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 28th, 2012.

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 continue to find these areas 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. 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 seventh full year of serving as superintendent. Over this time I have seen a significant shift in how staff in general now see complaints. Even though we traditionally receive very few complaints relatively speaking, I believe there used to be a common reaction that complaints were bad and there was a need to react in a way that smoothed the upset quickly. By contrast, I now 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. Put another way, we went from seeing complaints as an unpleasant experience to thinking of them as an avenue to new learning. I believe this is directly related to the shift of mind that occurs 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 La Center 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, 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 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. For example, when the Board recently changed their Ends policies and several executive limitations, students and staff were included in the process and given the opportunity to express their perspectives at linkage meetings with the Board this past spring. Only after this thorough vetting of these policies did the 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**
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**
Two 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. This past year, 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. As one piece of

evidence of the impact these trainings have had in the classroom for students, I would remind the Board that unlike past years we received no complaints during student linkages about substitutes. Additionally, we have received calls from neighboring districts inquiring whether or not we are once again offering this training as they have noticed a difference in substitutes who have attended.

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

Academic Pathway	95 students	62%
Honors Pathway	40 students	26%
Technical Pathway	18 students	12%

There are 141 students who by ***credit*** are in 10th grade. The pathways selected by these students are:

Academic Pathway	102 students	72%
Honors Pathway	36 students	26%
Technical Pathway	3 students	2%

There are 105 students who by ***credit*** are in 11th grade. The pathways selected by these students are:

Academic Pathway	63 students	60%
Honors Pathway	35 students	33%
Technical Pathway	7 students	7%

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

Academic Pathway	87 students	78%
Honors Pathway	15 students	13%
Technical Pathway	10 students	9%

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

2012/13 FRESHMAN CLASS – Graduating Class of 2016 Cohort
There are 132 incoming freshman students with less than 6 high school credits. Since they are just entering, no students are behind in expected credits.

2012/13 SOPHOMORE CLASS – Graduating Class of 2015 Cohort
There are 134 students enrolled in the district who are or should be in the expected graduating class of 2015. Of this cohort, 19 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 2015.

2012/13 JUNIOR CLASS – Graduating Class of 2014 Cohort
There are 128 students enrolled in the district who are or should be in the expected graduating class of 2014. 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 2014.

2012/13 SENIOR CLASS – Graduating Class of 2013 Cohort
There are 117 students enrolled in the district who are or should be in the expected graduating class of 2013. Of this cohort, 5 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 2013.

We do currently have a few students who were part of classes previous to our current senior class who continue to work on their diploma. These students sometimes are called "super seniors" and all have specific hurdles that they have been working on to achieve their diploma. Some are special education students, some had significant personal challenges, but all continue to work towards their diploma. Our counselors and faculty continue to support these few students within the bounds of state law to continue to assist their positive progression towards graduation.