Monitoring Report - Executive Limitations Policy
EL-3, Treatment of Parents, Students, and the Public

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 23rd, 2011.

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 secured and staff attentive to maintaining security of confidential information, which tells me this is their normal practice. 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 that comes on-site to dispose of these documents. All this gives me full confidence that I am in compliance with this board expectation.

2. ***The Superintendent shall not fail to provide for effective handling of complaints.*** **<u>IN COMPLIANCE</u>**
   In lots of organizations, complaints are typically seen as something to be smoothed out so they will go away. In our district, the culture is built upon listening and learning with a focus on always getting better. Therefore, I am confident that more and more we see conflict as source of learning energy that needs to be harnessed. Over the course of the past year, there have been several moments where we have tapped into "complaints" as a way to learn through the situation rather than something to be "smoothed out". As a result, I have seen engaged stakeholders jointly work together instead of against each other in a way that helped everyone spring board to a stronger place. This is what we call in the district using the "learner mindset" and it is something that we are overtly working on as team.

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.*** **<u>IN COMPLIANCE</u>**
   Our patrons are very involved and in fact are seen as essential in shaping the positive future of the district. Whether it is through PTO, District Advisory Committee, Food Services 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/or decisions. This past year we added a board-city council linkage meeting to create a stronger connection between both these important community governing bodies.

4. ***The Superintendent shall not fail to take reasonable steps to inform stakeholders of those policies and procedures that impact them.*** **<u>IN COMPLIANCE</u>**
   The district has and continues to work hard to develop better ways to engage stakeholders prior to, during and after policies and procedures are put into place. The core of our strategy is to do this work in a face-to-face, personal manner. This way is a cornerstone of "the La Center way" of doing business. Beyond our work to build upon this distributed decision making model, we continue to share information via our district website, letters, post card notices, reader boards and email to engage stakeholders in this work. I am confident that our efforts and the resulting progress meets the expectations of this policy.

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.*** **<u>IN COMPLIANCE</u>**
   We have once again met our legal guidelines with the state and federal governments regarding our food service program. In addition to this, through our food service advisory committee and staff efforts, we continue to work to try to

go beyond these standards and provide even greater and more nutritious school breakfast and lunch options. Examples of this would include the addition of a much improved salad bar option for high school students and focusing on providing only regular milk (no chocolate milk) in order to provide greater nutritional offerings. There have also been other efforts to provide healthier options such as fruit smoothies and lower calorie versions of popular items such as cinnamon rolls. We certainly have much more learning ahead of us, but I believe stakeholders are being engaged and are working hard to continue to go above and beyond the minimum requirements set forth by the state and federal governments for nutritional breakfast and lunch offerings.

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.

7. ***Fail to take proactive steps to train teachers to provide appropriate and adequate lesson plans for substitutes.*** **IN COMPLIANCE**
Dave Holmes worked with teachers over the past year to co-create with substitutes a learning environment feedback form so teachers could learn how to best prepare lessons for substitutes as well as substitutes could provide feedback to teachers about the provided lesson. The common lens is the district learning model that was taught to a cohort of substitutes through an Academy Dave Holmes created and led. As with #8 below, when the Board-student linkage occurs next spring (the reason this expectation was added due to student feedback on substitutes), I would predict that that students would communicate that the substitute concern they previously expressed would be much reduced. Furthermore, through our summer institutes, we are expressing that when teachers are out of the classroom that lessons should continue to be designed to be of high cognitive demand, student centered flow of information and of high learning trust regardless of whether a substitute or the regular teacher is leading the environment. In fact, we believe that failing to do so causes us to miss an opportunity to test whether or not we are helping students become more independent as learners or whether in reality we are making them more dependent on the teacher. The former is what we are striving for and not the latter and I feel we continue to make progress toward this objective.

8. ***Fail to take proactive steps to prepare substitutes to effectively lead a student-centered classroom in the absence of the regular classroom teacher.*** **<u>IN COMPLIANCE</u>**
   Under the leadership of Dave Holmes, the district created two opportunities for substitutes to receive specific training through our Substitute Academy as a way to enhance their awareness, skills and abilities on how to develop and utilize student centered flow of information, high cognitive demand and strong learning trust lessons. This effort will continue again this next year with a new cohort that will be offered to all approved substitutes in the district.

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.*** **<u>IN COMPLIANCE</u>**
   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.*** **<u>IN COMPLIANCE</u>**
    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.

    To help get a sense of the pathways students are choosing, the following are the breakdown per grade level (NOTE: Grade levels based on credits earned) and the pathway they have chosen:

Grade 9 - total students 157

Academic Pathway	121 students	77%
Honors Pathway	32 students	20%
Technical Pathway	4 students	3%

Grade 10 - total students 127

Academic Pathway	77 students	61%
Honors Pathway	38 students	30%
Technical Pathway	12 students	9%

Grade 11 - total students 100

Academic Pathway	79 students	79%
Honors Pathway	14 students	14%
Technical Pathway	7 students	7%

Grade 12 – This is the last class under the old graduation requirements.