

### **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 22<sup>nd</sup>, 2016.

Dr. Mark Mansell, 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 and intentional process to collect the perspectives of the stakeholders who are most connected to the school district. These perspectives need to be collected and acted upon as part of the process of pursuing the district’s mission. That said, I further define survey to include much more than traditional collection methods of a text based survey instrument. Our learning model is built on a foundation of constant feedback and micro adjustments to what we provide so as to routinely be ahead of the curve of providing services stakeholders need.

### **REPORT**

There are three specific areas described in this policy. The following will address each specific 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**

The most powerful survey opportunity we have with students is our annual student linkage meetings. This is a prime example of the many non-traditional survey collection methods we use throughout the district. These efforts have led to many programmatic, organizational and process changes as a result. Some of the changes have been course offering enhancements (AP courses, world language, pathways, etc.), enrichment experiences (robotics, environmental education, science Olympiad, Math is Cool, etc.), college and career support, technology enhancements, increasing the quality of substitutes, food service changes and curriculum adoptions. All of these changes have direct ties back to feedback from students. On top of this, we have regular check-ins with students through ASB, Bobcat Ambassadors, MS and HS Leadership Classes and school

showcases just to name a few. At the high school students were surveyed about the culture and climate at school as part of the building's improvement efforts. At the elementary school students were surveyed on IXL Math program effectiveness. At the middle school, in connection with the Family-Community Resource Center (FCRC) students are being surveyed to determine interest in afterschool programs. Last, but certainly not least, I would add the most important surveys (albeit informal) we do in all of our schools occur everyday when we interact with and listen to our students. Our staff is very good about listening to and supporting our students as part of their work to achieve the Board's Ends policies. All this feedback gets reported out in a variety of ways.

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

The parent linkage is one of many efforts to gain feedback from parents around many different topics about the school experience students receive. Additionally, we reach out to parents for their perspectives and expertise on many different topics throughout the year. At the elementary school students were surveyed on IXL Math program effectiveness as well as the Title I program using iPads to collect digital technology as we as it is a wonderful way for parents to use the same technology students have access to. We also collect perceptions formally through curriculum adoption processes when needed, schedule changes (i.e. RSLSA process), high-level position interviews (superintendent search) and various topics of interest (internet safety, drug use, Love and Logic, etc.). But I would say most importantly it is the day-to-day interaction with parents that gives us the greatest feedback on how we are doing as a district. Using the rubric as a guide and the above interpretation of this Executive Limitation, I am confident we are meeting the proficient standard with this expectation.

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**

As with students, the one specific example I see as being highly impactful as a great survey of staff concerns and positives is the annual staff linkage meeting. But beyond this regular event, our ongoing and regular conversation with employees occur in staff meetings, learning teams, building councils, district-association partnership meetings, grade level/curricular team meetings and the many one-on-one or small group meetings we have occurring all the time. Also annually each building principal sends out a survey to teachers about the year and their perspectives on what needs to be worked on in the future. This past year as part of the high school's improvement efforts, surveys were given to staff throughout the year that included students, staff and administration perspectives. All this combined gives me confidence that I am in compliance in meeting the goal of collecting feedback and making adjustments in supports as necessary.