Monitoring Report (MR)
Executive Limitations Policy 3 – Treatment of Students, Family, and Community (EL-3)

Meeting Date: September 10 2026
Agenda Item: D.1

Section 1: Administrative Information

Submitted By: Ellen Clark, Executive Director of Academic and Personal Success Brandon Smith, Director of Emergency Preparedness, Security, and Transportation Kerstin Anderson, Director of Communications	**Date Submitted:** September 4 2026
Period Monitored: August 7 2025 - September 1 2026	**Date MR/MRE Will Be Submitted for Approval by Board Vote:** September 24 2026

Section 2: Policy Language

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

1. 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.

2. Accordingly, the Superintendent shall not:

   2.1 Fail to establish District Administrative policies and procedures that comply with applicable federal and state laws.
   2.2 Use any method of collecting, reviewing, transmitting, or storing information that fails to protect confidential information.
   2.3 Fail to ensure that students, families, and the community are valued, supported, and safe.
   2.4 Fail to identify and address systemic barriers.
   2.5 Fail to provide equitable access to educational curriculum, programs, and support services such as quality mental and/or behavioral health assistance.
   2.6 Fail to operate facilities safely.
   2.7 Fail to operate facilities with equitable internal and external accessibility to students, their families, and community members.
   2.8 Fail to model the following attributes: Prepared, Growth-oriented, Curious, Courageous, and Globally Aware (Ends-2).
   2.9 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.
   2.10 Fail to take reasonable steps to inform students, families, and the community of all District policies and procedures.
   2.11 Neglect student, family, and/or community opinion on relevant issues.
   2.12 Fail to meaningfully and timely respond to concerns raised by students, families, and community members.
   2.13 Fail to communicate relevant decisions to the community in a timely manner.
   2.14 Prevent or inhibit students, families, and/or community members from pursuing all grievance remedies available to them at law or in District policies.
   2.15 Fail to celebrate student accomplishments or allow them to be ignored or unreported.

Monitoring Method: Staff Monitoring Report
Monitoring Frequency: Annually (See Agenda Planning Calendar, GP-6)

LEGAL REFS.:
None.

Adopted Date/Revision Dates: June 27 2023 / NA

Section 3: Provisions/Definitions/Interpretation/Data Reported/Compliance

Provision #: 2.1
Provision Statement:
Fail to establish District Administrative policies and procedures that comply with applicable federal and state laws.

Definitions of Terms:

1. **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 Reported:

- Summit School District is a member of the Colorado Association of School Boards (CASB). All district board and administrative policies are developed in alignment with CASB guidelines, Colorado state law and federal law as well. All policies are consistently implemented across all schools and operations within the district.
- During the monitoring period, some administrative policies are outdated and need to be brought into alignment with current guidance and legal requirements.

Statement of Compliance (if applicable):

- ☐ The Superintendent is **in compliance**
- ☑ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.2
Provision Statement:
Use any method of collecting, reviewing, transmitting, or storing information that fails to protect confidential information.

Definitions of Terms:

- **Student Information:** 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).
- **Student Data Privacy**: Student personally identifiable information is protected in alignment with the Colorado Student Data Transparency and Security Act (House Bill 16-1423).
- **Improper Access:** 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:
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.

Data Reported:

- The District adhered to the Student records policy JRA/JRC which protects the confidentiality of student records, and records are only disclosed in accordance with that policy.
- The District controls all past inactive student records through DOCUtek for archiving and safeguarding confidential information. We have a privacy agreement with this vendor which protects and digitizes paper based data yearly.
- All student data during Standardized testing follows strict chain-of-custody tracking procedures to ensure all sensitive assessment data is protected.
- According to HB 16-1423, the District requires all digital resources to be reviewed for protections of student data and reporting of digital resources on the District website (summitk12.org) for public transparency. The District also requires Data Privacy Addendums for any contracted software use where student information is shared.
- The District updated the staff process for Digital Resource vetting and reporting to include the on-demand and contracted vendors processes in the same document to clarify requirements for different school service providers.
- Training for Data Accessibility, based on Colorado House Bill 21-1110, and a cybersecurity awareness training course for employees at educational institutions was provided through an online training platform called Vector Solutions. This training was provided to staff on August 15th, 2026 and is to be completed by all Summit School District employees by October 1st, 2026.
- Training for all Summit School District staff also included information about applicable federal and state laws including:
    - Family Education Rights and Privacy Act (FERPA)
    - Children's Online Privacy Protection Act (COPPA)
    - Children's Internet Protection Act (CIPA)
    - Colorado Student Data Transparency and Security Act (HB16-1423)
    - Colorado Digital Accessibility Law (HB-21-1110)
- School Resource Officers and responding law enforcement officers are provided necessary student information and demographic information during safety emergencies in compliance with FERPA to ensure an effective and immediate response occurs to ensure the well being of the involved student.
- During the monitoring period, there were no complaints filed with the US Department of Education or any other compliance agency, alleging violation with FERPA.
- During periods of heightened community concern regarding immigration enforcement, the Communications Department provided families with clear information regarding student privacy, school access, visitor procedures, and the District's commitment to maintaining safe and welcoming schools. Communications reinforced that student and family information remains protected under FERPA and that all students retain access to public education.
- The Communications Department coordinated with District leadership and appropriate departments when communicating about student data privacy and third-party technology issues. Communications related to the PowerSchool third-party data security incident distinguished information known by the District from information controlled or reported by the vendor and provided families with updates and available resources as information became available.
- District communications continued to reinforce public access to information about student data privacy, approved digital resources, and District privacy practices.
- Summit School District Required all employees to complete the following annual training courses:
    - Mandatory Reporting
    - Prevention of Harassment, Discrimination, and Bullying in Colorado Schools by CDE
    - Cybersecurity Awareness for Employees of Educational Institutions: End-User Best Practices
    - Digital Accessibility in Colorado Schools (HB 21-1110)
    - Student Data Privacy
    - Students Experiencing Homelessness: Awareness and Understanding

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Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.3
Provision Statement:
Fail to ensure that students, families, and the community are valued, supported, and safe.

Definitions 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 Department of Transportation provided several in person opportunities for families in need of assistance with school bus registration for the 2026/2027 school year. These were conducted at school events and in neighborhoods within the community to make it easier and more accessible for families to register their children within the school bus registration window, which was May 15th - July 15th.
- The Department of Transportation updated the job description for the Administrative Assistant to ensure there is more focus on prioritizing bi-lingual applicants to better support our community.
- The Transportation Department did hire a bilingual, native Spanish-speaking Administrative Assistant to better support the Spanish-speaking community, which represents 46% of Summit School District's student bus riders.
- The District developed and promoted the Stand Up Summit community education series addressing issues affecting student safety and well-being, including bullying and the impact of social media. Communications supported initial promotion as well as updates when events were rescheduled.
- The Communications Department provided multilingual communications as a standard of operation including during high-concern situations such as; immigration enforcement concerns, reinforcing student privacy, equal access to education, visitor procedures, and school safety practices.
- Through *View of the Summit* and direct family communications, the District shared information about Safe Schools Month, Safe2Tell, firearm safety resources, Standard Response Protocol, mental health resources, and emergency preparedness.
- Communications staff supported timely messaging during safety and operational events, including school holds and secure-status situations, winter weather monitoring, and power or internet disruptions.
- The Communications Department continued to promote opportunities for family and community participation, including Connecting Conversations, PTA/PTSA activities, volunteer opportunities, Leadership Summit Academy, and other school and District engagement events.

- The district measures student belonging directly and uses differentiated instruments by level: the xSEL Labs Climate and Culture Survey at elementary, the student created S.T.I.T.C.H. survey at Summit Middle School, a student created leadership survey at Summit High School, and the Community and Culture Feedback Survey and Skills Survey at Snowy Peaks. The district goal is 85 percent favorable on positive indicators.

Elementary, xSEL Labs Climate and Culture Survey

- Elementary climate improved across all three administrations in the measurement window.

Elementary Climate Item	Spring 2025	Fall 2025	Spring 2026
My teachers help me with schoolwork when I need it	84.3%	86.6%	89.1%
Adults in my school encourage me to work hard	84.9%	89.6%	92.8%
I am sure teachers at my school care about me	82.9%	88.1%	87.9%
I am sure kids at my school care about me	66.4%	72.2%	74.0%
I feel safe at school	82.5%	87.6%	88.5%
The rules at my school are fair	80.3%	79.7%	81.9%

- Five of six items rose across the three administrations. Peer belonging, which the district identified as its elementary focus area last year and targeted through district and school level work, showed the largest movement of any item, climbing 7.6 percentage points from 66.4 percent to 74.0 percent, though it remains the furthest from the 85 percent goal. Both Instructional Support items are now clearly above goal, and perceived safety rose 6.0 points to 88.5 percent. Perceived fairness of school rules is the one item that has stayed essentially flat across all three points.

Spring 2026 demographic breakdown

Elementary Climate Item, May 2026	District Total	White (n=705)	Hispanic (n=487)
My teachers help me with schoolwork when I need it	89.1%	91.5%	85.2%
Adults in my school encourage me to work hard	92.8%	95.0%	89.7%
I am sure teachers at my school care about me	87.9%	92.3%	80.9%
I am sure kids at my school care about me	74.0%	78.6%	67.1%
I feel safe at school	88.5%	91.6%	83.4%
The rules at my school are fair	81.9%	84.3%	78.6%

- The widest equity gaps sit in Sense of Belonging: teacher caring differs by 11.4 percentage points between White and Hispanic students, and peer caring by 11.5 points. Hispanic students met or approached the goal on both Instructional Support items.

Summit Middle School, S.T.I.T.C.H. Survey

- Favorable responses reflect Always or Often. Climate perceptions were broadly stable year over year, with most items shifting fewer than 3 points.

S.T.I.T.C.H. Survey Item	Spring 2025	Spring 2026	Change
I feel safe at SMS	66.5%	62.8%	3.7 pts down

I feel accepted for who I am by my classmates	60.3%	61.7%	1.4 pts up
The rules at my school are fair	41.9%	47.8%	5.9 pts up
I am clear on what I am expected to learn	75.4%	70.4%	5.0 pts down
I am acknowledged for my work and positive contributions	50.2%	50.1%	Flat
I have not felt persistently sad or hopeless	69.9%	71.3%	1.4 pts up

S.T.I.T.C.H. Item, Spring 2026	White	Hispanic	Gap
I feel accepted for who I am by my classmates	62.3%	62.8%	0.5
I am clear on what I am expected to learn	74.3%	64.4%	9.9
I have not felt persistently sad or hopeless	77.4%	61.8%	15.6

- Approximately 62 percent of SMS students reported feeling accepted by classmates and 69 percent by adults, and 58 percent reported feeling heard. The clearest gain was perceived fairness of school rules. The clearest decline was clarity around learning expectations, which is also the highest rated item on the survey.

Summit High School, Student Leadership Survey

- Last year's report noted that Panorama results at Summit High School were likely invalid because students were clicking through the survey, and that school leadership was working with student leadership to build a more accurate instrument. That instrument was administered twice during this reporting period, in Fall 2025 and Spring 2026. Percentages represent students rating 3, 4, or 5 on a five point scale, W indicates White respondents and H indicates Hispanic respondents.

SHS Student Leadership Survey	Fall 25 W	Fall 25 H	Spr 26 W	Spr 26 H
I feel safe at SHS	89%	90%	88%	93%
I feel comfortable making new friends	89%	86%	88%	82%
I feel support from school staff	79%	76%	80%	79%
I feel support from other students	86%	82%	84%	76%
Sense of community through extracurriculars	81%	78%	79%	80%
Behavior matrix has reasonable expectations	75%	79%	75%	74%
Staff actively listen to me	71%	79%	68%	73%
There is a working system to report discrimination	63%	64%	61%	62%
I have a voice for change at SHS	50%	60%	49%	60%
I have experienced discrimination, bullying, or hazing	20%	21%	19%	23%

- Results were stable across the two administrations, with most items moving fewer than 3 points. Hispanic students matched or exceeded White students on physical safety, 93 percent compared to 88 percent in the spring, on having a voice for change in both administrations, and on feeling prepared for life after high school, 70 percent compared to 57

percent. White students reported higher rates on peer support, 84 percent compared to 76 percent in the spring, a gap that widened from fall. Student voice, staff actively listening, and confidence in the systems available to report discrimination all sit well below the 85 percent goal, and none of the three improved over the year.

Snowy Peaks Junior and Senior High School, Community and Culture Survey

- Snowy Peaks administers its own Community and Culture Feedback Survey, completed in Fall 2025 with 55 student responses across grades 7 through 12. The instrument measures four domains and uses a benchmark of approximately 85 percent goal of neutral to favorable..

Snowy Peaks domain, Fall 2025	Neutral to favorable (3 to 5)
Relationships	96%
School Climate	96%
Sense of Belonging	94%
Engagement	88%

- Students responded at or above neutral in every domain, ranging from 88 to 96 percent. Relationships and School Climate both exceed the school's benchmark, driven by teacher respect, encouragement, and care, each of which scored above 90 percent favorable, alongside perceptions of fairness and adult support. Engagement is the lowest scoring domain, with students reporting moderate interest and focus in class but limited excitement to participate and little connection to learning outside of school.

Snowy Peaks Junior and Senior High School, Skills Survey

- Snowy Peaks also administered a Skills Survey in Spring 2026 with 57 student responses, measuring student self assessed social, emotional, and academic skills across four domains against the 85 percent district goal. Scoring 3+ reflects neutral to positive responses. Scoring 4 to 5 reflects positive to strongly positive responses.

Snowy Peaks Skills Survey domain, Spring 2026	Domain average	Goal
Engagement and Self Management	91.2%	85%
Social and Interpersonal Skills	90.4%	85%
Emotion Regulation	89.1%	85%
Academic Confidence	87.5%	85%

School Counselor Corps Grant

- The School Counselor Corps Grant moved from its planning year into implementation during 2025 to 2026. Implementation added counseling positions at Dillon Valley Elementary and Summit Middle School and an additional counselor position at Summit High School, and each of the three schools began working on its adopted school level goals, which were reported to the Board previously.

Crisis and safety response systems

- A suicide risk assessment standard operating procedure was developed in collaboration with the mental health team, including after hours guidance so that response does not depend on the school day.
- A threat assessment standard operating procedure and accompanying flowchart were developed in collaboration with the mental health team, establishing a consistent process across all sites.
- Title IX reporting guidance was provided to school based mental health staff so that reporting obligations are consistent across sites.

- Suicide risk assessment training was delivered to the mental health team on September 26, 2025, and threat assessment training was delivered on January 30, 2026.
- In August 2026, the mental health team toured the new Crisis Walk In Center developed by Paragon, meeting with center staff to understand the referral process and ask questions about how the center will serve district students and families.

Support extending beyond the school year

- The district built and distributed a summer family resource document aligned to Building Hope Summit County, connecting families to mental health and community supports during the months when school-based access pauses.
- Secondary counselors held weekly walk-in support hours throughout the summer for students who needed them, keeping a direct point of contact available during the months when school based services would otherwise pause.
- Family and community voice was gathered through multiple structured channels during the reporting period, and in each case the input changed a district decision.
    - **Consejos de Familias Hispanas:** district leadership attended meetings throughout the year to be present for families and respond directly to questions and concerns.
    - **Student voice as community voice:** the Youth Connections partnership and the S.T.I.T.C.H. program placed students in the position of designing belonging strategies.
    - The district participates in a monthly nicotine cessation coalition with Youth and Family Services and other community organizations. District participants include the Nurse Supervisor, School Resource Officers, the Summit High School Social Worker, and the Director of Emergency Preparedness, Security and Transportation.
    - The Colorado Education Initiative partnership continued through SEL outcomes training, team strategy facilitation, grant development, and connection to other districts for cross district collaboration.

Statement of Compliance (if applicable):

- [x] The Superintendent is **in compliance**
- [ ] The Superintendent is **in partial compliance.**
- [ ] The Superintendent is **not in compliance**
- [ ] Not Enough Data At This Time – This item is **in progress** towards official compliance.
- [ ] **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.4
Provision Statement:
Fail to identify and address systemic barriers.

Definitions 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 Reported:

- The district identifies systemic barriers by disaggregating outcome and participation data by race and ethnicity across every measure it monitors, rather than reporting district totals alone. Belonging and climate survey results, special education identification, discipline, service access, activity participation, etc. are all reviewed by student group, so that gaps between groups surface as findings rather than remaining hidden inside an average.
- Findings are reviewed through the district key performance indicators and reported through the Executive Limitations and Ends monitoring reports, which gives each identified gap a recurring venue and a year over year record rather than a single point in time reading. This work is governed by Administrative Policy AF, Just and Equitable Education, as reported under Provision 3.5.
- Access to a bilingual point of contact previously depended on which building a family belonged to, since not every school has an on site family liaison. In response to staff turnover and to what the district learned about community needs, staffing was shifted and a full time bilingual district family liaison position, English and Spanish, was posted and filled. This position is deployed strategically by the Communications department to support schools without an on site family liaison and to respond to community needs as they arise. Family liaisons were provided with cell phones to improve family access and responsiveness.
- Family liaisons received training on the Individualized Education Program process during the September 26, 2025 professional development day, building their capacity to support families through special education meetings.
- Summit School District utilizes Sterling Volunteer to conduct background checks for all volunteers within the District. The District selected this vendor because its online background check process removes barriers associated with having to be physically present at a specific location to complete the screening process. Sterling Volunteers also accommodates individuals who use an international government-issued identification document or who do not have a Social Security number. This flexibility helps ensure that these requirements do not create unnecessary barriers for eligible individuals who wish to volunteer within the District. This process maintains a high standard of background check screening while providing an accessible and efficient experience for volunteers. By utilizing Sterling Volunteer, Summit School District can effectively vet individuals working within its schools and programs while ensuring that families and community members have equitable access to volunteer opportunities.
- The district held monthly Consejos de Familias Hispanas meetings from October to May. The primary purpose was to elevate the voice of Hispanic families and break down barriers that might prevent them from engaging with the district. The meetings provided a structured forum for the district to not only share important information on topics like programming and department updates, but also to actively listen to families. By seeking feedback on issues such as postsecondary success, budgeting, and transportation, and addressing concerns that were brought to their attention, the district demonstrated a commitment to responding directly to the needs of the community. This process was key in ensuring that families felt heard and empowered, thereby fostering a more inclusive and supportive environment.
- Provided interpretation services for **267 events across District schools**. Bilingual and interpretation support helped families participate more fully in school meetings, Special Education processes, registration, transportation, and other student-support systems.

Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.5
Provision Statement:
Fail to provide equitable access to educational curriculum, programs, and support services such as quality mental and/or behavioral health assistance.

Definitions 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.
- **Risk Ratio Definition:** The risk ratio indicates how many times more (or less) likely a racial/ethnic group is to be identified for special education compared to their peers of other races.

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:

- Administrative Policy AF, Just and Equitable Education, governs district practice regarding equitable access to curriculum, programs, and services. Access decisions in the areas covered by this provision, including special education identification, discipline, and mental health service assignment, are made under the policy and monitored through the district key performance indicators and the Executive Limitations monitoring reports, including the participation and disproportionality data reported below.
- Participation in advanced and postsecondary coursework is the primary access measure the district tracks under this claim. Concurrent enrollment, industry recognized credentials, and work based learning participation, including full disaggregation by race and ethnicity, are reported in the Ends-3 Economic Success Monitoring Report.
- Identification for special education services is the district's other measure of representation in programs. A risk ratio compares the likelihood of an outcome for students in a specific racial or ethnic group to the likelihood for all other students combined. A risk ratio of 1.0 indicates equal likelihood. Ratios above 1.0 indicate a higher likelihood and ratios below 1.0 a lower likelihood. Federal thresholds vary by category and are shown alongside each measure.
- The Colorado Department of Education Fall 2025 Significant Disproportionality report is the most recent state determination available and covers 2022 to 2023 through 2024 to 2025. Summit School District was found not significantly disproportionate in every category examined.

Identification in special education, all disabilities

Group	2022 to 23	2023 to 24	2024 to 25	State 24 to 25	Threshold
Hispanic	1.46	1.38	1.29	1.20	2.08
White	0.72	0.78	0.82	0.84	2.08
Two or more races	0.81	0.68	0.66	1.03	2.08

- Identification of Hispanic students has declined steadily across all three years, from 1.46 to 1.29, moving closer to the state ratio of 1.20 and remaining far below the 2.08 federal threshold. The district was also found not significantly disproportionate in each of the six individual disability categories examined, including Autism Spectrum Disorder, Serious Emotional Disability, Intellectual Disability, Speech or Language Impairment, Other Health Impairment, and Specific Learning Disability.

Discipline of students with disabilities

Discipline category, 2024 to 2025	Hispanic	White	Threshold	Exceeds
Total discipline removals	1.00	0.98	2.71	No
In school suspension, 10 days or fewer	1.00	0.82	2.36	No
Out of school suspension, 10 days or fewer	1.24	0.83	2.12	No

- Total discipline removals for Hispanic students with disabilities fell to parity in 2024 to 2025, at a risk ratio of 1.00, after rising to 1.73 the prior year. Every discipline category sits well below its federal threshold, and the district was found not significantly disproportionate on all five discipline measures examined.
- ~~*Districtwide discipline risk ratios by school and race for all students, which are reported separately from the federal special education data above, are currently embargoed until 9/9/2026 and will be added to this report upon release.*~~
- **Student Discipline**
- The discipline data presented in this section comes from the Colorado Department of Education Suspension and Expulsion Statistics files for the 2025 to 2026 school year. As of September 9, 2026, these data are not under embargo. All figures are as reported by CDE and reflect the district's submitted end of year discipline records.

Discipline Actions Compared to the Prior Year

Measure	2024 to 2025	2025 to 2026	Change	Percent Change
Students disciplined (unduplicated)	282	338	+56	+19.9%
Total discipline actions	526	634	+108	+20.5%
In school suspensions	144	253	+109	+75.7%
Out of school suspensions	259	339	+80	+30.9%
Expulsions	10	6	−4	−40.0%
All other actions	113	36	−77	−68.1%

- The district recorded 634 total discipline actions in 2025 to 2026, an increase of 108 actions over the prior year. The number of individual students receiving at least one discipline action rose from 282 to 338. The average number of actions per disciplined student held essentially flat across the two years, at 1.87 in 2024 to 2025 and 1.88 in 2025 to 2026. This indicates that the year over year increase reflects a larger number of students receiving a discipline action rather than a higher volume of repeat actions applied to the same students.
- The reported 75.7% increase in in-school suspensions requires context before it is interpreted as a change in student behavior. Over the same period, actions recorded in the all other actions category declined by 77, from 113 to 36. When in school suspensions and all other actions are considered together, the combined total moves from 257 to 289, an increase of approximately 12%. The offsetting direction and magnitude of these two categories is consistent with a change in how staff select discipline action codes in

the student information system rather than a change in disciplinary practice. The district is reviewing behavior coding practices to confirm the source of this shift and will report findings alongside next year's data. Expulsions declined from 10 to 6.

Discipline Actions by School Level

School Level	Summit Count	Percent of Summit Actions	Percent of State Actions
Elementary (K through 5)	59	9.6%	23.4%
Middle (6 through 8)	357	58.0%	45.7%
High (9 through 12)	199	32.4%	30.9%
Total Reported	**615**		

Discipline Actions by School Level and Action Type

School Level	In School Suspension	Out of School Suspension	Any Other Form of Discipline
Elementary (K through 5)	28	31	*
Middle (6 through 8)	196	153	8
High (9 through 12)	22	151	26

- Discipline actions in Summit School District are concentrated at the middle school level. Grades 6 through 8 account for 58.0% of all reported district discipline actions, compared with 45.7% of state actions. Elementary grades account for 9.6% of district actions, compared with 23.4% statewide. The high school share, at 32.4%, is closely aligned with the state figure of 30.9%.

Discipline Actions by Student Demographics

Suspensions by Race and Ethnicity

Group	In School Count	Percent of In School Suspensions	Out of School Count	Percent of Out of School Suspensions
Hispanic or Latino	136	53.8%	196	57.8%
White	106	41.9%	124	36.6%
Total	**253**		**339**	

Suspensions by Student Group and Gender

Group	In School Count	Percent of In School Suspensions	Out of School Count	Percent of Out of School Suspensions
Female	52	20.6%	62	18.3%
Male	201	79.4%	277	81.7%
Multilingual learners	123	48.6%	165	48.7%

Free and reduced lunch eligible	131	51.8%	179	52.8%
Special education	44	17.4%	96	28.3%
Section 504	20	7.9%	24	7.1%

- Male students account for 79.4% of in school suspensions and 81.7% of out of school suspensions. Hispanic or Latino students account for 53.8% of in school suspensions and 57.8% of out of school suspensions, and White students account for 41.9% and 36.6% respectively. Counts for all remaining racial and ethnic groups fall below the CDE reporting threshold in most cells and are suppressed. Multilingual learners account for approximately 49% of both in school and out of school suspensions. Students receiving special education services account for 17.4% of in school suspensions and 28.3% of out of school suspensions.
- The 2025 Healthy Kids Colorado Survey measures student participation in activities outside of class time as part of its Community Opportunities for Prosocial Involvement protective factor. Students were asked how often they took part in each activity when school was not in session during the past 12 months. Percentages reflect students answering sometimes, most of the time, or always.

Summit Middle School, 2025	Total	White	Hispanic
Sports	69.2%	81.5%	47.2%
Programs or clubs	46.8%	46.4%	44.4%
Paid work	41.4%	47.6%	31.6%
Community service or volunteering	33.3%	37.4%	26.3%
Academic support programs	27.8%	24.4%	34.2%

Summit High School, 2025	Total	White	Hispanic
Sports	63.3%	77.0%	37.9%
Paid work	62.1%	66.8%	56.9%
Community service or volunteering	50.4%	56.5%	44.8%
Programs or clubs	47.0%	51.2%	39.9%
Academic support programs	31.8%	27.7%	40.8%

Disparities identified

- Sports participation shows the largest disparity of any activity at either level. At Summit Middle School, 81.5 percent of White students participated compared to 47.2 percent of Hispanic students, a gap of 34.3 percentage points. At Summit High School the gap widens to 39.1 points, with 77.0 percent of White students participating compared to 37.9 percent of Hispanic students. The gap grows rather than narrows as students move from middle school to high school.
- A similar direction appears across most other activities. White students participated at higher rates than Hispanic students in community service and paid work at both levels, and in programs or clubs at the high school. The one consistent exception is academic support programs, where Hispanic students participated at higher rates at both levels, 34.2 percent compared to 24.4 percent at the middle school and 40.8 percent compared to 27.7 percent at the high school. These items ask about participation when school is not in session, so they capture out of school time activity rather than school sponsored extracurriculars specifically. They are the most direct participation measure available disaggregated by race and ethnicity.

- Against an FY26 K through 12 enrollment of 3,217 students, the district staffed 17.0 FTE school counselors, 6.5 FTE school psychologists including one intern, and 2.5 FTE social workers. Students also had access to a substance use counselor, a part time board certified behavior analyst, a Sources of Strength coordinator, day treatment teachers, and part time day treatment therapists.

Provider Type	Summit FY26	Colorado Average	National Recommendation
School Counselors, 17.0 FTE	1:189	1:335	1:250 (ASCA)
School Psychologists, 6.5 FTE	1:495	1:930	1:500 (NASP)
Social Workers, 2.5 FTE	1:1,287	1:787	1:250 (SSWAA)

- Beginning in the 2025 to 2026 school year, funded by the School Counselor Corp Grant, the district added an additional counselor at Dillon Valley Elementary, Summit Middle School, and Summit High School. School level ratios by building are available in the district's Mental Health Service Provider Ratios analysis.
- The district was awarded the School Health Professional Grant in July of 2026, which funds an additional 1.0 FTE counselor at Silverthorne Elementary. That position is currently posted.

Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.6
Provision Statement:
The Superintendent will not fail to operate facilities safely.

Definitions of Terms:

- **Fail to Operate Facilities Safely:** Not taking all reasonable measures to prevent emergencies or unsafe conditions, and not being equipped to handle emergencies or unsafe circumstances when they present themselves.

Interpretation:
The District and each school shall have and implement a Safe Schools Plan. Safety efforts shall be coordinated by the Director of Emergency Preparedness, Security, and Transportation.

Data Reported:

- Summit School District is committed to promoting a safe work environment and proactively preventing employee injuries. To support these efforts, the District partners with Tammy Minter, a Pinnacol Safety Services Consultant, to regularly evaluate and enhance workplace safety practices and injury prevention strategies. On a quarterly basis, Ms. Minter meets with representatives from the District's Emergency Preparedness and Security and Human Resources departments to review workers' compensation claims, identify trends and areas of risk, and assess opportunities to strengthen existing safety measures. These collaborative discussions allow the District to take a proactive approach to addressing potential hazards and implementing strategies designed to reduce workplace injuries and minimize workers'

compensation claims. Through this ongoing partnership and regular review process, Summit School District continues to identify opportunities for improvement and reinforce a culture of safety, accountability, and injury prevention for all District employees.
    - During this reporting period Summit School District conducted 12 Incident reviews for employee injuries.
    - One example of a proactive safety initiative implemented to reduce employee injuries was the District-wide replacement of top-loading dumpsters. The previous dumpsters required custodial staff to lift and throw heavy garbage bags overhead, creating an unnecessary risk of strains, sprains, and other workplace injuries. Over the past two years, the District experienced more than one injury associated with the use of these dumpsters, including incidents that resulted in significant workers' compensation costs. In response, Summit School District evaluated the hazard and implemented a corrective action to eliminate the risk. All top-loading-only dumpsters were replaced with side-door loading dumpsters, allowing custodial staff to dispose of heavy garbage bags without the need to lift them overhead. The replacement of all top-loading-only dumpsters was completed prior to the start of the 2026–27 school year. This initiative is a strong example of the District's commitment to using injury data and safety evaluations to identify workplace hazards, implement meaningful corrective actions, and proactively protect the safety and well-being of its employees.
- Each school within Summit School District maintains a comprehensive School Emergency Operations Plan (EOP) designed to support preparedness, response, and recovery during a wide range of emergency situations. These plans incorporate school-specific safety information, emergency response procedures, communication protocols, and critical site information necessary to support an effective and coordinated response. The District's emergency planning efforts are aligned with the requirements and intent of the Colorado Safe School Act, which establishes requirements for school safety, emergency planning, and preparedness. School-specific Emergency Operations Plans are reviewed and maintained to ensure that each school is prepared to respond to potential threats and emergencies while addressing the unique characteristics and needs of its school community. Through these plans, Summit School District demonstrates its ongoing commitment to maintaining safe and secure learning environments and ensuring that students, staff, and visitors are protected through coordinated and well-prepared emergency response procedures.
- During this reporting period, Summit School District formalized its longstanding relationship with The "I Love U Guys" Foundation by entering into a Memorandum of Understanding (MOU) and becoming an official partner of the organization. Summit School District has utilized the Foundation's emergency response protocols for more than ten years, including the Standard Response Protocol (SRP) and Standard Reunification Method (SRM), to provide consistent and easily understood procedures for responding to emergencies and reunifying students with their families. The MOU formalizes the District's commitment to the continued use of these nationally recognized protocols and establishes a shared understanding of responsibilities and expectations between the District and the Foundation. The partnership also provides the District with continued access to the Foundation's current guidance, training resources, and supporting materials, allowing Summit School District to stay informed as the protocols are reviewed and updated.
- Summit School District conducts at least two drills with all building occupants for HOLD, SECURE and LOCKDOWN.
- Summit School District is committed to maintaining a high level of emergency preparedness through regular evacuation drills at every school. Each school conducts one physical evacuation drill each month, providing students and staff with recurring opportunities to practice established evacuation procedures and become familiar with expectations during an emergency. These drills are conducted in accordance with applicable fire code requirements and District procedures. Fire evacuation drills are conducted at varying and unexpected times and under different conditions to help ensure that all occupants can respond safely and effectively. Schools also maintain procedures for documenting drills and evaluating opportunities for improvement. Regular evacuation drills are an important component of Summit School District's comprehensive approach to emergency preparedness and help reinforce a culture of safety, readiness, and coordinated response throughout the District.
- Summit School District utilizes the Standard Reunification Method (SRM), developed by The "I Love U Guys" Foundation, to provide a consistent, organized, and secure process for reuniting students with their parents or guardians following an emergency or other event that requires students to be relocated from a school. The District is currently conducting a comprehensive review and update of its reunification plan in partnership with local law enforcement and emergency

response agencies. This collaborative effort ensures that District personnel and first responders have a shared understanding of their roles and responsibilities, established communication procedures, and coordinated operational protocols should a reunification become necessary. Maintaining and regularly exercising a coordinated reunification plan is an important component of the District's overall emergency preparedness efforts. Through continued collaboration with local emergency response partners, Summit School District is working to ensure that it can respond quickly and effectively to a reunification event while prioritizing the safety, security, and well-being of students and their families.

- Each school within Summit School District maintains a School Safety Team in accordance with the requirements of the Colorado Safe School Act. These multidisciplinary teams are composed of key personnel who bring a variety of expertise and perspectives to the District's school safety and security efforts. Team members include school administrators, mental health professionals, front office staff, school nurses, campus supervisors, and the District's Director of Emergency Preparedness, Security, and Transportation. School Safety Teams play an important role in supporting a comprehensive approach to school safety. Teams work collaboratively to identify and address safety concerns, review school-specific needs, support emergency preparedness, and strengthen prevention and response strategies. By bringing together staff from multiple areas of the school community, the teams help ensure that physical safety, emergency preparedness, mental health, and student well-being are considered as part of the District's ongoing school safety efforts. Maintaining active School Safety Teams supports Summit School District's commitment to meeting the expectations of the Colorado Safe School Act while fostering safe, supportive, and prepared learning environments for students, staff, and visitors.
- Timely Updates During Changing Conditions: SSD provided initial and follow-up communications during weather events, school closures, transportation disruptions, power outages, internet/phone outages and health or safety concerns, including resolution updates when conditions changed.

Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.7
Provision Statement:
The Superintendent will not fail to operate facilities with equitable internal and external accessibility to students, parents, and community members.

Definitions of Terms:

- **Fail to Operate Facilities with Equitable Internal and External Accessibility to Students, Parents, Community Members:** 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:

- 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 Reported:

- *See volunteer information in Data Reported section of Provision #: 2.4 (first bullet)*
- Summit School District utilizes Raptor Visitor Management at all schools to enhance the safety and security of students, staff, families, and visitors. All visitors entering a District school are required to present a valid government-issued identification document, which is scanned through the Raptor system and screened against the U.S. sex offender registry. Raptor Visitor Management is designed to accommodate a variety of government-issued identification documents, including international IDs, helping ensure that visitors are able to access District schools while maintaining appropriate security measures. Once a visitor has been successfully screened and approved, Raptor generates a visitor badge that must be worn while the individual is in the building. This process allows school staff to quickly identify approved visitors and distinguish them from students, staff, and other individuals who may not have authorization to be in the building. Through the use of Raptor Visitor Management at every school, Summit School District maintains a consistent and comprehensive visitor screening process while supporting a welcoming and secure environment for all members of the school community.
- All Summit School District schools are ADA (Americans with Disabilities Act) compliant, outfitted with exterior wheelchair ramps if applicable, and handicapped accessible entry doors. All second story buildings have elevators that are inspected annually, per Colorado state law. All second story schools also have evacuation chairs in case of emergencies when it may not be safe to use the elevators, or the elevators are out of order.
- Equitable Access to Information and Engagement
  SSD integrates language access into district communications, family engagement and community decision-making to help ensure families can access information, understand district actions and participate meaningfully regardless of home language. During the monitoring period, multilingual outreach supported routine school communications as well as surveys, strategic planning, community meetings, school transition processes and other opportunities for stakeholder voice. Language Services also supports equity beyond translated communications by helping reduce language barriers to District programs, resources, services and direct family-school interactions.
- SSD introduced DocAccess technology to support accessibility of documents on summitk12.org website providing disability assistance and translation (over 50 languages) cababilities.

Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.8
Provision Statement:
Fail to model the following attributes: Prepared, Growth-oriented, Curious, Courageous, and Globally Aware (Ends-2)

Definitions 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:

- A comprehensive report detailing progress on this provision during the reporting year is available in the Ends-2 Personal Success Monitoring Report presented to the Board in May 2026. Highlights include:
- Policies and practices were aligned to the Graduate Profile through an instructional philosophy developed with school and district leadership, teacher observables identifying the instructional moves that develop Graduate Profile skills, and internship standards and business partner certification criteria aligned to the Profile.
- Graduate Profile indicators, the measures of success, were finalized for elementary, middle, and high school in both English and Spanish. Indicators are aligned to all K through 5 Second Step lessons, so Graduate Profile skills are taught explicitly during core social emotional instruction.
- Aligned professional development was delivered at every school, and the school year launched with the Graduate Profile as a central instructional focus districtwide.
- Capstone occurs at four benchmark grade levels, PK, fifth, eighth, and twelfth grade. Fifth grade capstones took place in May 2026, the eighth grade capstone occurred right before continuation, and the twelfth grade Capstone implementation guide, panel guide, panel materials, and scoring rubrics were completed. A districtwide Demonstration of Learning system was designed so that grade levels between benchmark years still practice capstone skills.

Statement of Compliance (if applicable):

- [x] The Superintendent is **in compliance**
- [ ] The Superintendent is **in partial compliance.**
- [ ] The Superintendent is **not in compliance**
- [ ] Not Enough Data At This Time – This item is **in progress** towards official compliance.
- [ ] **N/A - Not Applicable**

With this Executive Limitation

Provision #: 3.9
Provision Statement:
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 Reported:

- At the district level, 364 strategic communications were disseminated. The "View of the Summit" newsletter published 16 strategic editions, maintaining an open rate between 50% and 66%, which significantly exceeds the K-12 industry benchmark. Nearly 5,000 communications were sent across the school district including classroom communication and school level newsletters and emails. *View of the Summit* served as a consistent Districtwide public-information platform, providing context and explanation regarding the Master Plan, District budget and school finance, academic outcomes, graduation, work-based learning and future-ready pathways, safety, enrollment, Board priorities, and other District initiatives.
- Website Engagement: The District website peaked at 37,907 users and 47,006 page views in January 2026, driven by weather monitoring and transportation updates.
- Strategic Transparency: The Strategic Plan page received 1,279 views, indicating sustained interest in District governance.
- Social Media Reach: Facebook averaged a monthly reach of 67,879 (4-6x the industry benchmark). Instagram reached an average of 4,368 accounts monthly, providing a critical secondary channel for engagement.
- Key digital tools, such as the Back-to-School Hub, were specifically designed for accessibility and clarity.
- The district partnered to host Resource Palooza in collaboration with over 20 community partners, serving approximately 300 community members with valuable resources surrounding Proyecto Thrive and after-school care.
- Compliance initiatives with HB21-1110 and the integration of a real-time Website Accessibility Tool were implemented.
- Interpretation services supported 267 events across all schools, including high-need categories like Special Education and large family events.
- Family communications during the monitoring period included Annual PowerSchool Update and registration information, transportation and bus information, school meals, weather and school-status updates, testing schedules, attendance and student-count information, community resources, school events, policy updates, athletics and activities, leadership changes, and back-to-school information.
- Provided English- and Spanish-language communications for complex District initiatives and decisions, including Master Plan information, to make timelines, options, processes, and opportunities for participation understandable to a broader range of families
- SSD Monthly Comms Report- website and social channels data
  Monitoring Period (Aug 2025 – Aug 2026)

  Average monthly User 11,689

Average Bounce Rate 57.17%
User Language 81.46% Eng 3.76% Spa
Facebook 74.4K reach (views)
Instagram 4.6K reach

Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.10
Provision Statement:
Fail to take reasonable steps to inform students, families, and the community of all District policies and procedures.

Definitions of Terms:

- **District Services:** Central office services that are provided to students and parents including, but not limited to Central Registry, Learning Services, Budget/Finance, etc.
- **Uninformed**: Parents and patrons not given adequate and timely notice of district policies, procedures, calendar, deadlines, and activities including school choice options, timelines, and enrollment procedures.
- **Unaware Of:** 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.
- District committees shall be advertised through Future of Learning,school based newsletters and other appropriate means (e.g. the District website, social media channels,etc.)

Data Reported:

- All District policies can be found on the District website and are accessible to the public.
- Implemented rolling two-year calendar approval practice
- Policies, calendars), and updates posted on the website.
- District committees (DAC, SAC, Consejos, Leadership Summit) are advertised through newsletters, websites, and social media.
- Clear alignment with Provision 9's digital accessibility strategy.
- Communications routinely directed families to District policies, procedures, resources, calendars, registration requirements, safety protocols, and other operational information through the District website, direct communications, newsletters, and social media.
- Safety communications provided families with information about Safe2Tell, Standard Response Protocol, emergency preparedness, and District safety resources.
- Summit School District provides comprehensive information regarding emergency preparedness, school security, and other safety-related District policies on its Safety and Security webpage. The webpage serves as a centralized resource for families, staff, students, and community members to access important information regarding the District's approach to maintaining safe and secure learning environments. The Safety and Security webpage includes resources and policies addressing emergency preparedness, crisis response, security protocols, and other measures designed to support the safety and well-being of students, staff, and visitors throughout the District. Providing this information in a centralized and accessible location promotes transparency, preparedness, and awareness across the school communities.

- Communications regarding immigration enforcement concerns explained relevant District procedures concerning visitor access, student privacy, equal educational access, and school security.
- The communication department conducts consistent local media outreach to share important information and programs related to Summit School District.
- The District continued to promote opportunities to participate in District and school activities, including Leadership Summit Academy, Connecting Conversations, PTA/PTSA activities, volunteer opportunities, surveys, community meetings, and Master Plan engagement.

Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.11
Provision Statement:
Neglect student, family, and/or community opinion on relevant issues.

Definitions 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.

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.

Data Reported:

- Facilities Master Plan Surveys:
  - Surveys were sent in December 2025 and April 2026, with dedicated outreach in Spanish ("Tu voz guía el futuro de nuestras escuelas")
  - The April community survey generated 589
  - Master Planning survey participation hitting 627 and 699 responses respectively
  - An interest form for the Master Planning Work Group engaged 40 committed community members to actively shape school 10-Year Master Plan and Consolidation Scenarios
  - The April 2026 Community Survey confirmed that 79.5% of respondents relied on District Communications as their primary source of information

- Structured Two-Way Community : Beyond digital surveys, six key community groups to support two-way communications:
    - Leadership Summit Academy (LSA):
        - Launched with 39 applicants for the 2025–26 cohort, representing a 34% interest increase over the 29 participants in 2024–25. Sessions met monthly from September through April.
    - Consejos de Familias Hispanas:
        - Met monthly from October to May (with 9 key sessions logged between September 2025 and May 2026) to elevate Hispanic family voices and directly address barriers to engagement.
    - District Accountability Committee (DAC):
        - Convened 4 formal community sessions (Sept 23, 2025; Nov 11, 2025; Mar 17, 2026; and May 12, 2026) to gather strategic stakeholder feedback.
    - Community Forums & Events:
        - Conducted more than 12 community-wide engagement meetings and forums between September 2025 and April 2026, alongside an additional dozen smaller school-based group sessions.
    - Resource Palooza (July 2026): Partnered with over 20 community organizations to serve approximately 300 community members with critical summer and back-to-school resource navigation
- Communication Continued Through Implementation
    - UBE/BRE consolidation communication progressed from community polling and planning updates to a **2027–28 Transition Guide** and an August 2026 invitation for stakeholders to **"Help Shape the UBE-BRE Consolidation.**

Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.12
Provision Statement:
Fail to meaningfully and timely respond to concerns raised by students, families, and community members.

Definitions of Terms:

- **Effective Handling:** Complaints, comments and input receive timely consideration and follow through.
- **Complaints:** Formal concerns initiated through Policy KE, Public Concerns & Complaints.
- **Impact on District Decision Making:** Parent and community feedback are seriously considered and given weight.
- **Timely Reporting:** 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:** Those issues which are or could become high stakes (e.g. H1N1 Flu), systemic (e.g. a middle school decides to implement a 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 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.

- 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:

- Summit School District continues to utilize Safe 2 Tell to allow the public, students, staff and parents an anonymous avenue to address safety concerns related to Summit School District.
    - School and District administrators and Law enforcement officials receive anonymous tips from safe 2 Tell and work together to address safety concerns appropriately, in a timely manner.
- Communications staff supported timely responses during safety and operational events through coordinated family and staff messaging, including school safety situations, weather monitoring, and operational disruptions.
- The District responded to family concerns regarding immigration enforcement by providing information about school access, student privacy, educational rights, visitor procedures, and District safety practices.
- The Master Plan engagement process created an ongoing feedback loop rather than relying on a single public-comment opportunity. Questions and concerns raised through meetings, surveys, and conversations were incorporated into FAQs, presentations, *View of the Summit* updates, Board materials, and revisions to potential recommendations.
- Community concerns regarding class size, financial comparisons, enrollment projections, transportation, school consolidation, special education, bond funding, and the future use of facilities were identified and elevated for further analysis and Board consideration.
- District communications is increasingly moving to a **"What We Heard / What We Did"** approach to demonstrate how community feedback affected recommendations and next steps.
- Leadership Summit Academy and Connecting Conversations provided additional opportunities for direct dialogue between District leaders and community members outside formal Board meetings.
- Worked with consultant to form and recruit for 6 implementation work stream/groups around consolidation
    - **Student Belonging & Legacy**
      Supporting students through the transition while honoring the history and traditions of Breckenridge Elementary.
    - **Family Support & Navigation**
      Providing families with timely information, enrollment guidance, and transition resources.
    - **Academic Integration**
      Aligning curriculum, student services, intervention supports, and programming.
    - **Facilities, Operations & Boundaries**
      Planning attendance boundaries, transportation, safety, and daily operations.
    - **Staff Support & Talent Transition**
      Supporting employees throughout staffing and transition planning.
    - **Communications & Community Engagement**
      Providing regular updates and meaningful opportunities for two-way communication.
- The Communications Department monitors social media and other community channels to understand community sentiment, identify emerging concerns and misinformation, and provide timely, factual information and share opportunities in public forums.

Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.13
Provision Statement:
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 Reported:

- The Communications Department provided timely Districtwide information through direct email and text messaging, the District website, social media, school communications, media outreach, and *View of the Summit*.
- Safety and operational updates were communicated as situations developed, including school safety events, winter weather monitoring, and power or internet disruptions.
- *View of the Summit* provided recurring explanations of significant District issues and decisions, including facilities planning, budget and finance, enrollment, academic outcomes, safety, and future-ready learning opportunities.
- Throughout the 2025–26 Master Plan process, the District communicated the status of planning, potential options, opportunities for public participation, community feedback, Superintendent recommendations, and the Board's role in final decision-making.
- Communications consistently distinguished between **options under consideration, staff or Superintendent recommendations, and final Board decisions**, helping stakeholders understand the status of the process.
- Following community engagement, Board materials summarized what the District heard and identified how recommendations had changed or been clarified before Board consideration.

Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.14
Provision Statement:
Prevent or inhibit students, families, and/or community members from pursuing all grievance remedies available to them at law or in District policies

Definitions 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:

- No grievances were filed during school year 2025-2026
- The District follows the following administrative policies in order to address grievances:
  - GBK - Staff Concerns, Complaints and Grievances
  - GBK-R Staff Concerns, Complaints and Grievances
  - AC-R - Nondiscrimination/Equal Opportunity
  - AC-R-1 - Nondiscrimination/Equal Opportunity
  - AC-R-2 - Sexual Harassment Investigation Procedures
  - AC-E-1 - Nondiscrimination/Equal Opportunity
  - AC-E-2 - Nondiscrimination/Equal Opportunity
- Article 8 of the Master Agreement refers to the grievance process for teachers.

Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation

Provision #: 2.15
Provision Statement:
Fail to celebrate student accomplishments or allow them to be ignored or unreported.

Definitions 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 Reported:

- **Board and district level recognition**
  - School and student celebrations were included monthly at Board of Education meetings throughout the year.
  - Newsletters, View of the Summit, and district social media regularly featured student success in academics, leadership, athletics, and the arts.
  - Student recognition was highlighted in spring communications, including Leadership Summit Academy and graduation spotlights.
  - Assemblies, performances, and academic showcases received interpretation services so that celebration was accessible to all families.
- **Public demonstrations of student work**
  - Fifth grade Capstone presentations took place in May at every elementary school, presented publicly to audiences including families and community members.
  - Eighth grade Capstone experiences gave students formal venues to present their work and reflect on their growth.
- **Student spotlights**
  - Individual student spotlights featured members of the Class of 2026 at Summit High School, telling the story behind each student's accomplishment in staff, community, and district communications.

Statement of Compliance (if applicable):

- ☑ The Superintendent is **in compliance**
- ☐ The Superintendent is **in partial compliance.**
- ☐ The Superintendent is **not in compliance**
- ☐ Not Enough Data At This Time – This item is **in progress** towards official compliance.
- ☐ **N/A - Not Applicable**

With this Executive Limitation