

### **BOARD POLICY EXPECTATION**

With respect to staying connected with stakeholders, the Superintendent shall not fail to ensure that students, parents and staff have ample opportunities to provide feedback.

### **CERTIFICATION**

I hereby present my monitoring report on Executive Limitations Policy EL-9 “Student, Parent and Staff Feedback” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of March 20, 2020.

Dave Holmes, Superintendent

### **SUPERINTENDENT’S INTERPRETATION OF POLICY**

I interpret the Board’s expectation regarding student, parent and staff feedback to mean that I must implement an effective, intentional and easily accessible process to collect the perspectives of the stakeholders of the school district. These perspectives need to be collected and acted upon as part of the process of pursuing the district’s mission. In addition, this process should serve to enlighten the district and the Board of Directors around issues and desires to be considered in the annual goal setting process. I believe that we define survey to include much more than traditional collection methods of a text-based survey instrument. A foundational piece of our surveying practices each year are the board linkage meetings that we conduct with each stakeholder group. In addition, community meetings held around specific topics, conversations at community events that are unrelated to the topic, and happenstance conversations that occur with stakeholders during our everyday duties are all important sources. As we collect this information, data and stakeholder desires and beliefs, I/we relay this to the Board for policy consideration if the board is not directly involved in the original conversation. All of the input from various stakeholders that is gathered at the building level is used to drive the yearly development of the building “Student Improvement Plans,” these plans in turn drive the development of the district’s “District Improvement Plan.”

### **REPORT**

There are three specific areas described in this policy. The following will address each area of EL-9 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 regularly survey student perspectives about the quality of their learning experiences. IN COMPLIANCE***

One of the most powerful survey opportunities we have had with students in the

past has been our annual student linkage meeting. This process works well at the high school level and moderately well at the middle school. I believe our modification to the elementary linkage this year was a great improvement. Depending on the grade level you observed the results may have been different, but still a great improvement. Student linkage meetings and this process over the years have led to many programmatic, organizational and process changes.

We have regular check-ins with students through ASB, Bobcat Ambassadors, MS and HS leadership classes and MS blue crew. The addition of the WAC (Wildcats Achieving Connections) student leadership group at the high school last year has been very positive. This group has already created the “Green Button,” an anonymous reporting link on the high school website. This link allows students to report both positive and concerning issues with students and their school anonymously and it has been well received and continues to be used in a very positive way resulting in increased student safety.

Students participate in the bi-annual Healthy Youth Survey and that data is discussed and dissected by staff and principals when it is released.

The middle school continues to perform their Olweus Bullying questionnaires twice yearly and use those results to inform building culture issues and challenges with staff and students. The elementary school uses both their Happiness and Panorama surveys with students as they do with other stakeholder groups.

2. ***The superintendent shall not fail to regularly survey parent perspectives on the learning experiences of their student(s).*** **IN COMPLIANCE**

The parent/community linkage is one of many efforts to gain feedback from parents around many different topics about the school experience students receive. It always seems to be a challenge to attract large groups of parents or community members for this. I do know from decades in this community that lack of participation generally indicates a satisfaction with the state of the district. That said, I continue to look for ways to improve attendance at these types of meetings. I had checked into attending homeowner association meetings this spring to reach out and inform community members.. My first one was scheduled for next week and was cancelled, but I will continue to work on that endeavor.

At the elementary school, we do parent surveys/input gathering during PTO meetings, the Title I/LAP parent nights, and the Panorama and Happiness surveys twice each year. The Panorama survey is a commercially developed instrument that surveys staff, students and families and gathers input on a wide variety of topics. The Happiness survey is a district-created survey measuring the happiness level of parents, students and staff. We also do surveys of parents during our parent teacher conferences on a semi-regular basis when we have something of interest that is pertinent during that time.

The middle school surveys parents each year after their March student-led conferences. This survey won't be completed this year due to the shut down.

Additionally, we reach out to parents for their perspectives and expertise on many different topics throughout the year via district-wide Skyward emails usually initiated by the district office that either shares information, asks for input, or both.

3. ***The superintendent shall not fail to regularly survey staff perspectives on the support they receive to create high quality learning environments for students.***  
**IN COMPLIANCE**

Again, the one specific example I see as being the most highly impactful as a survey of staff concerns and positive feedback is the annual staff linkage meeting. Unlike the parent/community linkage, we do get a great turnout for the staff linkage! The move by the board last year to return to one linkage for staff seems to provide plenty of opportunity for input and maximize the board's time.

We have ongoing and regular conversations with employees that occur in staff meetings, learning teams, building councils, district-association partnership meetings, grade level/curricular team meetings during late student arrivals and the many one-on-one or small group meetings that occur all during the year. Again this year, I have been meeting regularly with each association president to gather information and share ideas. This is always very helpful in keeping up with concerns and opportunities that staff bring forward.

Annually, each building principal sends out a survey to teachers about the year and their perspectives on what the principal might work on in the future to make their building better for both students and staff. The timing of this survey was actually addressed during LCEA negotiations last summer. It was agreed to complete this survey prior to spring break each year so that staff would have more time prior to year end for thoughtful feedback that wasn't rushed. We did this survey already this year in February and Principals are currently looking over the responses.