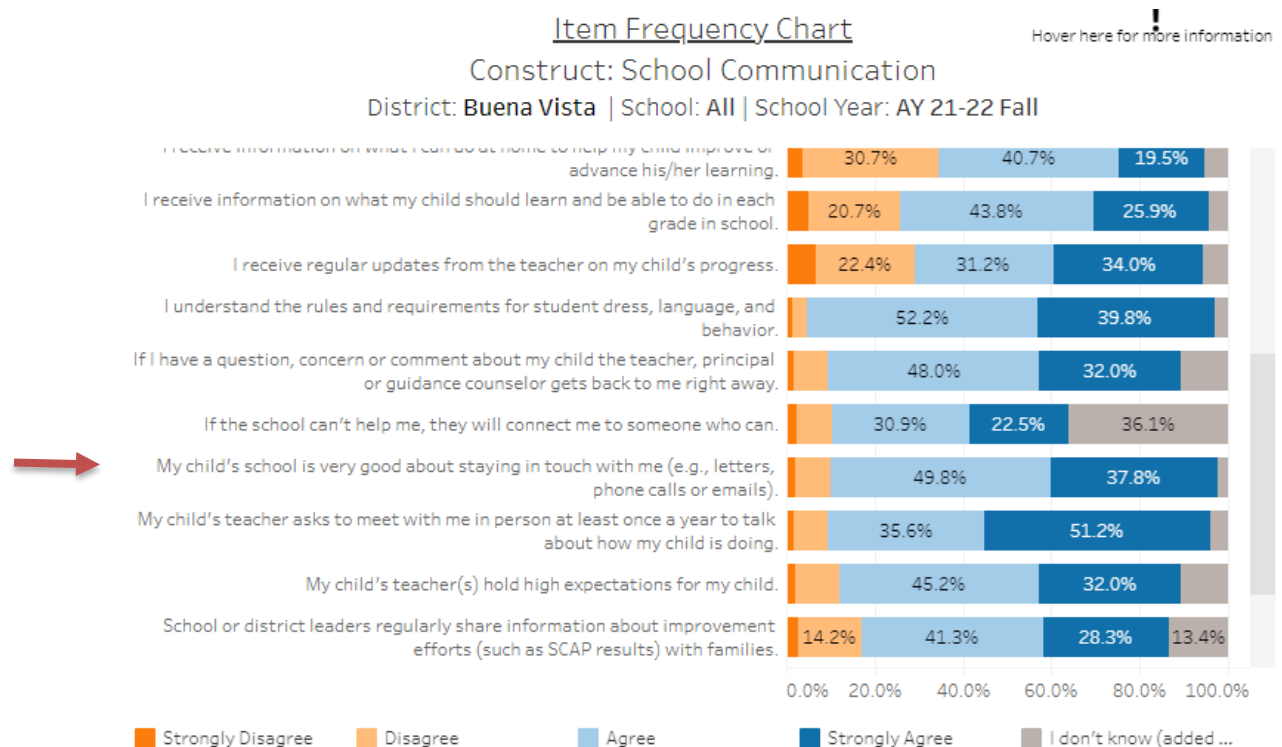
It is imperative there is a strong Board/Superintendent relationship if there is to be success in building and maintain effective relationships with students, families and the community. For this reason, the superintendent invests time and effort in communicating regularly and in a timely way with the Board. Communication is critical to establishing mutual trust and so it is a priority of the superintendent. Evidence of this communication and interaction with the Board as foundational to student, family, and community relationships are: weekly Connected, Agenda with Notes, individual meetings with Board to clarify operational questions, using policy to develop Board roles through EL monitoring and review of Administrative policy, agenda planning with Board President, and providing regular resources to topics in education.

Evidence of interactions with students includes attendance at activities and regular visits to schools and classrooms. While a small part of the week, greeting students at Avery Parsons in the morning when supporting drop off is a means of establishing interactions with students. In my role, I do not primarily communicate directly with students. However, I support our principals in promoting their leadership being “student-facing.” We discuss and encourage one another in specific ways daily interactions promote a connection with students.

The student SSR survey shows a climate where a majority of students feel they are listened to as evidenced in the survey question below:



Evidence of extending communication to families includes weekly written updates during COVID, weekly video meetings, and facilitating principals in expectations for communication to families. As further evidence of communication, Family Survey data [Multiple Years SSR Survey](#) and detail from the [Fall SSR 2021](#) are linked. The category from the survey highlighted below is “communication.” There has been tremendous growth over the last three years of data. During this public health emergency, in which the survey was administered this year, there is a high level of agreement from families that they have felt informed and have a means of voicing their concerns. The survey results in entirety (linked above) are evidence, and a specific question related to this sub indicator are provided as evidence below.



Overall, survey data from families indicate a majority of those who completed the survey agree or strongly agree in the category of communication. Additional survey data from students and families is available at the end of the report and through the [SSR Survey Link](#).

Evidence of extending communication to community includes participation in weekly County Leadership calls during the reporting period, website and app updates, social media communication, participation in Optimist Club, sustaining BV PEAKS with representatives from various businesses meeting quarterly, COVID response and advocacy for in-person learning aimed at supporting businesses. Regular meetings with law enforcement, the town administrator, Boys and Girls Club, and Sol Vista have resulted in stronger partnerships than in the past. Attendance at sporting events, musicals and concerts, open houses, and more are evidence of the interactions the superintendent has with families. The DAC is another example of establishing relationships with community and families that builds trust through transparency of district information. Over the years, we have grown the participation in DAC and accomplished important charges.

There are no grievances related to the superintendent not responding or listening well to community, student, or family concerns. A Board member did report to me that a community organization had reached out and did not receive a response and was disappointed. While I do not have record of a phone contact, I will be reaching out to the organization as I am able to prioritize with the competing needs of our properties and COVID response. Recognizing not all are supporting the CCHS transition and some have given feedback directly to Board members, I consider this part of the process. I will continually reflect upon processes to improve communication even more. The Superintendent has several emails, texts, phone messages, and in-person comments from the community with appreciation for achieving in-person learning.

#### Sub Indicator 4:

##### Policy Wording

*Fail to hold accountable any staff speaking, writing, acting, with hatred or violence toward a student, parent or community member, or ignoring such speech, writing, or acts among staff, students or community.*

##### Interpretation

This means the Superintendent will be responsible for ensuring the work place is one in which human dignity is upheld by all. If a staff member speaks, writes, or acts with hatred or violence to another or does not address when witnessing such language, the superintendent will hold the staff accountable to appropriate discipline/notification.

*Discriminatory hatred or violence* means written or spoken words or actions intended to harm another and with disregard for human dignity.

*Ignoring* means hearing, reading, or witnessing hatred or violence and not responding by stopping or reporting the speech, written words, or actions.

##### Evidence

There were no formal grievances reported of unaddressed actions by staff.

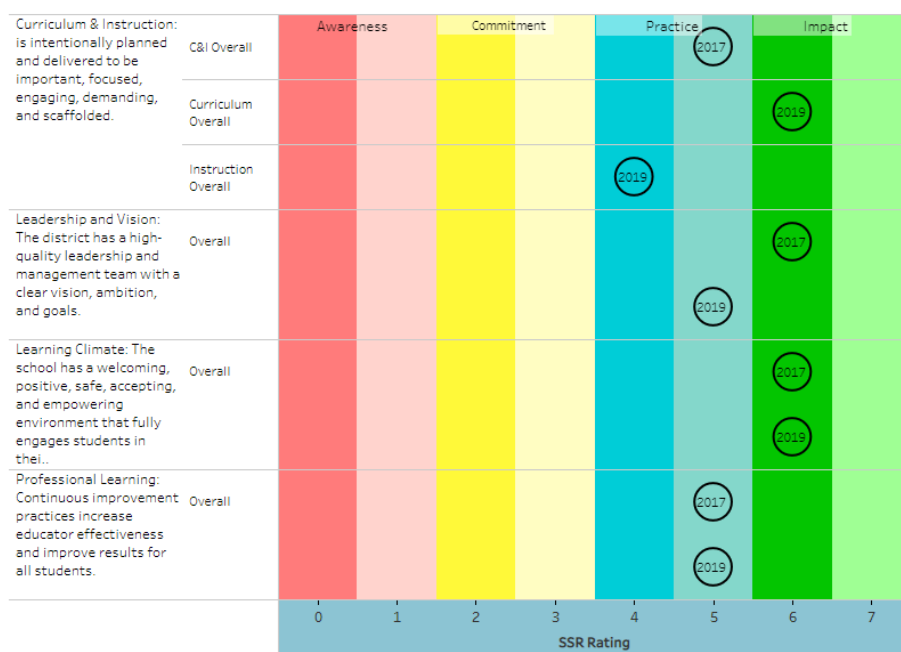
Full Circle Restorative Justice is part of the school culture of which is designed to address such incidences.

The overall Learning Climate rating from accountability reviews (SSRs) for the past two reviews have been at the highest rating levels of “Evidence of Impact.” The ratings are show below. If there were grievances not addressed or a general climate where violence and hatred were tolerated, this would be reflected in much lowering ratings.

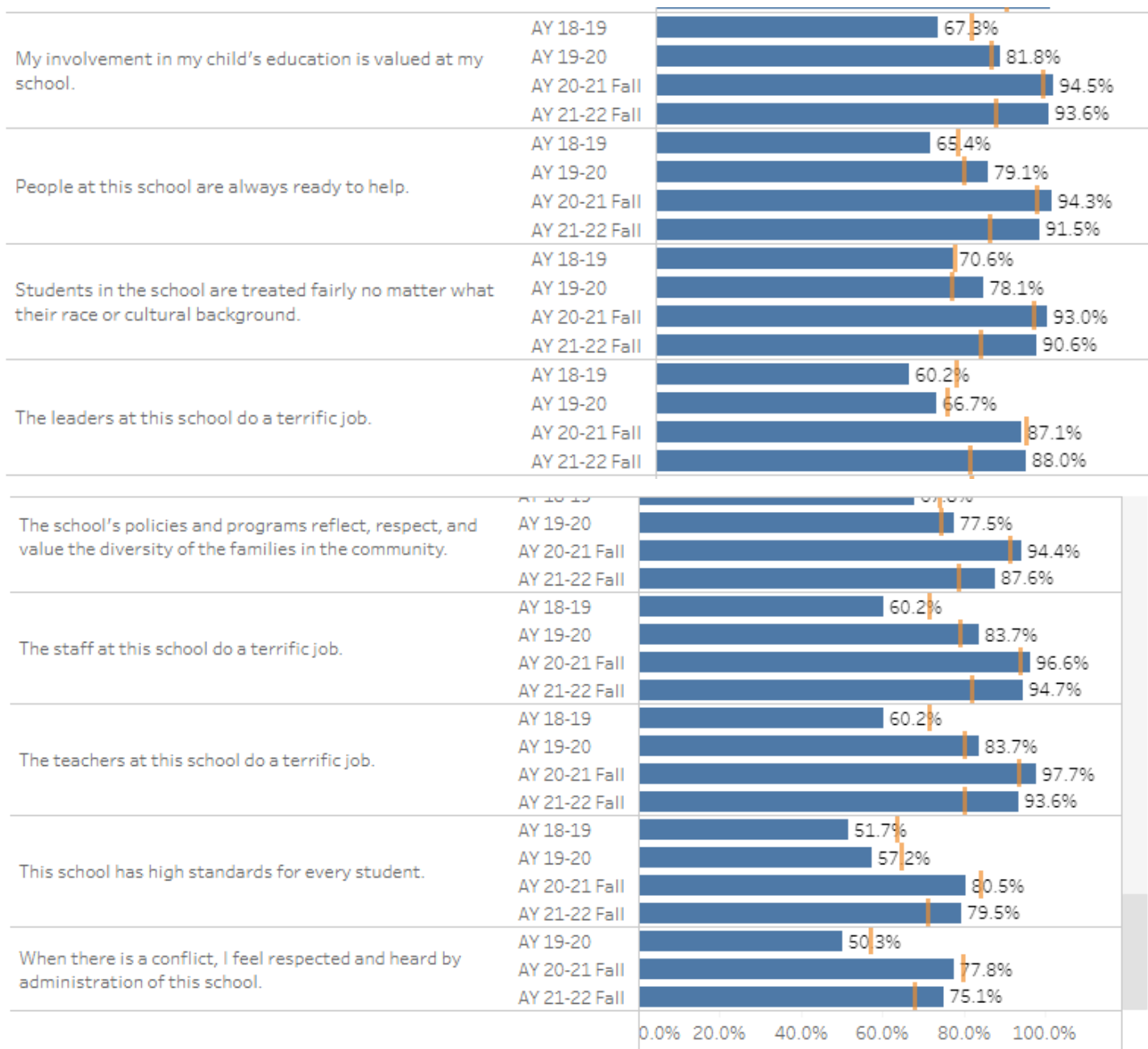
Learning Climate data from families and students indicates areas of strength in a caring culture. Again, if there was a culture that did not address unsafe situations, the surveys would reflect this. The graphs below are an overall average of all schools, though data from [each school is interactive here](#).

#### OVERALL LEARNING CLIMATE RATING

System Supports Review Findings



## **FAMILIES:**



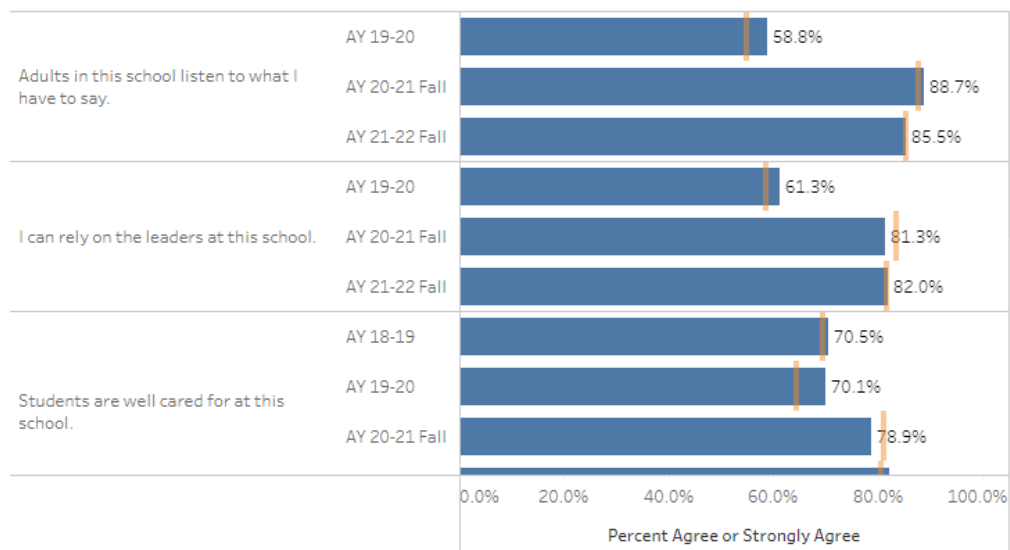
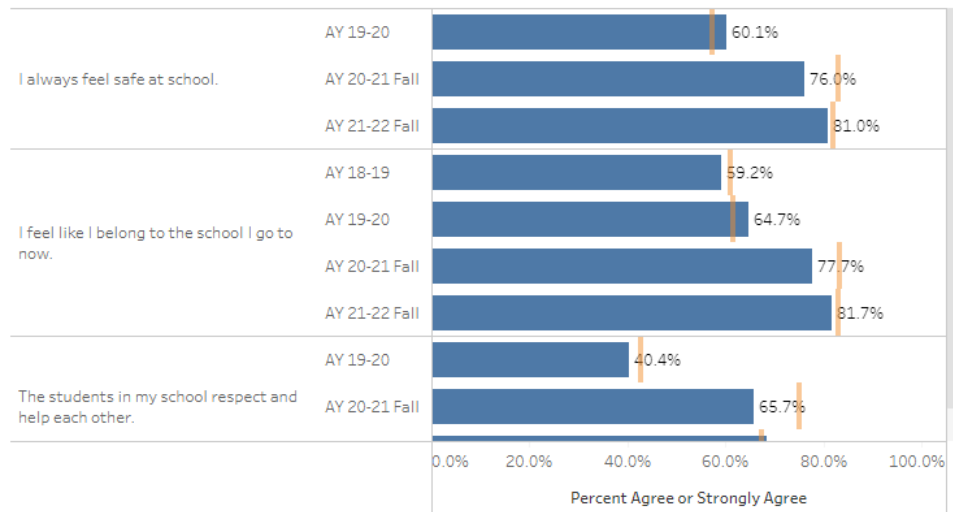
## STUDENTS:

### Student Survey Item Percent Agree/Strongly Agree

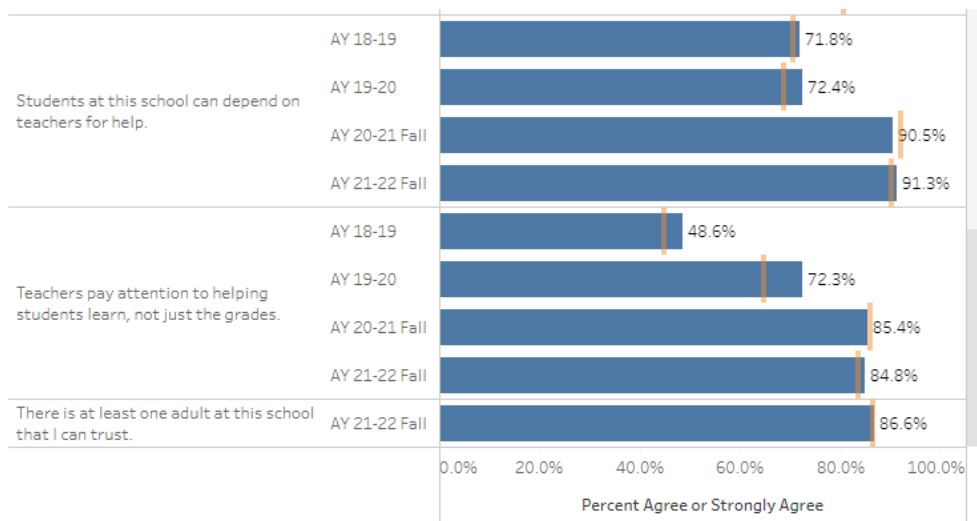
Construct: School Safety

!  
Hover here for more information

District: Buena Vista School Year(s): AY 21-22 Fall







### **Sub Indicator 5:**

#### **Policy Wording**

*The Superintendent will not: 1) Disrespect others or the district; 2) Intentionally mislead or misinform; 3) Maintain an individual agenda inconsistent with Board Ends policies.*

#### **Interpretation**

To not *disrespect others or the district* means demonstrating honor for students, families, community and Buena Vista School District employees and operations. *Intentionally mislead or misinform* means to knowingly provide information that is not true or does not represent the full perspectives of a situation in order to secure a preferred outcome. *Maintain an agenda inconsistent with Board End policies* means having a personal direction or desired outcome for the organization that is not aligned with:



#### Board ENDS

**Global END:** Buena Vista School District exists to ensure every student reaches the peak of success by being curious, connected, constructive, critically competent, creative, collaborative, and character-centered at a cost demonstrating good stewardship of District resources.



**ENDS 1:** Students are capable of building relationships with others, solving conflicts positively, and contributing to their community



**ENDS 2:** Students have the academic knowledge, skills, and critical thinking to pursue their individual post-secondary goals



**ENDS 3:** Students demonstrate the resiliency and character needed to face the personal and practical challenges of life



**ENDS 4:** Students are proud of and inspired by their school experience

Adopted July 13 2020

#### Evidence

Superintendent communication about the district is with pride and honor when speaking with families, community and the state at large. Buena Vista School District is highly regarded across the state for its investment in a positive learning culture for students and its contributions to enhancing school accountability practices. There is high regard for Buena Vista School District across the state; this serves as evidence of the respect and honor I speak about families, students, staff, and our community overall. When communicating with the community about district performance, state test results and additional local measures are shared.

COVID communication is also evidence of commitment to the Board ENDS through in -person learning and frequent communication with all with facts and known details at the time. Through the *Monday Minute* and Weekly Zoom call, it demonstrates the commitment to complete information. Factual data charts were made accessible to all to show there was not misleading information to a desired outcome. Included in Opening Plans was acknowledgement the district plan was beyond guidance from CDPHE. Our local public health director was

always well informed so the community could speak directly to the school or public health to receive matching information about our school protocols. With the CCHS transition, the fact sheets on spending across the district were provided to demonstrate objectively the allocation of dollars. When resistance or discomfort was expressed by staff about the transition, it was communicated with the Board. There will always be a question in decision-making about which stakeholders need information when. Decisions for which input will not change the outcome require information early, often, and with rationale for the decision. Often, stakeholders assume their disagreement about a decision to a belief they should have been consulted. There are other decisions in which stakeholder input is imperative to directing next steps. The four-day week calendar is an example of the latter, even though the final decision rests with the Board. CCHS is an example of the former. This EL sub-indicator is challenged often – when one might feel misled or misinformed. As a leader, I stand firmly rooted in my conviction I have provided transparency of information to our community, staff, families and students. Certainly, I will miss, but it has never been with an intent to mislead or misinform. I am here in service to the community and believe there is abundant evidence of this in the reporting period and the previous reporting periods.

When looking at my calendar over the last reporting year, my time has been most heavily invested in these areas: COVID response, staff and family communication, advocacy, facility/property plans, CCHS program planning, Board communication, development of building leaders, program directors and personnel procedures, program evaluations/CTACHs, and accountability/continuous improvements. These priority areas are all connected to the Board ENDS. My use of time is evidence of alignment to these ENDS.