

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

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

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

Signed \_\_\_\_\_ Superintendent Date: \_\_\_\_\_

**BROADEST POLICY PROVISION**

<i>“With respect to treatment of people, including parents, citizens and students, the superintendent shall not permit an organizational culture that treats people with disrespect, indignity or discourtesy.”</i>	<b>In Compliance</b>
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SUPERINTENDENT’S INTERPRETATION: I interpret this policy to mean that the District must create and utilize systems that support meaningful and timely communication to occur between employees and our clients (parents, citizens, students). The District will pay close attention to the specific needs of our diverse families and will examine practices through an equity lens. The District will insure that appropriate communication is occurring through the use of fair proactive policies and procedures, training and supervision of employees, and a customer service approach.

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

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

- o When athletic concerns arise the Athletic Director works to mediate the concern and bring athlete, parent and coach together to discuss the issue and work towards understanding and hopefully resolution.

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

1. In January 2024 we will launch Family Leadership Institute
  - a. Grant funds secured through a Rural Alliance Bilingual Biliteracy Project aimed at parent engagement
2. English language classes offered by volunteers in our schools
3. Citizenship classes offered bi-annually with LCSD and MSD alternating years
4. Our migrant outreach coordinator provides study support for the citizenship test
5. Adoption of a language access policy which outlines the steps the district will take in assisting with translation and interpretation services.

6. Each of our schools has front office staff able to speak with both English and Spanish speakers.
7. All staff can communicate with parents through our Talking Points platform that translates in family's preferred language.

Our family outreach & post-secondary coordinator has helped create another avenue by which parents can communicate with teachers and administrators. She works in tandem with our three counselors all serving as informal troubleshooters to assist with a variety of issues/concerns. She also serves as an advocate for our families and they know she is available to assist them. She ensures our families feel welcomed in our schools and their voices are heard.

Regular PAC meetings are scheduled in coordination with regional PAC meetings and provide a platform to gather input about educational programs for students and families in our migrant program and beyond. Our first one was held on 11/21/23.

Our Special Education Department has continued to focus on inclusive programing for our students with IEPs.

We opened up a Life Skills Center in the Elementary

This classroom has a private bathroom and enough space to have OT/PT services.

This classroom has become a home base for several of our students who need extra support.

Students on IEPs are continuing to access the general education setting whenever possible. Students with IEPs continue to manage the Trojan Coffee shop at the High School.

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

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

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

**REPORT:** Appropriate provisions for the handling of student records are in place. Appropriate staff members are aware of the need to protect all records (including digital) and to handle destruction of these records in a timely and legal manner. All certificated staff have reviewed FERPA guidelines and information is only shared with those in the system who need to know and have proper clearance. We are in alignment with our CBAs and legal recommendations. During the fall of 2023 online HIPAA and FERPA training was finalized and implemented for staff with access to highly sensitive personal information.

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

**REPORT:**

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

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

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

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

The district uses an equity tool in an effort to eliminate bias in decision-making.

The District definition of equity is currently incorporated into the elementary SWIP plan and will be added to the middle school and high school next year.

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

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

REPORT: Our district is recognized regionally and at the state level for creating a welcoming environment for parents and guests. Our families are partners in their children’s education. Families are welcomed into classrooms using our established system for volunteers on campus. Families can access the volunteer forms at the district office or on our district webpage.

**Fall 2023 Conference Attendance**

<b>Building</b>	<b>Total Number of Students</b>	<b>Total Number of Students who Attended</b>	<b>Percentage of Attendance</b>
<b>Elementary</b>	<b>248</b>	<b>245</b>	<b>98.7</b>

Middle School	156	150	96.2
High School	236	221	93.6

To support incoming preschool and kinder students, parent conferences are held with each family and student prior to the start of the school year.

To support our high school parents during this challenging time of transition, Manson secondary school held a freshman orientation night in September 2023 for parents. There we introduce staff and important building contacts, high school procedures, credit requirements, attendance and resources that are available to families. Fall Conferences for freshmen are also specifically designed to introduce parents to resources like Skyward, Canvas which are heavily used in the high school. Manson High School also holds a senior night in September for parents where we preview the important events of the year. Parent conferences for seniors are specifically designed to review post-secondary plans, progress towards graduation both with credits and pathways. In the winter, Our parent outreach coordinator hosts a Financial Aid night for senior parents. In the spring we send letters home and host another senior parent meeting to outline senior trip, senior presentations, senior awards and graduation.

Student rights and responsibilities are provided in the school district calendar and are available online. Parent conferences and parent meetings also provide opportunities for further explanation. The district provides three parent reach-out sessions per year called “Manson Inc.” where we provide current relevant information to families. We send out messages to parents in their preferred language.

To date, we have 615 families using the system and 72 who have not opted in or are unable to access due to technology needs.

Spanish home language families: 282 using, 26 not accessing

English home language families: 333 using, 46 not accessing

The District has purchased a new communication platform that is being widely used through the district “Talking Points” allows staff to directly communicate with families without the wait time of using an interpreter.

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

**REPORT:** We are open to feedback and solicit all forms (person to person, surveys) and utilize the information/data when received. We share our work around social and emotional learning with families to reduce stress and encourage family engagement at home. Increasingly we are using social media and digital platforms to obtain quick and relevant feedback from parents.

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

December 2023