

MONITORING REPORT

POLICY 2.1: TREATMENT OF STUDENTS, PARENTS/GUARDIANS AND COMMUNITY

This is my report on your Executive Limitations Policy 2.1: Treatment of Students, Parents/Guardians and Community presented in accordance with your monitoring schedule. I certify that the information contained in this report is true.



Superintendent

2/10/2022

Date

*Due to COVID-19 the Board and superintendent agreed to forgo monitoring reports from both the superintendent and board and the Board's normal Policy Review Cycle since June 2020. Board and superintendent monitoring reports, and the Board's normal Policy Review Cycle have restarted in September 2021.

With respect to interactions with Students, Parents/Guardians Community or those applying to be Students, Parents/Guardians and Community, the superintendent shall not cause or allow conditions, procedures, or decisions that are arbitrary or capricious, untimely, unclear, undignified, or unnecessarily intrusive. Further, without limiting the scope of the foregoing by this enumeration, the superintendent shall not...

1) Elicit information for which there is no clear necessity

Interpretation:

I interpret this to mean that employees of the District will only gather information related to ensuring that students receive a quality education, WSD Ends are met, and/or to comply with the requirements to participate in District, State or Federal programs.

Evidence:

- Health and Immunization records for student protection, wellbeing and to meet State and Federal requirements. Native language to assist with instruction if necessary and communication with parents. The volume of health records increased exponentially during the COVID-19 pandemic and the COVID Co-ordinators/School Nurses, the COVID Response Team and the District Leadership team were essential in eliciting the appropriate health information related to testing and vaccination within the appropriate legal and confidentiality bounds.
- Registration and Beginning of Year Information: Student and family name(s), physical and mailing addresses, e-mail addresses, home, work, and cell phone numbers for immediate contact and general communication.
- Evidence of residency to ensure actual legal residence.
- Free and Reduced Lunch Information to ensure nutritional and educational needs of students.
- Special Education information to adhere to State/Federal regulations and statutes.
- At various times, teachers collect information from their students relevant to their experience in the classroom.

Compliance: I report policy compliance.

2) Use methods of collecting, reviewing, transmitting, or storing student/family information that fail to protect against improper access to the material elicited

Interpretation:

I interpret this to mean that the District must maintain an adequate level of confidentiality regarding any student/family information obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law. Student/family information must be secured in ways that are only accessible to authorized personnel. In addition, the Superintendent is required to employ information management or storage practices which comply with all State and Federal laws and regulations

Evidence:

- There is password protection on all computers and networks, confidential or management status for employees who manage the network and its applications, locked and fireproof secured filing system as required, and back-up data-management systems.
- Staff members are trained in the key components of the Family and Educational Rights and Privacy Act (FERPA).
- All school and District offices have a secure location where student files are kept. Internal school procedures include directions for the transfer of information to schools outside of WSD.
- All staff and student hard copy and electronic confidential information related to COVID-19 such as close contacts, positive cases, testing results and vaccination status were either in locked cabinets or password protected.

Compliance: I report policy compliance.

3) Operate facilities without appropriate accessibility and privacy

Interpretation:

I interpret "facilities" to be defined as the physical plant, grounds, and transportation system. I interpret "accessibility and privacy" to be defined in accordance with applicable federal and state laws as well the means by which the facility is open to the broader community. I interpret this policy to mean that our school and the District office will be made accessible to all students and parents/guardians regardless of any disability and that when accessibility and privacy concerns surface, the District takes steps to address the problem.

Evidence:

- There are procedures in place for school access, use, and emergency responses. There were many new health and safety procedures required by the State of VT during the COVID-19 State of Emergency, and regional and local health and safety procedures due to COVID-19 after the State of Emergency was lifted.
- The WSD Public Safety Committee has periodically revised emergency procedures due to the Capital Project.

Compliance: I report policy compliance.

4) Allow Students, Parents/Guardians and Community to be unaware of what may be expected and what may not be expected from the district.

Interpretation:

I interpret this to mean that all students and parents will have access in their home language to handbooks, statements of parental rights, School Board policies, school procedures and other documents that explain their rights as well as documents that define the mission and goals of the District.

Evidence:

- The ever-changing required and/or recommended COVID-19 procedures were and continue to be communicated to staff, students and families on a weekly basis.

- These are available in hard copy and electronic form:
 - JFK and WMHS Student/Family Handbooks
 - Parental Rights in Special Education
 - All required policies
 - All required policies have respective school procedures attached
 - All policies related to Policy Governance
 - The WSD ENDS Statement is published on our website
 - The three elements of the WSD ENDS Statement are reported on monthly in the Superintendent's Report to the School Board
 - Public Notice of all school board meetings

Compliance: I report non-compliance. A plan will be presented to the school board by February 9, 2022.

5) Leave Students, Parents/Guardians and Community uninformed in writing of this policy or without a method to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy

- a) Discourage persons who believe they have not been accorded a reasonable interpretation of their protections under policy from airing a complaint and being heard

Interpretation:

I interpret this to mean Students/Parents/Guardians/ Community will have access to written policies and procedures and how they can appeal decisions.

Evidence:

- All required policies and policies related to Policy Governance are posted on the website and are available for distribution in paper format when needed.
- Through Administrator supervision, the Superintendent expects all Administrators to be accessible to all parents/guardians to discuss matters of concerns and to direct concerns to the appropriate person according to our procedures.
- WSD Organizational Chart
- WSD Policy #8312: Public Participation at Board Meetings
- WSD Procedure 105: Public Complaints About Personnel

Compliance: I report non-compliance. A plan will be presented to the school board by February 9, 2022.



WINOOSKI SCHOOLS

We are the future.

Memo on Translation and Interpretation of WSD Communications

Prepared by: Emily Hecker, Director of Communications and Development
December 3, 2021

Current Communication Methods

Currently, the Director of Communications works with the Director of Multilingual (ML) Programs and ML Liaisons to develop key district messaging. The messaging is pared down in English, then translated by ML Liaisons into Nepali, Somali, Swahili, Arabic, Burmese (this message is also sent to Karen-speaking families who understand this language), and Vietnamese, then recorded as a voice message that is sent to approximately 361 parents/guardians district-wide. 134 Nepali, 85 Somali, 74 Swahili, 20 Vietnamese, 18 Arabic, 17 Karen, 8 French, and 7 Burmese numbers. On average 3 voice messages are sent per week to ML families.

Examples of key messaging include: Veggie VanGo (VVG) days, snow days, reminders about school breaks and early release, COVID information, reminders about board meetings, winter transportation information, etc.

Written Translations

Written translations are more difficult and less effective due to several factors: the fonts used for non-Latin alphabet don't always print/transfer accurately, notably in Burmese. Mai Mai, a dialect spoken by many parents who also understand Somali, is not a written language. Many ML parents are not comfortable with technology and don't use websites or email to communicate. ML Liaisons primarily communicate via What'sApp, texts, and phone calls.

Here is what the WSD currently uses to provide written translation of district communications:

- S'more newsletters - We purchased this service fall of 2021 based on NSPRA recommendations about the built-in translation feature. Weekly updates are sent in English to approx 1000 email addresses via mass messaging system. Unfortunately, the built-in, mechanical translation feature is inaccurate in most of our most commonly spoken languages.

WINOOSKI SCHOOL DISTRICT, 60 NORMAND ST., WINOOSKI, VT 05404
PHONE (802) 655-0485 FAX (802) 655-7602 www.wsdvt.org



WINOOSKI SCHOOLS

We are the future.

- Website translations - Built-in automatic, Google translation. Not accurate or reliable. To the best of the WSD Webmaster's knowledge, a more reliable mechanical translation service is currently not available on the market.
- PDF considerations - For ADA compliance, PDFs would have to be processed in the language that created them, as with English PDFs.

Should the decision to prioritize the written translation of all WSD-produced written materials, the first place to start is with the translation of the district's 63 board policies and 60 administrative procedures:

Estimate 1

Translated by professional translators, with totally human-generated translation, ensuring real understanding and proper communication of the intended concepts.

Note: Estimate 1 is for WSD Board Policies ONLY (There is a delay receiving estimate inclusive of procedures). To compare estimates, note the cost per word/language.

Word count for all policies (<i>does not include Administrative Procedures</i>)	58,533
Somali @\$0.25	\$14,633.25
Swahili @\$0.27	\$15,803.91
Nepali @\$0.27	\$15,803.91
Arabic @\$0.25	\$14,633.25
Vietnamese @\$0.27	\$15,803.25
Burmese @\$0.25	\$14,633.25
S'gaw Karen @\$0.27	\$15,803.91
Total	\$107,115.39



WINOOSKI SCHOOLS

We are the future.

The project should take two to three weeks.

Maintenance of files – in the future if policies have an update, WSD will mark the section that needs to be updated, then the only charge for the words that are added or updated, not the entire policy. The placing and formatting additions are up to the school district.

Estimate 2

Word count for all WSD School Board policies and Administrative procedures	94,228
Somali @\$.30 word	\$28,268.40
Swahili @\$.30 word	\$28,268.40
Nepali @\$.32 word	\$30,152.96
Arabic @\$.24 word	\$22,614.72
Vietnamese @\$.26 word	\$24,499.38
Burmese @\$.26 word	\$24,499.28
French @\$.24 word	\$22,614.72
Total - 15% discount	\$153,780.10

Next step would be the translation of future WSD School Board agendas. A rush fee is \$.06 per word additional fee if less than 24-48 hours. Typically \$150-200 for a short agenda per language.