Monitoring Report - Executive Limitations Policy
EL-2, Community Relationships

BOARD POLICY EXPECTATION

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

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-2 "Community 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 April 22nd, 2014.

Dr. Mark Mansell, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY

I interpret this expectation regarding community relationships to mean the Board believes the district must interact, support and communicate with the community stakeholders in a positive and supportive manner. In general, using the district's learning model to engage the learning energy of the community in a similar way that we expect staff to use it for students. 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 students will have to accomplish the expectations set forth in the Board's Ends Policies.

REPORT

There are seven specific areas described in this policy. The following will address each specific area of EL-2 as best as possible. At the time of this report, I believe that the district is in compliance with the Board's expectations.

1. ***Fail to build upon the positive image of the district.*** **IN COMPLIANCE**
   I believe we have done an excellent job of building upon the positive image of the district over the past year. Whether that occurred through the media stories about achievements of our students or our technological enhancements and the impacts it has in the lives of students, to the tremendous partnerships that have occurred as a result of the work to improve our sports fields; our district enjoys a very positive opinion of the services and value we provide to the citizens of our district.

2. ***Fail to take reasonable steps to communicate with stakeholders through regular communications (e.g. newsletters, website, email, etc.).*** **IN COMPLIANCE**
   Over the past year, our key sources of outgoing communication with stakeholders has occurred through our website, school and classroom newsletters, as well as parent emails. We are also working to revamp our district-wide newsletter with

our first edition coming out this spring. Additionally, we have used School Messenger (telephone communication system) on several occasions to inform parents of important news such as when we had a student who brought an airsoft handgun to school. All in all, we receive very positive feedback from stakeholders about our communications and responsiveness to inquires.

To facilitate inflowing of feedback from stakeholders as part of essential two-way communications, we have organized many different linkage meetings throughout the year. Whether this is with students, parents, staff, community or elected officials, linkage meetings provide not only the Board but also the organization with valuable perspectives, ideas and feedback from those we serve. Finally, we have put forward many different surveys to stakeholders on various topics such as technology, curricular material adoptions and/or scheduling ideas. Therefore I am confident there is ample evidence of not only reasonable steps have been taken, but that significant opportunities have been implemented to provide many examples of strong two-way communication with stakeholders.

3. ***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**

   Over the past year, we have had several stakeholder groups working on various projects. First and foremost we have as a district spent a huge amount of time working on the math curriculum adoption process. Many, many meetings, surveys and conversations have occurred. In the end, I believe the ideas, perspectives and energies of all interested stakeholders were included and listened to in the process. As detailed in #2 above, we have worked hard to create meaningful two-forms of communication as a way to learn from and communicate with district stakeholders.

   Additionally, we have worked for a very long time with a group of stakeholders to enhance our sports facilities at the high school. These individuals have worked tirelessly and with great passion to see the dream of having a quality field here at the high school comes to fruition. This effort didn't happen without a supportive structure and openness to engaging their energies to accomplish these ends.

   Finally, we have worked for many years up until this last August with a group of enthusiastic patrons regarding our food services program. This group has worked diligently and our staff has taken many of their suggestions to heart and tried many new ideas. With that said, the energy of this joint work seemed to have run its course and needed a reset. Therefore, I disbanded the group and allowed for a respite so we could all rethink the direction we are headed. I fully anticipate this group restarting again and serves as a clear example that efforts have been made, but they don't always work out exactly as hoped. But it definitely shows a strong desire to engage stakeholder energy that is expected in this policy.

4. ***Fail to build positive relationships with the media as an important conduit of communication with the public.*** **IN COMPLIANCE**
As the district spokesperson, I have had many opportunities to interact with the media this past year. This has been through media initiated requests as well as district initiated ideas for articles/stories. The primary media connection over the past twelve months as been with the Reflector Newspaper, but have also provided information support for the Columbian as well as television stations from Portland.

Because of the recent auto accident on I-5 where one of our students was killed another was severely injured (along with his mother), we needed to provide information as well as coach the media through this stressful time. We provided all the necessary information in a timely manner and did so in a way that protected confidentiality of families. Additionally, we were able to accomplish this information transfer in a way that did not disrupt the school environment.

On a positive note, we have had many media interactions about exciting happenings in the district that included stories on our students, technology enhancements, sports field improvements and alumni connections. All these news stories have served to give information to stakeholders as well as build on the positive image of the district to many beyond our district.

5. ***Fail to build positive relationships with community businesses, service and community groups and other community groups involved in building a positive school community.*** **IN COMPLIANCE**
Probably the greatest example of meeting this expectation is our partnership with the Lions of La Center. They have helped in so many ways to enhance the learning experience for our kids and make our school community stronger. From their Health Screen Van to partnering with our student food drives; from providing resources for making available student backpacks with school supplies to making available the crew for football chain gangs, the Lions have worked tirelessly to support our students.

Another example of meeting this expectation would be all the partnerships that have been engaged to develop our sports field at the high school. There have been so many successful outcomes from these partnerships. This includes funding, grants, equipment, expertise, and technical expertise. We could not have reached the point we are at currently without all these partnerships.

Other positive relationships that have occurred that enrich our school community include the Community Foundation, the Casino Charitable Trust, ESD 112 and La Center City and La Center Police Department. All these organizations have helped make our school community better, stronger and safer through their selfless contributions of resources, manpower and expertise.

6. ***Fail to be visible and approachable as the CEO of the school district.*** **<u>IN COMPLIANCE</u>**
   Our schools provide so many learning opportunities and experiences for students it is a real challenge to get to them all. Then when adding in the learning opportunities and meetings of staff on top of this, it is easy to see how "being visible" is more then a full time job in and of itself beyond completing the tasks of leading and managing the district.

   With that said, I work hard at staying connected in many ways. Visiting staff meetings and eating lunch with staff is something I do regularly. I also visit classrooms and talk with staff on my regular walks around the campuses. These walks also allow me to see facility needs and review work in progress whether it is for maintenance, custodial or technology. I also do my best to attend events and games regularly. Some events are easier to get to while others are more challenging.

   Over the past year I have attended concerts, performances, competitions, classrooms, parent teacher conferences, orientations, outside of the regular school day learning experiences, community events/meetings, city council meetings, county commissioners meetings, ESD meetings and state meetings on behalf of the district. All these events/meetings allows for me to learn a great deal about how our schools are serving students and meeting the expectations of stakeholders.

7. ***Fail to prepare annual school and district progress reports to the public.*** **<u>IN COMPLIANCE</u>**
   The annual reports are completed in the Fall of each year for the previous year. The current annual report for each school is available online at each school's website. Each report includes all items required by state law at a minimum, but goes beyond that in many areas to share the successes with stakeholders.