

BOARD POLICY EXPECTATION

With respect to staying connected with stakeholders, the Superintendent shall not fail to ensure that students, parents and staff have ample opportunities to provide feedback.

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-9 “Student, Parent and Staff Feedback” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of March 21st, 2017.

Dave Holmes, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret the Board’s expectation regarding student, parent and staff feedback to mean that I must implement an effective, intentional and easily accessible process to collect the perspectives of the stakeholders of the school district. These perspectives need to be collected and acted upon as part of the process of pursuing the district’s mission. In addition, this process should serve to enlighten the district and the board of directors around issues and desires to be considered in the annual goal setting process. I believe that we define survey to include much more than traditional collection methods of a text based survey instrument. A foundational piece of our surveying practices each year are the board linkage meetings that we conduct with each different stakeholder group. This process is one of many ways the district should collect information, data and stakeholder desires and beliefs and relay those to the board for policy consideration if the board is not directly involved.

REPORT

There are three specific areas described in this policy. The following will address each specific area of EL-9 as best as possible. At the time of this report, I believe that the district is in compliance with the Board’s expectations.

1. ***The superintendent shall not fail to regularly survey student perspectives about the quality of their learning experiences. IN COMPLIANCE***

The most powerful survey opportunity we have with students is our annual student linkage meetings. This process works extremely well at the high school area and moderately well at the middle school. I believe that while in compliance at the elementary level there is room for modification to make the opportunity

more meaningful. Student linkage meetings over the years have led to many programmatic, organizational and process changes. This year's addition of a second group of students who struggle with our current system was a very informative opportunity. We have regular check-ins with students through ASB, Bobcat Ambassadors, MS and HS leadership classes, MS blue crew and fireside chats. We continue to formally survey our middle school students as a result of the MS Focus School process. Students participate in the annual Healthy Youth Survey, and that data is discussed and dissected by staff and principals when it is released. This survey helps us gain data around providing educational opportunities that focus on the whole child. Finally, I would add the most important survey we do in all of our schools occurs everyday when we interact with and listen to our students. Our staff is very good about listening to and supporting our students as part of their work to achieve the Board's Ends policies.

2. ***The superintendent shall not fail to regularly survey parent perspectives on the learning experiences of their student(s).*** **IN COMPLIANCE**

The parent linkage is one of many efforts to gain feedback from parents around many different topics about the school experience students receive. Additionally, we reach out to parents for their perspectives and expertise on many different topics throughout the year. This year we have surveyed parents around general school system improvement in the form of, "If you were able to change one thing about the district it would be...." We have also surveyed parents concerning running a bond for a new school. Lastly, we have surveyed parents on their general understanding of the learning model. Most important are the day-to-day interactions with parents that we gather in our schools, at the district office, at athletic events and other community gatherings that gives us the greatest feedback on how we are doing as a district. As we continually increase our frequency of surveys and data gathering and parents see their input being considered and used or adopted, I know we will gain even greater participation. A little like a snowball rolling downhill! I am confident we are in compliance with this expectation.

3. ***The superintendent shall not fail to regularly survey staff perspectives on the support they receive to create high quality learning environments for students.*** **IN COMPLIANCE**

As with students and parents, the one specific example I see as being highly impactful as a survey of staff concerns and positives is the annual staff linkage meeting. The plan to expand this year to two meetings and to both campuses will undoubtedly provide even greater input and connections. More importantly, we have ongoing and regular conversation with employees that occur in staff meetings, learning teams, building council's, district-association partnership meetings, grade level/curricular team meetings during late student arrivals and the many one-on-one or small group meetings that occur all the time. This year, I

have been meeting regularly with each association president to gather information and share ideas. This has been very helpful in keeping up with concerns and opportunities that staff bring forward. Annually, each building principal sends out a survey to teachers about the year and their perspectives on what the principal can personally work on in the future. This survey has not been done annually at each building with consistency over the last few years, but will resume this spring. Staff feedback is collected through Teaching & Learning, especially as it pertains to professional development needs and instructional materials. We have completed staff surveys this year on the “Learning model,” next year's calendar, weather closure make up days, district purchased supplies for K-5 and the general survey concerning “What would you change?” All this combined gives me confidence that I am in compliance in meeting the goal of collecting feedback and making adjustments in supports as necessary. As part of my interview process, I promised all stakeholders at various meetings that I would work very hard to gather input and listen to their voices in making decisions. I feel that I've done a very competent job in keeping that promise.