



COMMUNITY CHAIN OF COMMUNICATION

Where Families and Community Members Should Direct Questions or Concerns

START WITH THE CLOSEST POINT OF CONTACT

Questions and concerns are usually resolved most effectively by first contacting the staff member directly involved. If the matter remains unresolved, proceed across the chart to the next applicable level.

URGENT SAFETY OR EMERGENCY MATTERS

Contact the school main office or building administrator immediately. For an active emergency, imminent threat, or immediate danger, call 911 or the appropriate emergency service.

How to Use This Chart

Contact the first-level staff member directly and share relevant facts, dates, and details. | Allow one to two school days for a response, unless the matter is urgent. | Maintain respectful, professional, and solution-focused communication. | If the concern remains unresolved, contact the next person listed in the same row.

AREA OF CONCERN	FIRST LEVEL	SECOND LEVEL	THIRD LEVEL	FOURTH LEVEL	FIFTH LEVEL	SIXTH LEVEL
Athletics & Extracurricular Activities	Coach, Advisor, or Activity Supervisor →	Athletic Director (athletics) or Building Administrator (clubs/activities) →	Building Principal →	Superintendent or Designee		
Harassment, Intimidation & Bullying (HIB)	Any Staff Member →	School Anti-Bullying Specialist →	District Anti-Bullying Coordinator / Director of School Counseling →	Superintendent		
Instruction & Academic Concerns	Classroom Teacher →	School Counselor →	Instructional Supervisor of Curriculum & Instruction →	Building Principal →	Assistant Superintendent of Curriculum & Instruction →	Superintendent
Intervention & Referral Services (I&RS)	Classroom Teacher →	School Counselor →	Director of School Counseling →	Principal or Assistant Principal, where applicable →	Assistant Superintendent of Curriculum & Instruction →	Superintendent
504 Plans	Classroom Teacher →	School Counselor →	* Building 504 Coordinator →	Building Principal →	District 504 Coordinator/ Assistant Superintendent →	Superintendent
IEP & Special Education Services	Classroom Teacher →	Case Manager →	Supervisor of Exceptional Education →	Building Principal →	Superintendent	
Student Discipline	Classroom Teacher or Staff Member Involved →	Assistant Principal, where applicable →	Building Principal →	Superintendent		
Student Social, Emotional & Behavioral Concerns	School Counselor →	Director of School Counseling →	Assistant Principal, where applicable →	Building Principal →	Superintendent	
Facilities / Buildings & Grounds	School Main Office or Building Principal →	Buildings & Grounds Supervisor →	Business Administrator →	Superintendent		
School Security	Building Principal →	District School Safety Specialist →	Superintendent			
Transportation	Bus Driver or Bus Aide, as appropriate →	Transportation Secretary →	Transportation Supervisor →	Business Administrator →	Superintendent	

* Building 504 Coordinator: PreK-4 - Principal; Grades 5-8 - Assistant Principal; Grades 9-12 - Director of School Counseling.

Begin with the person closest to the concern and move to the next level only when additional review is needed.



WHEN TO CONTACT THE BOARD OF EDUCATION

Governance matters are different from day-to-day school concerns

APPROPRIATE BOARD-LEVEL MATTERS

- District policy and governance
- Budget priorities and long-term planning
- District goals and oversight of the Superintendent
- Public comment on matters within the Board's authority

MATTERS HANDLED THROUGH ADMINISTRATION

- Individual student, classroom, or staff concerns
- Student discipline or confidential student records
- Personnel matters or individual complaints
- Operational concerns that have not yet followed the chart

The Board's Role

The Board of Education serves as the district's governing body and is responsible for policy, budget, goal-setting, and oversight of the Superintendent. The Board does not manage day-to-day school operations or investigate individual student, staff, or classroom concerns.

Families and community members are encouraged to follow the appropriate chain of communication before bringing a concern to the Board. Matters involving individual students, personnel, confidential records, or discipline are generally handled by administration and may not be appropriate for public Board discussion.

A respectful, step-by-step communication process helps the district respond efficiently, gather the right information, and work toward a timely resolution.