

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 19, 2021.

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 surveys 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 with students continues to

be our annual student linkage meeting. This process works well at the high school level and moderately well at the middle school. Student linkage meetings and this process over the years have led to many programmatic, organizational and process changes. Even though this year's student linkage was via zoom and it was not as publicly appropriate at times, I do think we were able to gain some valuable perspective from students.

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

Students did not get to participate in the bi-annual Healthy Youth Survey last spring as it was cancelled due to the pandemic. That data is usually discussed and dissected by staff and principals when it is released.

Now that we're back in school, the middle school will continue to perform their Olweus Bullying questionnaires and use those results to inform building culture issues and challenges with staff and students. The elementary school will use 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**

Like the student linkage, having to do the parent/community linkage via zoom this year was difficult and didn't feel as effective as usual by any means. In the future though, this should remain one of many efforts to gain feedback from parents around many different topics about the school experience their students receive. 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 last spring to reach out and inform community members. My first one was scheduled for the week school was cancelled so that never got off the ground. As soon as everyone gets back to in-person meetings I believe this is a solid idea for the future Superintendent.

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. This year it will occur only once. The Panorama survey is a commercially developed instrument that surveys staff, students and families. The survey 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 (this year, next week only) when we have something of interest that is pertinent during that time. This year we did a number of parent surveys around the reopening of school and bringing back different grade levels!

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 as we are not doing middle school conferences or early release next week.

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 myself that either share information, ask for input, or both. Lastly, I have been monitoring facebook from our own page and La Center families to both respond to posts and to gather information.

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! We may have to do this again via zoom due to the large number of staff involved. We will wait and see what the state guidance is on gathering size before we make a final decision on this.

This last year, we engaged staff in on-going meetings either by being part of the COVID re-opening committee or the LCEA MOU bargaining team process. Additionally, I have met with each elementary grade level prior to bringing back students for in-person instruction. I met individually with both the middle and high schools prior to students returning in those schools as well. I believe that I've spent more time this last year meeting and talking with staff than in any previous year.

I have regular meetings with both the LCEA leadership team and SEIU board as well throughout the year.

Finally, each building principal sends out an annual 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.