Monitoring Report: Executive Limitation

Report Date: June, 2025

Policy E.L. 2 (Treatment of Students, Parents/Guardians and Community Members) -
"*With respect to current and prospective students, parents, guardians, and the community, the Superintendent shall not cause or allow organizational circumstances that are unlawful, imprudent, unsafe, inequitable, or unfair.*

Accordingly, the Superintendent shall not:

1. *Permit students to be without all reasonable protections against hazards or conditions that might threaten a safe, healthy, respectful, and secure learning environment.*
   1.1. Permit students to be without adequate protection from bullying and harassment.
   1.2. Deliver education in a manner that is insensitive to students' race, gender identity, sexual orientation, religion, disability, or any other aspect of their identity.
   1.3. Allow inequitable access to educational curriculum, programs, and support services.

2. *Permit parents and guardians to be without timely notification of information related to their child's health, safety, well-being, academic progress and education, with all legal confidentiality protections.*
   2.1. Permit parents/guardians to be without access to information about their rights to have their child diagnosed.

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

4. *Prevent or inhibit students, families, and/or community members from pursuing all grievance remedies available to them by law or in district policies.*

5. *Neglect to provide and communicate clear, understandable, timely and accessible expectations to students and families regarding educational and other programs and services offered by the district.*
   5.1. Neglect student, family, and/or community opinion on relevant issues.

6. *Operate facilities without equitable internal and external accessibility to students, their families, and community members.*

7. *Neglect to solicit staff and/or volunteer opinion on issues relevant to their positions. Neglect to communicate relevant decisions to staff and volunteers in a timely manner.*

Accordingly, the Superintendent shall not:

1. *Permit students to be without all reasonable protections against hazards or conditions that might threaten a safe, healthy, respectful, and secure learning environment.*

Compliance Statement: Compliance will be demonstrated when the district implements comprehensive safety protocols, conducts regular safety drills, and maintains facilities to prevent hazards, ensuring a secure learning environment.

Target - By the end of the academic year, 100% of schools will have completed the required safety drills.

Rationale: Ensuring student safety is fundamental to their well-being and academic success. A secure environment fosters learning and prevents potential harm. Fire & Evacuation and Lockdown drills are a vital component in preparing our students, teachers, and staff for potential emergencies.

Evidence: Safety inspection reports, records of safety drills conducted, maintenance logs, and incident reports detailing safety measures and responses.

- Safety Drills - All required Standard Response Protocol (SRP) drills must be completed on a monthly/semester basis, including fire drills as required by Board policy (EBCB).

2024 - 2025 Summary (As of June 1)

Drill Type	Total Drills*	Required Drills	Percentage (expectation is 90% in May)
Lockdown	138	138	100%
Lockout	137	138	99%
Shelter	137	138	99%
Evacuation	681	690	99%

- Annual Fire Inspections - Annual fire inspections are conducted to ensure that buildings comply with fire safety regulations and that fire safety equipment is in good working order.

1.1. Permit students to be without adequate protection from bullying and harassment.

Compliance Statement: Compliance will be demonstrated when the district enforces a clear anti-bullying policy, provides training for staff and students, and establishes confidential reporting mechanisms.

Target - 80% of students will agree with the statement that students know how to respond when someone tries to bully or intimidate them, as reported in the Student Experience Survey.

Target - Fewer than 12% of students will report experiencing bullying, as measured by the Healthy Kids Colorado Survey.

Rationale: Protecting students from bullying and harassment is essential for their emotional and academic development. A supportive environment enhances learning and personal growth.

Evidence: Documentation of anti-bullying policies, training materials and attendance records and surveys measuring school climate.

- 2025 Student Experience Survey - Student responses to the question "students know how to respond when someone tries to bully or intimidate them."

Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
23%	48%	18%	9%	2%

- Bullying Survey Data - Healthy Kids Colorado Survey data.

Health Measure	Total % (2023)	Total % (2021)	Change
Percentage of students who have ever been bullied on school property during the past 12 months	15.0%	14.1%	0.9%

Race/Ethnicity	2023 (%)	95% Confidence Interval	2021 (%)	95% Confidence Interval	Change
American Indian/Alaska Native	10.1%	(3.3% - 16.9%)	N/A	N/A	
Another identity	N/A	N/A	N/A	N/A	
Black/African American	21.6%	(14.9% - 28.4%)	23.6%	(12.0% - 35.3%)	-2.0%
East/Southeast Asian	7.2%	(4.4% - 10.0%)	12.3%	(9.2% - 15.4%)	5.1%
Hispanic/Latinx	13.9%	(11.5% - 16.2%)	15.1%	(12.9% - 17.4%)	-1.2%
Middle Eastern/North African/Arab	18.2%	(1.0% - 35.3%)	N/A	N/A	
Multi-Racial	16.7%	(13.7% - 19.7%)	15.4%	(11.4% - 19.5%)	1.3%
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A	
South Asian	10.9%	(8.2% - 13.7%)	6.9%	(2.8% - 11.1%)	4.0%
White	14.6%	(13.2% - 16.1%)	13.9%	(12.6% - 15.2%)	0.7%
Total	15.0%	(13.9% - 16.1%)	14.1%	(13.1% - 15.2%)	0.9%

- Prevention of Bullying
  - An additional reporting mechanism for bullying was added in the 2024-2025 school year. Families and students also continue to have the ability to report instances of bullying

directly to their teacher, counselor, admin and/or School Resource Officer. Some families/students choose to report bullying via Safe2Tell.
- ○ Responses to reports of bullying - DCSD staff responds to 100% of reports of bullying submitted through the Bullying Report Form or Safe2Tell by June 2025.
- ○ Equity Advisory Council (EAC) - The EAC area of focus for the 2024-2025 school year was to provide recommendations to improve the prevention of bullying. (See EAC recommendations.) Staff will use these recommendations to identify next steps for improving bullying prevention in DCSD.

- ● DCSD Staff and Student Training
  - ○ Prevention of Bullying - Documented Date by School: Bullying Prevention Training to Staff and Students
  - ○ Feedback Forms - Participant feedback is used to update and revise the training.

- ● DCSD Mandatory Training - The goal is that all staff complete mandatory training each year. (As of April 30 2025, 97% of all licensed employees (including new hires) have completed all mandatory training modules).
  - ○ Handle With Care
  - ○ Child Abuse Neglect & Reporting
  - ○ Keeping Students Safe
  - ○ Standard Response Protocol (SRP)
  - ○ Run, Hide, Fight
  - ○ Harassment & Discrimination Training
  - ○ Privacy Act Compliance
  - ○ Equal Opportunity Office Overview: Title IX Regulations & Obligations

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1.2. Deliver education in a manner that is insensitive to students' race, gender identity, sexual orientation, religion, disability, or any other aspect of their identity.

Compliance Statement: Compliance will be demonstrated when the curriculum and teaching practices are inclusive, culturally responsive, and free from bias, respecting all aspects of student identity.

Target - 100% of instructional resources (Novels and Textbooks) that are recommended for adoption meet the expectations outlined in policy (IJ).

Target - 100% of courses offered in DCSD are Board approved in accordance with Board policy (IGA, IGA-E, IGA-E-1, IGA-E-2, IGA-E-3).

Rationale: An inclusive education promotes equality, respects diversity, and prepares students for a global society, enhancing engagement and learning outcomes. All required instructional resources, including novels and textbooks, must be reviewed and approved according to the criteria outlined in Board policy.

Evidence: Curriculum reviews ensuring inclusivity, training records for educators, and feedback from participants.

- Textbook and Novel Adoptions - DCSD reviews and proposes instructional resources in alignment with Board policy (IJ). (Instructional resources that are reviewed and proposed for adoption must meet the policy requirements.)
  - April 22, 2025
  - November 19, 2024

- Course Proposals - DCSD reviews and proposes new course proposals in alignment with Board policy (IGA, IGA-E, IGA-E-1, IGA-E-2, IGA-E-3). DCSD continues to propose courses that expand opportunities for students with individual courses and full course pathways.
  - April 22, 2025
  - January 28, 2025

1.3. Allow inequitable access to educational curriculum, programs, and support services.

Compliance Statement: Compliance will be demonstrated when all students have equal access to educational resources, programs, and support services, with efforts to eliminate barriers to participation.

Target - Pathway program student participation is proportionate to the overall DCSD student population.

Rationale: Equitable access ensures that every student has the opportunity to succeed, fostering a fair and just educational environment. Analyzing proportional participation helps ensure that students from all racial, ethnic, and socioeconomic groups are equitably represented across educational programs and settings.

Evidence: Enrollment data in various programs, records of accommodations provided, analysis of student performance across different demographics, and reports on resource allocation.

- DCSD Enrollment and Performance Data - Student participation in pathway programs is analyzed to ensure that programs are providing students with equitable access. Please see Board Ends Monitoring Report for data.

Accordingly, the Superintendent shall not:

> *2. Permit parents and guardians to be without timely notification of information related to their child's health, safety, well-being, academic progress, and education, with all legal confidentiality protections.*

Compliance Statement: Compliance will be demonstrated when the district promptly communicates relevant information to parents and guardians while safeguarding student confidentiality.

Target - 100% of DCSD schools provide progress reports to families in accordance with district timelines.

Target - DCSD will communicate with parents when the school changes posture related to Standard Response Protocol (SRP).

Rationale: Engaged parents and guardians are vital to student success. Transparent communication fosters trust and collaboration between the school and families. Student progress reports offer parents a detailed view of their child's growth and performance, supported by evidence and designed to guide student improvement.

Evidence: Communication (including student progress reports to families), copies of consent forms for information sharing, records of parent-teacher meetings, and surveys measuring parent satisfaction with communication.

- **Student Progress Reports**
  In alignment with Board Policy (IKAB and IKAB-R-1), student progress reports are issued to students and parents.

- **Safety and Security**
  As part of DCSD's Standard Response Protocol (SRP) processes, when a school changes posture related to SRP, parents are notified via phone, text and email. See Parent's Guide to Crisis Communications.

> *2.1. Permit parents/guardians to be without access to information about their rights to have their child diagnosed.*

Compliance Statement: Compliance will be demonstrated when the district provides parents and guardians with clear information regarding their rights to request evaluations and diagnoses for their children.

Target - DCSD will provide information to parents about their rights to services.

Rationale: Informing parents of their rights empowers them to advocate for their children's needs, ensuring appropriate support and services.

Evidence: Copies of informational materials distributed to parents, records of workshops or meetings held to explain rights and dissemination of information on procedural safeguards during the evaluation and eligibility process.

Communication to Parents and Guardians:
- **Special Education Processes**
  - Special Education Webpages
    - Help Begins at Your School - Provides an overview of the process for parents and guardians to raise concerns.
    - Timeline for Special Education Process
    - Parent Resources
  - Section 504
  - Child Find Webpage
  - Twice Exceptional Webpage
  - DCSD Parents Guide to DCSD
  - Communications - Clear and timely communication ensures that families, staff and the community are informed about educational and other programs and services offered by the district.
  - Training/Workshops - Parent University (Child Find Assessments: Supporting Preschool-Aged Students)
  - Family Engagement Sessions

Accordingly, the Superintendent shall not:

> *3. Use any method of collecting, reviewing, transmitting, or storing information that fails to protect confidential information.*

Compliance Statement: Compliance will be demonstrated when the district employs secure methods for handling student information, adhering to privacy laws and best practices.

Target - DCSD will report no data breaches during the reporting period.

Rationale: Protecting student confidentiality is a legal and ethical obligation, maintaining trust and safeguarding sensitive data. Preventing data breaches ensures that all processes involving sensitive data—whether collection, review, transmission, or storage—maintain the highest standards of confidentiality and data protection, thereby avoiding any practice that compromises secure information handling.

Evidence: Documentation of data protection policies, records of staff training on confidentiality, audit logs of data access and transmission, and reports of any data breaches and corrective actions taken.

- IT Safety and Security - Policies and Procedures
- Student Data Privacy - JRCB: Privacy and Protection of Confidential Student Information
- Procedures for Responding to Breaches - JRCB-R: Privacy and Protection of Confidential Student Information Regulation
- Student Data Privacy Webpage
- Student Data Privacy Addendum
- Primary Cyber Liability Policy
- Cyber Compliance Listing
- Mandatory use of multi-factor authentication (MFA) on systems that contain staff and student data
- DCSD IT Security Website
- Email phishing campaigns sent to staff several times per year along with follow-up training
- Mandatory Training - All licensed staff are required to complete the Student Data Privacy module within mandatory training (see data above)
- DCSD staff report no data breaches for this reporting period

Accordingly, the Superintendent shall not:

> *4. Prevent or inhibit students, families, and/or community members from pursuing all grievance remedies available to them by law or in district policies.*

Compliance Statement: Compliance will be demonstrated when the district establishes accessible grievance procedures, informs stakeholders of their rights, and ensures no retaliation against those who file complaints.

Target - DCSD will provide multiple avenues for students, families and/or community members to report grievances.

Rationale: Accessible grievance mechanisms uphold legal rights, promote accountability, and ensure that concerns are addressed fairly and promptly. Offering multiple avenues for reporting grievances ensures students, families, and community members can fully exercise their rights under the law and district policies, eliminating barriers that might otherwise inhibit or discourage them from seeking resolution.

Evidence: Copies of grievance policies, informational materials on grievance procedures, and clear directions for stakeholders of grievance processes.

- Processes and procedures for reporting grievances - Stakeholders are provided clear directions for the proper procedures for reporting grievances in alignment with Board Policy KE.
- DCSD and school websites include a link to the school district's Notice of Nondiscrimination/Equal Opportunity, and Accessibility statements.
- Colorado Department of Education Dispute Resolution
- DCSD has a prominent "Report Bullying, Discrimination, or Harassment" button on the homepage of the district website which points to more information on how to file grievances.

- DCSD Board policies and procedures:
  - Board File: AC Nondiscrimination/Equal Opportunity
  - Superintendent File: AC-R-1 Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)
  - Superintendent File: AC-R-2 Title IX Sexual Harassment Grievance Process
  - Board Policy: JB Equal Education Opportunities
  - Board Policy: JBA Nondiscrimination Non-Harassment of Students
  - Board Policy: JBB Nondiscrimination on the Basis of Disability
  - Board Policy: JBC Sexual Harassment Under Title IX and Other Prohibited Misconduct of a Sexual Nature
  - Board Policy: JJI Interscholastic Athletics

Accordingly, the Superintendent shall not:

> *5. Neglect to provide and communicate clear, understandable, timely, and accessible expectations to students and families regarding educational and other programs and services offered by the district.*

Compliance Statement: Compliance will be demonstrated when the district delivers information about programs and services in a clear, timely, and accessible manner, considering diverse family needs.

Target: DCSD will have program information available and accessible on the DCSD website and DCSD will offer translation services to parents.

Rationale: Clear communication ensures that families, staff and the community are informed about educational and other programs and services offered by the district. Making program information readily available on the DCSD website, along with offering translation services, ensures that all students and families receive clear, timely, and understandable communication about district programs and expectations, thus fulfilling legal and ethical obligations to accessible engagement.

Evidence: Samples of communications sent to families, records of translation and interpretation services provided, engagement events, attendance logs from informational meetings, and feedback from families on the clarity and accessibility of information.

- NOTE: In the 2024-2025 school year, DCSD moved the district and school websites to a new platform that better meets state and federal accessibility requirements. In addition:
  - Family information such as the DCSD Parent's Guide, Student Code of Conduct, and Parent's Guide to Crisis Communications were moved out of PDF format and into accessible format on the DCSD website (which can also be viewed in multiple languages).
  - In 2023-2024, DCSD implemented a new newsletter tool (district wide) called Smore. This allows the district and schools to send emails and newsletters in a more accessible format. Newsletters in Smore can also be translated into multiple languages.
  - DCSD moved its mass messaging system to a new platform which better meets state and federal accessibility requirements. The mass messaging system better communicates with Infinite Campus – and families are receiving messages, including emergency messaging (SRP, weather delays and closures, etc.) in their preferred language as selected in Infinite Campus.
  - DCSD newsletters include links to "request a translator for meeting/event" and to the school district's accessibility statement.

- Translation Services - DCSD provides a variety of translation services for students and families increasing the accessibility to district content.
  - [Language Nexus](#) - Service used primarily for face-to-face interpretation
  - Argo Translation - Used for telephonic interpretation, formal translations of birth certificates, transcripts, and internal documents such as attendance letters.

- 522 calls made across 25 languages this year so far
- Spanish is the most requested (3,427 minutes), followed by Russian (754), Mandarin (693), Vietnamese (368), and Portuguese from Brazil (295)
- The majority of calls (454) were made using the Douglas County School District access code, though some callers may have been from other schools
- Charter schools are using telephone interpreting (TI), as confirmed by access codes, but are not utilizing translation services as frequently
    - Surveys provided in multiple languages.
    - Invitations to community events/focus groups, etc. sent in multiple languages along with a link to request a translator at meetings/events.

- DCSD regional or school-based community liaisons engage and assist families and students with navigating educational opportunities, resources and supports.

5.1. Neglect student, family, and/or community opinion on relevant issues.

Compliance Statement: Compliance will be demonstrated when the district actively seeks and considers feedback from students, families, and the community on matters affecting them.

Target - At least one parent, staff, and student survey is administered during the school year.

Rationale: Engaging stakeholders in decision-making leads to more effective policies and fosters a sense of ownership and partnership in the educational process. Conducting surveys for parents, staff, and students ensures the district actively seeks and considers the opinions of its community, directly addressing the obligation to engage stakeholders on important issues. In addition to surveys, providing multiple engagement opportunities gives stakeholders more avenues to share opinions on relevant issues.

Evidence: Meetings where feedback was solicited, summaries of surveys conducted and actions taken based on feedback, and records of public forums or focus groups held.

- **Surveys**
    - [Strategic Plan](#) - (Kick off meetings, Community and Staff Forums, survey, and Focus Groups)
    - Stakeholder Experience Surveys - Parents, Staff, and Students - 7774 responses - Results from this survey will be used to identify action steps to improve the experience of stakeholder groups.
    - Weighted Grades Survey - 3568 responses (1778 parents, 1620 students, 129 staff, and 28 others) - Results from this survey were used to inform decision-making on weighted grades.
    - Digital Literacy Survey
        - AI & Social Media Staff Survey - 118 staff responses - Responses will help shape DCSD's approach to using AI in education and providing resources to parents.
    - AI Stakeholder Survey

- - ■ AI & Social Media Survey for the Student Advisory Group - 28 student responses - Responses will help shape DCSD's approach to using AI in education with students.
    - ■ State of DCSD Feedback Survey - 622 staff responses as of 4/30/25 but it is still open - Responses will help shape DCSD's approach to using AI in education with staff and students.
      - Superintendent Kane - State of DCSD Slides
      - Mark Blair, Chief Technology Officer - AI Slides

  - ○ DCSD Gifted and Talented Survey - 3288 responses
    - ■ In both the 2019-2020 and 2024-2025 school years, DCSD administered a survey of staff, parents, and students who are involved in the district's Gifted and Talented Education (GTE) program. The survey gathered perceptions about the information DCSD provides on its gifted and talented programs, communication about students' gifted and talented needs and Advanced Learning Plan (ALP) goals, and the process of eligibility and progress monitoring.
    - ■ The survey is administered every five years to meet program evaluation and monitoring requirements set by the Colorado Department of Education. Further, the survey is in alignment with the district's Gifted Education Comprehensive Program Plan improvement priority areas of identification, advanced learning plan and programming, and family engagement.

- Communications
  - ○ Direct mailer to the community
  - ○ Superintendent Updates
  - ○ DCSD News - DCSD Parent Community Newsletter
  - ○ Across the Board - DCSD Board Meeting Summary

- Week in Review - DCSD Community Newsletter

- DCSD's Parent Hub - Landing page for parents containing relevant information about DCSD.
  - ○ DCSD Parent's Guide to DCSD - DCSD how to guide for parents.

- Parent University - In partnership with HCA HealthONE Sky Ridge, DCSD Parent University provides training, information, and resources to parents and caregivers that will aid parents in their essential responsibility for influencing children's lives.
  - ○ In 2024-2025, DCSD hosted seven Parent University seminars. These are hosted live, online and then videos are made available to watch on-demand following each seminar.
    - ■ 829 people pre-registered for Parent University seminars.
    - ■ Videos were viewed a total of 1,082 times (including those who attended live).

- DCSD 8th Grade Career Expo - The Foundation for Douglas County Schools sponsored the 12th annual 8th Grade Career Expo at the DCSD Legacy Campus on Friday, November 22, 2024. This event provided DCSD 8th Grade students the opportunity to visit with over 40+ employers and

explore possible career pathways (including in-demand Career and Technical Education (CTE) and Concurrent Enrollment (CE)). Students had the opportunity to ask questions, experience hands-on demonstrations and discover possible career opportunities.

- DCSD Pathways Expo - The Expo highlights Postsecondary Readiness available to high school students including Career and Technical Education, Concurrent Enrollment, and Work-Based Learning experiences. The Pathway Expo is sponsored by DCSD's District Accountability Committee (DAC) and the Foundation for Douglas County Schools. Over 1000 parents and students participated in the Expo in 2024.

- Virtual Feeder Meetings with Superintendent Kane and school leaders (Fall 2024)

- State of DCSD Meeting (in person and live streamed) - May 8, 2025.

- Growth and Decline Engagement - See Monitoring Report Executive Limitation #12 (Student Accommodation)

Accordingly, the Superintendent shall not:

> *6. Operate facilities without equitable internal and external accessibility to students, their families, and community members.*

Compliance Statement: Compliance will be demonstrated when all district facilities are designed and maintained to be accessible to all individuals, including those with disabilities.

Target - No Americans with Disabilities Act (ADA) violations are found during the monitoring period with respect to DCSD facilities.

Rationale: Equitable accessibility ensures that all stakeholders can fully participate in educational activities and community events, promoting inclusivity. The absence of ADA violations during the monitoring period confirms that DCSD facilities meet federally mandated standards for accessibility, ensuring equitable access for all students, families, and community members.

Evidence: Architect agreements, records of facility modifications made to improve accessibility, feedback from users regarding facility accessibility, and compliance certificates with relevant accessibility standards.

- **Architects Agreements** - These agreements stipulate the requirements that all designs must meet all applicable building codes and laws, including the Americans with Disabilities Act. The agreements specify that Architects shall comply with, and shall ensure that its employees, agents, and subconsultants comply with, all laws, ordinances, rules, regulations, and orders of all governmental agencies or authorities applicable to the performance of the Services and the subject matter of this Agreement and by all Owner policies and procedures. All construction projects must have a Board approved Agreement.
    - Tuesday, April 22, 2025 - [Approval of Architect Agreement for Bond Capital Improvement Plan Projects](#)
    - Tuesday, March 4, 2025 - [Approval of Architect Agreements for 2024 Bond Capital Improvement Project (CIP) Packages](#)
    - Tuesday, December 10, 2024 - [Approval of Architect Agreement for Legacy Campus Capital Improvement Project](#)
    - Tuesday, December 10, 2024 - [Approval of Architect Agreement for Highlands Ranch High School CTE Automotive Lab Renovations](#)
    - Tuesday, November 19, 2024 - [Approval of Architect Agreement for Sterling Ranch Elementary School](#)
    - Tuesday, November 19, 2024 - [Approval of Architect Agreement for RidgeGate Elementary School](#)
    - Tuesday, November 19, 2024 - [Approval of Architect Agreement for Sierra Middle School Addition](#)
    - Tuesday, November 19, 2024 - [Approval of Architect Agreement for Legacy Campus Phase II](#)

- Consultant Agreements - Detailed instructions for project designers and project administrators to ensure all federal, state and local building codes are satisfied.
- Construction Agreements - Detailed instructions for contractors to follow all project specifications and drawings to ensure all scopes of work are constructed appropriately.
- Building Site Modifications
- Superintendent File: FEH-R-1 Building and Site Modifications
- Building and Site Modification Procedure
- No Americans with Disabilities Act (ADA) violations were found during the monitoring period with respect to DCSD facilities.

Accordingly, the Superintendent shall not:

> *7. Neglect to solicit staff and/or volunteer opinion on issues relevant to their positions. Neglect to communicate relevant decisions to staff and volunteers in a timely manner.*

Compliance Statement: Compliance will be demonstrated when the district regularly seeks input from staff and volunteers on matters pertinent to their roles.

Target - DCSD will provide multiple opportunities for stakeholder input on relevant issues including Board policy revisions.

Rationale: Involving staff and volunteers in decision-making utilizes their insights and fosters a collaborative work environment, improving morale and effectiveness. By offering multiple opportunities for stakeholder input—including on Board policy revisions—DCSD ensures staff and volunteers are consulted on relevant issues and kept informed of decisions that impact their work, addressing both engagement and timely communication.

Evidence: Records of surveys or meetings held to gather staff and volunteer input, summaries of feedback received and actions taken, and communication logs showing dissemination of information to staff and volunteers.

- **Surveys** - In addition to the surveys listed above, DCSD distributed a series of surveys to staff and volunteers.
  - Superintendent's Less is More Staff Survey - 459 responses - Results from the survey will be used to identify more efficient processes and procedures which reduce the burden on staff including advocating for legislation that eliminates non funded mandates.
  - Licensed Evaluation Survey (2024) - 1434 responses - The results of this survey will be used to identify opportunities to improve the quality of the evaluation process and evaluation rubrics. These results are shared with the District Accountability Committee.
  - Licensed Evaluator Training Follow Up Survey - Results from this survey have been used to adjust the content and delivery of the training.
  - School Accountability Committee (SAC) Budget Questionnaire - The purpose of this survey is to gather input from SAC regarding potential district budget spending priorities.

- Policy Feedback - DCSD actively seeks feedback from stakeholders on potential policy changes. In the 2024-2025 school year, over 120 pieces of feedback was received from the community on the following policies.
  - DB: Annual Budget (feedback form)
  - DB-R: Annual Budget (SBB Model) Regulation (feedback form)
  - DFA: Cash Management and Investment Policy (feedback form)
  - DID: Capital Asset Reporting and Inventories (feedback form)
  - DIE: Annual Audit (feedback form)
  - DN: School Properties Disposal Procedure (feedback form)
  - FCB: School Closure, Consolidation, and Relocation (feedback form)

- GBEE Staff Use of the Internet and Electronic Communications ([feedback form](#))
- GBEE-R Employee Computer and Internet Use Rules ([feedback form](#))
- JCA-JFB: Assignment of Students to Schools, School Choice and Open Enrollment ([feedback form](#))
- IKF: Graduation Requirements ([feedback form](#))
- JICJ Student Use of District Information Technology ([feedback form](#))
- JICJ-R Student Use of District Information Technology ([feedback form](#))
- JKA: Use of Physical Intervention and Restraint ([feedback form](#))
- JKA-R: Use of Physical Intervention and Restraint - Regulation ([feedback form](#))
- JKA-E: Student Restraint Incident Report Form ([feedback form](#))
- LBD-R-1: DCSD Charter School Manual ([feedback form](#))

Communications
- [Superintendent Updates](#)
- [Insights](#) - DCSD Employee Newsletters
- [DCSD News](#) - DCSD Parent Community Newsletter
- [Across the Board](#) - DCSD Board Meeting Summary
- [Week in Review](#) - DCSD Community Newsletter
- Growth and Decline Engagement - See [Monitoring Report Executive Limitation #12 (Student Accommodation)](#)

Overall Compliance:
Partial Compliance

*The overall rating is **Partial Compliance** due to EL 1.1. As demonstrated, the district successfully implemented the Board's revised Prevention of Bullying Policy over the last 12 months, including a district-wide reporting structure and professional development and training for staff and students. The District expects survey data to reflect the new implementation over time. All other ELs in this report are in **Compliance**.*