

Adopted: January 14, 2016

Revised: January 14, 2019, April 11, 2022 (Formerly BCCS Policy 308)

Revised as BCCS Policy 434: June 10, 2024

434 CONSTRUCTIVE RESOLUTION

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. The purpose of this policy is to clarify the general standards of communication sequence for raising a question or concern. It is vital that every effort is made to resolve concerns as expediently as possible. Brooklyn Center Community Schools fosters an environment of open communication and trust throughout the school district where individuals have the ability to express concerns without fear of reprisal or retaliation. It is a violation of district policy to retaliate against anyone who brings a good faith concern to a supervisor's attention. Individuals with a concern must be afforded an opportunity to confer with the employee(s) and/or supervising staff member(s) and/ or other trusted administrator to resolve their concern in an informal manner as quickly as possible. It is the responsibility of the site administrator to advise the individual expressing the concern of the district's procedure to resolve concerns. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint.

II. GENERAL STATEMENT OF POLICY

A. Matters of concern should be addressed first with the persons directly involved. Generally, this is the most respectful and expeditious way to resolve concerns.

B. When a situation cannot be resolved at the lowest level possible, it should be taken to the next level.

C. The school district shall develop an organizational chart indicating the reporting relationships for school personnel. These channels should be followed in order to promote respectful and effective working relationships. Human Resources and District Ombudsperson can be contacted at any time as needed.

D. If the issue cannot be resolved at the level of the superintendent, individuals can send a letter or an email to the school board.

III. GENERAL CONCERNS

The board recognizes that concerns regarding the operation of the school district will arise. The board further believes that constructive criticism can assist in improving the quality of the education program and in meeting individual student needs more effectively. The board also places trust in its employees and desires to support their actions in a manner which frees them from unnecessary or unwarranted criticism and

complaints. Procedures for dealing with complaints concerning programs or practices should be governed by the following principles:

- where action/investigation is desired by the complainant, or where it seems appropriate, the matter should be handled with the involved parties;
- complaints should both be investigated and, if possible, resolved expeditiously;
- complaints should be dealt with courteously and in a constructive manner; and,
- individuals directly affected by the complaint should have an opportunity to respond.

The board, consistent with its board policy-making role, will deal with complaints concerning specific school programs or procedures only after the usual channels have been exhausted. Complaints regarding employees or complaints by students will follow the more specific policies on those issues. When a complaint requiring attention is received by the board or a board member it will be referred to the Superintendent.

IV. EMPLOYEE CONCERNS

Questions and problems are resolved at the lowest organizational level nearest to the complaint. School employees are responsible for conferring with their immediate supervisor on questions and concerns. At any time employees may contact Human Resources regarding their concerns.

Complaints against fellow employees should be discussed directly between the parties involved. If necessary, complaints will be brought directly to the immediate supervisor, principal or superintendent and will be made in a constructive and professional manner. Complaints will never be made in the presence of other employees, students or outside persons. A formal grievance procedure is contained in the master contracts. This policy will not apply to a complaint that has been or could be filed at the employee's discretion under that formal grievance procedure.

All personnel should refer matters requiring administrative action to the responsible administrator, and may appeal a decision to a higher administrative officer.

Employees may choose to use the open concern form to submit any complaints, concerns, or suggestions.

V. SUPERINTENDENT

The Superintendent is the highest administrative level authority in the school district. Any matters of concerns regarding the school district should be brought to the Superintendent prior to addressing the school board. Any matters of state laws or district policies need to be brought to the attention of the Superintendent.

VI. SCHOOL BOARD AUTHORITY

A. After all of the communication channels have been exhausted, the complainant may appeal to the board by requesting a place on the board agenda or during the public audience portion of the board meeting.

1. Individual school board members have no authority other than voting on official actions at school board meetings, therefore an individual board member is rarely the place to begin when there is a concern.
2. Requests to be placed on the school board agenda must be approved by the Superintendent.
3. People wishing to address the school board may use the open forum time during each regular school board meeting.

B. In the case of a concern or complaint against a School Board member or the Superintendent, the oral or written report should be made to the School Board Chair, either by the complaining party, or if the complaint is made to a supervisor or administrator, the School Board Chair shall be advised of the complaint. In case of a concern or complaint against the School Board Chair, the oral or written report should be made to the HR Committee or jointly to the Vice Chair and the Superintendent.

VII. STEPS OF CONSTRUCTIVE RESOLUTION

Area of Concern	Step 1	Step 2	Step 3	Step 4	Step 5
Matters of Curriculum/ Instruction	Classroom Teacher	Principal/ Assistant Principal	Director of Curriculum and Instruction	Superintendent	School Board*
Athletics/ Activities	Coach	Athletics Director	Principal/ Assistant Principal	Superintendent	School Board*
Student Discipline	Classroom Teacher	Dean of Students	Principal/ Assistant Principal	Superintendent	School Board*
Facilities/ Buildings/ Grounds	Community Education Manager or Custodial Supervisor	Principal/ Assistant Principal	Director of Operations	Superintendent	School Board*
Transportation	Bus Driver or Student Transportation Specialist	Transportation Manager	Director of Operations	Superintendent	School Board*
Special Education	Teacher or Case Manager	Special Education Supervisor/ Manager	Principal or Special Education Director	Superintendent	School Board*

* The School Board functions as an entity, not any individual members

The District Ombudsperson can be contacted at any time for student, family, or community concerns
District Human Resources can be contacted at any time for staff concerns

Legal References: Minn. Stat. § 123B.02, Subd. 1 (Board Authority)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: Policy 209 Code of Ethics
Policy 413 Harassment & Violence Policy
Policy 431 Code of Conduct
Policy 514 Bullying Prohibition