

BOARD POLICY EXPECTATION

With respect to interactions with stakeholders (parents, students, and the public), the Superintendent shall not fail to ensure that parents, students and the public are treated with respect and dignity at the district level and within each school and classroom.

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-3 “Treatment of Parents, Students, and the Public” 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 27th, 2013.

Mark Mansell, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret this expectation regarding the Treatment of Parents, Students, and the Public to mean the board believes the district must interact, support and communicate with the stakeholders of the district in a positive and supportive manner. This way of doing business must be done in a manner that builds upon the good will the district enjoys and further strengthens the partnerships that will enhance student success.

REPORT

There are six 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 use methods of managing that fail to protect confidential information. IN COMPLIANCE

To meet the expectations of this policy, we have several records storage areas throughout the district that are secure and locked as part of the normal business operations. File cabinets containing confidential information are also locked and secured in a manner consistent with this expectation. During my building walkthroughs, I consistently find these areas are secured and staff attentive to maintaining security of confidential information. We continue to dispose of properly all confidential information once it has surpassed its useful and regulatory life through contracting with a commercial shredding company. This on-site disposal of documents at the end of the record cycle further reduces the likelihood of any loss of security. The district also contracts with a professional document shredding company to further protect against losing security over confidential information once they have reached the end of the life cycle. All

these evidences give me confidence that I am in compliance with this Board expectation.

2. *The Superintendent shall not fail to provide for effective handling of complaints.* IN COMPLIANCE

This is my eighth full year of serving as your superintendent. Even though we traditionally receive very few complaints relatively speaking, I believe the general mindset of staff is that when a complaint occurs more often than not we see it as a good opportunity to get better. I believe this way of thinking is directly related to the shift of mind that has occurred with our learning model, which creates the realization that we will never be perfect, but we have the capacity to always get better. The key is that we approach our work to improve as a journey instead of a destination. This shift of mind helps make the way we handle complaints become more effective.

3. *The Superintendent shall not fail to appropriately involve stakeholders in an advisory capacity in important issues which impact them directly; nor fail to provide to district advisory groups, such as those formed for curriculum, facilities, and levy/bond matters, a formal charter document advising each such group of its purpose, organization and functions.* IN COMPLIANCE

Without question, our patrons are very involved in their Schools. In fact, as stated in #2 above, perspectives about the district (good or not so good) are seen as essential in shaping the positive future of the district through a process of learning. Whether it is through PTO, District Advisory Committee, Community, Staff and Student Linkage meetings, Town Hall meetings, Student Learning Improvement Committee, Curriculum Advisory Committees, etc., we seek stakeholders involvement and absolutely need their help to make recommendations and provide perspectives during decisions that impact them directly.

4. *The Superintendent shall not fail to take reasonable steps to inform stakeholders of those policies and procedures that impact them.* IN COMPLIANCE

Even though the Board has given the superintendent the preauthorization to develop and implement district policies and procedures within the limits of the executive limitation policies, we still follow the two-step policy process for review and approval. This is an example of broadening the review and development process. These policy changes are therefore communicated via the district website for all stakeholders to review. For other policy changes that have significant potential changes, drafts are shared to interested stakeholders. Only after thorough vetting of these policies will a final decision get made by the Board.

5. *The Superintendent shall not fail to offer a nutritious school breakfast/lunch program, which incorporates federal/state guidelines and includes age-appropriate measures to encourage healthy eating habits.* IN COMPLIANCE

First off we continue to meet all the state and federal guidelines for minimum expectations for our food service program. Even with substantial changes last year generated at the federal level, our food service staff was able to meet all the requirements placed upon them. Beyond this work to meet these requirements, our food service staff, food service advisory committee and our fiscal officer (Brett Blechschmidt) have explored a variety of new strategies and menu options to improve our offerings to students. Salad bars, fruit smoothies, new menu items, etc. have all been part of this work. Without a doubt they have worked hard over the years to work to improve our food service offerings. Therefore I am confident that we are in compliance with the minimum expectations of this policy.

With all that said, I will say that we are at a juncture in our work that requires a reset or a reframing of our own intra-staff thinking about our work with food service. Over the course of the next year, my hope is that we will raise the bar even further for our students and redefine for ourselves a new benchmark for the type of program we are creating for our students learning success through food options. This effort will be no easy task, but one that I feel is necessary as our next step forward.

6. *The Superintendent shall not fail to facilitate orderly and appropriate public access to the Board, and to ensure timely and appropriate follow-up in response to expressed public input.* IN COMPLIANCE

As you know, your board agenda provides significant opportunity for public comments and access. Your linkage meetings are a clear example of the public's opportunity to provide input. Additional to this, since the entire board packets are now shared in a digital form accessible online, the public's information base from which to make comments have also gained strength through greater access. All this has allowed for the facilitation of orderly and appropriate public access to the board in order to be compliant with this expectation. An example of this access to the Board by patrons over the past year was when a community member was interested in possibly purchasing part of the school property on Bolen Road. Another example was involving staff perspectives relative to the decision regarding the change in the Regularly Scheduled Late Student Arrival (RSLSA) from Monday to Wednesday for the 2013/14 school year.

7. *Fail to take proactive steps to train teachers to provide appropriate and adequate lesson plans for substitutes.* IN COMPLIANCE

Three years ago we did a significant amount of work to raise the awareness and develop processes to create feedback loops by teachers and substitutes about lesson plans and lesson plan implementation. Since initiating that work, the number of issues and/or questions about lesson planning and implementation of lesson plans was greatly reduced. We again plan to work this year with our staff and with substitutes through the planned substitute institutes to reinforce the expectations about having quality lesson plans for substitutes and effective implementation of these plans during a teacher's absence.

8. *Fail to take proactive steps to prepare substitutes to effectively lead a student-centered classroom in the absence of the regular classroom teacher.* IN COMPLIANCE

As a district, we have offered “substitute institutes” to provide our subs with specific training on the La Center Learning Model and classroom expectations. These institutes (led by Dave Holmes) have been very popular. Again this year we heard no complaints during student linkages regarding our substitutes.

9. *Fail to ensure students starting in grades 9 through 12 have a current high school and beyond plan, including a chosen pathway to graduation.* IN COMPLIANCE

At the conclusion of the 8th grade year, all students have worked with their teachers and our career counselor to discuss the district’s graduation requirements, including their choice of learning pathways as part of the Navigation program. Furthermore, all 8th graders attend an assembly explaining the pathways model that helps them determine the appropriate courses they need take in order to maximize the success of their learning trajectory. Parents and students also attend an orientation/information evening to explain the pathway model in further detail. For all new students to the high school, during the registration process our counselors review the pathways and help students review their learning options relative to the post-secondary learning opportunity they are seeking. Finally, since all students attending the high school (either full time and part-time) participate in the Navigation 101 program, students utilize the pathways model as a framework for their work. Ultimately, all this is incorporated into all students’ High School and Beyond Plan so as to help them decide how to best prepare themselves as learners and for where they want to head after graduation. This plan is fully completed during their senior year through a finished HS and Beyond Plan that is presented through their Student Led Conferences.

10. *Fail to ensure students in grades 9 through 12 make adequate progress toward graduation within their chosen pathway.* IN COMPLIANCE

Through Navigation 101, along with the help of the counselors, each student receives notification of the progress they are making towards graduation at the end of the school year. This packet of student information shows what credits students have earned towards graduation and what still needs to be completed within the specific pathway they have chosen. This allows parents and students to both see their progress and whether adjustments need to be made.

The following are the current selected pathways students are choosing per graduating class. These numbers are sorted by the *credits* earned to place the students rather than their cohort.

There are 144 students who by *credit* are in 9th grade. The pathways selected by these students are:

Academic Pathway	94 students	65%
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Honors Pathway	39 students	27%
Technical Pathway	10 students	7%
Undecided	1 student	1%

There are 161 students who by *credit* are in 10th grade. The pathways selected by these students are:

Academic Pathway	102 students	63%
Honors Pathway	45 students	28%
Technical Pathway	14 students	9%

There are 113 students who by *credit* are in 11th grade. The pathways selected by these students are:

Academic Pathway	85 students	75%
Honors Pathway	28 students	25%
Technical Pathway	0 students	0%

There are 112 students that by *credit* are in 12th grade. The pathways selected by these students are:

Academic Pathway	72 students	64%
Honors Pathway	34 students	30%
Technical Pathway	6 students	6%

The following is a look at the cohorts of students that are based on their expected on-time graduation year.

2013/14 FRESHMAN CLASS – Graduating Class of 2017 Cohort

There are 130 incoming freshman students with less than 6 high school credits. Since they are just entering, no students are behind in expected credits.

2013/14 SOPHOMORE CLASS – Graduating Class of 2016 Cohort

There are 144 students enrolled in the district who are or should be in the expected graduating class of 2016. Of this cohort, 12 students have fewer than 6 credits earned toward graduation. In partnership with the counselors, these students have developed a plan to catch up with their cohort before the end of the 2015/2016 school year.

2013/14 JUNIOR CLASS – Graduating Class of 2015 Cohort

There are 121 students enrolled in the district who are or should be in the expected graduating class of 2015. Of this cohort, 27 students have fewer than 12 credits earned toward graduation. In partnership with the counselors, these students have developed a plan to catch up with their cohort before the end of the 2014/2015 school year.

2013/14 SENIOR CLASS – Graduating Class of 2014 Cohort

There are 132 students enrolled in the district who are or should be in the expected graduating class of 2014. Of this cohort, 22 students have fewer than 18 credits earned toward graduation. In partnership with the counselors, these students have developed a plan to catch up with their cohort before the completion of the 2013/14 school year.

We do currently have one student who is part of classes previous to our current senior class who continues to work on their diploma. Students in this situation are identified as “super seniors”. Each student has specific hurdles that they have been working on to achieve their diploma. Sometimes these students are special education students and some are regular education students who have had significant personal challenges. Our staff works hard to help them continue their work towards their diploma. Our counselors and faculty support these students within the bounds of state law and district policy to continue to assist these students positive progression towards graduation.