

BOARD POLICY EXPECTATION

With respect to interactions with district staff, the Superintendent shall not fail to ensure an organized, mission focused and empowering culture exists for all employees in the service of students.

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-3 “Staff Relationships” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of August 20th, 2018.

Dave Holmes, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret this expectation regarding staff relationships to mean the board believes the district must interact, support and communicate with the staff of the district in a positive and supportive manner. I continue to use a flat leadership model that creates ownership of initiatives, through collegial work, input, implementation and evaluation or review. In addition, the district will behave in a manner that reflects the culture and environment of the community within which we serve. The district will always carry out its work in both a professional and ethical manner. Operating in this way will increase the likelihood that a positive and supportive learning culture will be developed for students and therefore maximize the opportunity for students to accomplish the expectations set forth in the Board’s Ends Policies.

REPORT

There are nine specific areas described in this policy. The following will address each specific area of EL-3 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 in having a long-term plan for the district that has gained the support of all stakeholders and is approved by the Board.*** **IN**

COMPLIANCE

Our planning continues to be very organic in nature and customized to the teams of learners that comprise our district. This would include the professional development of our entire staff. The foundation of our plans, whether they are at the classroom, building or district level, with students, staff or community, has at its foundation the Board’s Ends and Limitations policies. It is my belief that even though the board in the past has seen these policies as creating an ongoing long-term plan, I have intentionally created a more traditional strategic improvement plan for all three of our buildings and the district as a whole this year. We began this process with the leaders of our three buildings in the

spring. The principals then worked with staff to create SIP's (student improvement plans) with their staff in each building. The administrative team then spent time at the administrative retreat in August to build and refine a district improvement plan. All of these plans will be reviewed with staff one final time. The last step in this process will be the board's review and modification if necessary of the district plan. This will be done at our October meeting.

2. ***The superintendent shall not fail to provide positive, mission focused professional development opportunities for all staff. IN COMPLIANCE***

Throughout the last school year, we have continued our mission to create meaningful and lasting professional development opportunities for all staff. Amy Neiman annually surveyed both certificated and classified staff for interest and needs and then developed meaningful opportunities around that input. This duty will be assumed by Peter Rozenkranz this coming year and I will act as the district gatekeeper for clock hours. Certificated staff are also encouraged to design their own professional development opportunities for which they can request clock hours as well.

We continue to develop and refine our district-wide shared professional development calendar that includes professional development offerings and opportunities both within and beyond our district. Pete will continue the practice of surveying staff to develop new offerings based on their input. We will maintain our focus on NBC (national board certification) this coming year. Additionally, our new-to-the-profession district certificated staff will be supported through the BEST grant with specialized training and mentoring.

3. ***The superintendent shall not fail to treat staff with respect, dignity and concern for their well-being. IN COMPLIANCE***

This is a very broad expectation and simply goes to the root of how I and the district administrative leadership team treats, interacts with and supports various staff across the district. I continue to have a leadership philosophy of empowering people with new skills and responsibilities that in turn creates ownership of one's work. My daily interaction with staff is almost always rooted in "clearing the way" for staff to perform their duties for students in a more impactful, efficient and rewarding way. This is a service mindset! I believe in exposing staff members life passions that they hold outside of the traditional role they serve in the district and then finding a way for them to share those passions with students. Over the years, I have had great success with this philosophy and it has resulted in a number of programs in this district that are unique to us and have provided great opportunities for our students and energized many staff members. Our high school art displays, challenge course, soon to be completed climbing wall, student run coffee cart, and MS bike safety program are just some great examples of the application of this philosophy.

4. ***The superintendent shall not fail to handle personnel matters in a fair, appropriate and impartial manner. IN COMPLIANCE***

In this area I would cite the fact that two full years into my contract we've yet to have a grievance filed by either the union or the association. Certainly the word "appropriate" would tend to indicate the board's desire to also protect the district's ongoing interest in the relationship with both of those groups. I feel that I have done that as well during that time frame.

5. ***The superintendent shall not fail to appropriately and effectively delegate decision making to the appropriate level in a manner that empowers distributed decision-making. IN COMPLIANCE***

It has always been my philosophy and past practice to encourage staff to resolve issues and make decisions at the lowest level possible. By doing so we can increase capacity of all stakeholders within the roles they serve or participate. It is also my philosophy to create a "flat" leadership model where staff is encouraged to have the capability to assume responsibility and exercise judgment at their level. This model encourages and empowers staff while building ownership, not just "buy-in" on different district initiatives and decisions. I am very happy with the decisions made and level of responsibility that both our leadership team and other staff took over this last year. In many areas of the district including maintenance, curriculum and technology, those departments have been given full budget responsibility with my oversight and with good mentoring, all departments were highly successful again this year in meeting all critical needs and remaining within their budgets. The overall participation of staff at the building level to create the building SIP plans is another example of distributed decision-making.

6. ***The superintendent shall not fail to recognize the good work that staff achieves on behalf of students. IN COMPLIANCE***

I continue to believe in and promote the importance of the simple, individualized personal "thank you," "atta boy" and "good job!" I believe this recognition of staff can occur in many ways in various locations and in different forms like notes, "one legged" conversations in the hallway and most importantly in front of their class when the opportunity arises! The latest example that I shared with the board was our celebration of the "green schools" accomplishments by our students and Ms. Morris. I sent an email, congratulated her in front of her principal and followed up in front of a couple of her students working on the green display in her presence.

7. ***The superintendent shall not fail to recruit the best staff possible to achieve the mission of the district. IN COMPLIANCE***

Our district continues to enjoy a reputation as a great place to work, live and be a part of a great educational community. With that advantage, we know that if we continue past practice of advertising and promoting positions with a wide net, we will succeed in

attracting the most qualified individuals for our positions. We continue to do exit interviews with all employees when they leave to look for ways to make our positions the most attractive. Connie Majors has done a great job with the process. It remains important to be in the market early for all positions to have the deepest pool possible and we will remain vigilant over our working environments for all staff. We continue to post all positions both inside and outside the district simultaneously to attract the best candidates possible.

We continue to implement a strategy of “grow our own” leaders within the district. Our process identifies, trains and then promotes people from within the district who have shown exceptional skills in leadership and are committed to creating the types of learning environments that are essential to meeting the Board’s End policies. Greg Hall is the latest example of this as he will be doing his principal’s internship this year at the elementary school. He will help out in any manner appropriate with Mr. Lincoln and Mr. Nolan during the year. Peter Rosenkranz is in his final year of the WSU Superintendent Certification Program and I have total confidence in him while he serves as the district’s superintendent succession plan designee and in his new role as the assistant superintendent.

8. ***The superintendent shall not fail to effectively manage employee union negotiations with minimal impact on district services to students. IN COMPLIANCE***

We are likely the only district that will not experience a labor stoppage in Clark County this year. This is a result of many things including year-long relationship building that occurs every day between staff and leadership including the board and the superintendent. We have established a level of trust across our district that we are fair and respectful of all our employees for the work they do with our students. As mentioned in expectation #4 above, we worked with both LCEA and SEIU in good faith this last calendar year to address issues that could have a common benefit for both the district, our employees and our students. I know that this work has built trust and is allowing for a better relationship moving forward.

9. ***The superintendent shall not fail to implement a process for calendar development that allows stakeholder input. IN COMPLIANCE***

We have and will continue to follow a process over the years to develop an effective and appropriate calendar that supports the mission of the district and works most effectively for the broadest group of stakeholders. Additionally, we have continued our practice of implementing a two-year calendar process that supports long-term planning. This year, the calendar that was produced and adopted by the board was derived from input by staff in review of the previous calendar. I believe it was met with the most satisfaction from staff that I’ve seen in years. I will continue to consult with the Board on how impactful that process is. As we move into the time frame for building next year's calendar, I will make recommended changes to the process again, if any. I am confident our process continues to meet the requirements of this expectation.