

BOARD POLICY EXPECTATION

The Superintendent shall not fail to provide educational leadership for district staff required to achieve the Board's Ends Policies.

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-5 "Educational Leadership" in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of November 12th, 2019.

Dave Holmes, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY

I interpret this expectation regarding educational leadership to mean the board believes it is important for the superintendent to serve as both a district and community leader in a positive and proactive way so as to advocate on behalf of our students, parents and taxpayers of this district, the value of public education.

REPORT

There are nine specific areas described in this policy. The following will address each specific area of EL-5 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 to project a strong image of instructional leadership to all stakeholders. IN COMPLIANCE

I continue to work with the Clark County Superintendents to create platform statements to be used for a variety of communication needs around improving instruction and student achievement. I continue to have numerous conversations with local political representatives, powers that be in Olympia, and various groups and organizations that are concerned with the funding of our schools along with the curricular direction that OSPI seems to be pushing the state. The funding issues continue to cause inequities for the La Center School District and most of the curricular positions taken by our legislators and OSPI does not reflect the perspective of our district or our Board. Over the last year, I had meetings with local state Senator Ann Rivers and Senator John Braun along with written correspondence with Rep. Ed Orcutt and Rep. Dean Takko to discuss the specific impacts that legislation has had on our district. I will be representing the Clark County Superintendents this Friday at the ESD Legislative Forum to express our concern for the state's "prototypical funding model" that creates inequities

across the state and for La Center specifically.

As a leader for the district, I stress the importance of our entire leadership team taking on roles and responsibilities that expand their influence, knowledge and ability to effectively and efficiently lead their building or department now and into the future. This would include the ability to take new or expanded roles in the district should the need or opportunity present itself.

Following my own philosophy, I continue to sit on the executive council for worker's compensation for the ESD112 Loss Prevention Group and the ESD Executive Oversight Committee. In addition, I sit on the Clark County Schools Advisory Council that meets each quarter with the county commissioners to discuss and work on issues that impact schools.

We have had a number of team members that have roles and responsibilities that meet the challenge of this expectation. Carol Patton continues in her role as the AWSP-WASSP (Association of Washington School Principals- Washington Association of Secondary School Principals) state board liaison representing our region for high schools. Lauri Landerholm continues to serve in this same role as the representative for middle schools. Matt Cooke continues to be the District 4 representative to the WSSAAA (Washington Secondary Schools Athletic Administrators Association). This is a position that guides athletics across the state at the highest level. In addition, Lauri Landerholm continues to be certified by the Washington State Criminal Justice Commission as a certified School Safety Officer. This is in addition to her certification as an Olweus Bully Prevention Program trainer.

Overall, I feel that we are represented across the county and state by many quality members of our staff on a variety of boards and in various programs that create a vision of La Center School District being a leader in education but at the same time balancing our commitments and time with our first priority, our district.

2. *The superintendent shall not fail to communicate an optimistic vision for the mission and the work of the district and public education. IN COMPLIANCE*

I feel like this has always been a strength of both the La Center educational community and its leadership over the years. I simply continue to approach all conversations and challenges with the attitude that the "cup is half full." This is simply a way of thinking, making decisions, and leading. I believe that we communicate optimism in everything we do.

We just completed a new and refreshed version of the district's annual report and it is available for review online in addition to being available in the school offices. I believe this is a great example of communication that is both optimistic and professional.

This is the first year that the district, with guidance and support from the ESD, has created a district communication plan. This plan is a multi-level broad approach to getting the word out about the district's accomplishments, yearly initiatives and financial positions. This plan was born out of a negative environment created by misrepresentations from groups both inside and outside our district. It was clear that the general public was not well enough informed to evaluate the negative manipulative messages designed to further selfish interests that were being communicated. This was due to the district's lack of ongoing positive messages and accurate communication. This communication plan will go a long way to preventing this situation from happening in the future.

I continually portray our district as a great place to work and learn. We continue to be successful in attracting a deep pool of candidates for our open positions and are able to hire quality staff as a result. In addition, both our "say something positive" sessions at board meetings and our regularly scheduled showcases portray a positive and optimistic image of our district.

3. *The superintendent shall not fail to possess and use up-to-date educational knowledge in the course of their work. IN COMPLIANCE*

As the Superintendent, I work hard to attend as many outside learning opportunities as possible. Some of these are ESD offerings, some are regularly scheduled superintendent meetings with peers and some are state level conferences and in-services. As mentioned above in section 1, I and many of our team are involved in formal programs or serving in official capacities on a regular basis. I continually look for opportunities to expand my personal skill set in areas that I feel I can benefit most. This last year, working with our building consultants and architects watching the work with the Army Corp of Engineers and the Dept. of Ecology, has been an educational experience to say the least, one I hope to not have to use again.

4. *The superintendent shall not fail to maintain and enhance his/her own educational knowledge through continuous learning. IN COMPLIANCE*

Our entire culture as a team of professionals is built on a drive to learn as a way to improve our practice as educators in the service of our students. This has been the case for probably the last 15 years. Be an "Educational Scientist!" I want to have a hypothesis on-going about an issue in education that I (we) can test to improve what we do daily, weekly, yearly for our community.

5. *The superintendent shall not fail to maintain and consistently communicate that student achievement is the focus of district staff efforts. IN COMPLIANCE*

One of the keys to our success as a learning organization is the clear focus the Board provides us in the Ends Policies. Particularly with Ends Policies that I reported on last month. The mission of our district and the focus on academic achievement in E-2 send a clear message to the organization about focus on student academic achievement. This report, which was preceded in my office by AL-5 reports from all administrators, requires them to report this same focus. I request and receive multiple reports throughout the year from all administrators that detail such data as graduation progress, testing results, participation numbers, athletic and arts achievements, pass/fail percentages, honor roll achievement and student learning indicators to name just a few. You will see some of these data points communicated in our latest district annual report. We have conversations weekly at our leadership meetings about our progress in a number of areas and the data that we've collected that tells a story.

6. *The superintendent shall not fail to research and utilize the best and most effective instructional practices as the foundation of their work as the top educational leader.* IN COMPLIANCE

Again, focusing on continual improvement, being an educational scientist, and applying what we've worked on over the past decade around the La Center Learning Model, we have continually pursued improvement in our instructional practices. We continually look to modify what we learn, incorporate the best ideas from outside, and adapt those that best meet the needs of our students. Our new focus on STEM that was kicked off this year with a three year strategic plan for full implementation and is tied to Problem Based Learning (PBL), is a way to refocus the past successes with the "La Center Learning Model." STEM is an example of how we continue to look for initiatives and ideas externally that can help us be more efficient and impactful as a district.

7. *The superintendent shall not fail to respond to the changing needs of students/parents in a positive and proactive manner.* IN COMPLIANCE

We continually seek out parent and community feedback on all initiatives and projects that we are involved in. Over the last year as in years before, we have had multiple opportunities for the board and superintendent in the form of linkage meetings, public workshops and formal surveys in order to evaluate our changing demographics. The IMC (Instructional Materials Committee), school accreditation committees, highly capable advisory committees, curriculum adoption and Title I oversight are a number of areas that parents and community have input.

8. *The superintendent shall not fail to ensure that a high quality curriculum is in place at all levels and that staff effectively use approved instructional materials*

to meet district, state and national standards that are approved by the Board. IN COMPLIANCE

We continually work to update both our curriculum and our instructional materials that support all content areas. We focus on one or two content areas per year and set aside a significant portion of our annual budget to facilitate this work. This work in each content area is a 3-4 year process. We evaluate the current curriculum sequences and state learning goals in each content. We follow that by looking at the best practices and research across the state and nation. This is followed by a local review of what is found in step 2, along with possible piloting of some materials. Lastly, the local content committees make recommendations to the IMC for materials they have chosen, the IMC then passes if appropriate, to the school board. This year, we finalized new chemistry materials for high school chemistry and we are looking to review instructional materials for health across the district.

9. The superintendent shall not fail to provide appropriate professional development necessary for staff to use the approved instructional materials. IN COMPLIANCE

I would like to commend our entire leadership team, especially Peter Rosenkranz for their work in creating a wide-ranging and impactful slate of professional development opportunities again last year. Our district-wide teacher in-service day in October was provided mostly by in-house instructors on topics asked for by our staff. This year, we added our classified paraprofessionals. We continue to provide opportunities to further our STEM initiative and to increase our implementation of PBL (problem based learning) across the district. Specific to use of approved instructional materials, there is always a portion of the budget set aside in any adoption process to use in support of staff using the materials in the most effective manner.