Policy Type: Executive Responsibility 3 (Treatment of Parents, Students and the Public)

Board Review Date: October 11, 2011          Board Approval Date: October 25, 2011

Responsibility:
The Superintendent will treat parents, students, and the public with respect and dignity and will communicate the same expectation to all district staff.

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<th>Therefore, the Superintendent will:</th>
<th>Evidence Requested/Presented</th>
<th>Board Notes</th>
<th>In Compliance</th>
<th>Not in Compliance</th>
<th>Follow-up Review Date</th>
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<td>1. Use methods of managing that protect confidential information.</td>
<td>Board Policy 3231 addresses the management of Student Records. This policy outlines State and District requirements regarding the management of confidential student information and charges the Superintendent with establishing procedures to assure that policy is known and followed. Student data system records are protected electronically; staff members with access to student records or employee records are trained in confidentiality ethics, legalities and procedures. Board Policy 4020 – Confidential Communications establishes the guidelines to assist staff members in making appropriate decisions regarding confidential information and/or communications. All staff are trained and supervised regarding confidential information and the protection of student and staff confidentiality.</td>
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2. Provide for the timely and effective handling of complaints. For those complaints referred to a Board Member, notification of resolution will be provided as warranted.

Board policy 4220 – Complaints Concerning Staff or Programs outlines the District’s expectations that complaints about the school district or school district personnel be dealt with quickly and thoroughly. It requires that the District be open to constructive criticism. Patrons are encouraged to bring concerns to the staff member(s) most closely associated with the concern and that they be resolved informally if possible.

3. Involve parents, students and the public in an advisory capacity as appropriate on important issues that impact them directly.

New:
- Board Meeting convened at each District school
- Proposed Strategic Plan and Visioning Process
- Budget Development Process
- Turf Fund-Raising Project

Continuing:
- Technology Task Force
- School Parent Advisory/Boosters
- Highly Capable advisory
- CTE Advisory Committees
- School Improvement Plan involvement
- Washington Green Schools site teams
- Counseling Advisory Committee

4. Take steps to inform parents, students, and public of those administrative policies and procedures that impact them.

Board policies are posted on the district website; selected policies including harassment and bullying are included in student and teacher handbooks. Secretary Training occurred this fall to inform building secretaries of policy and procedure requirements. Building administrators include key district policy.
reviews in first of year Inservice staff meetings and building specific staff handbooks.

5. Facilitate orderly and appropriate public access to the Board, and to ensure timely and appropriate follow-up in response to expressed public input.

- Board planning meetings calendared to allow better participation on the part of Board leadership in the formation of the meeting agenda.
- Board meetings include regular opportunities for community input.
- Superintendent Report added to the Board meeting agenda to provide the opportunity for feedback regarding concerns expressed by Board members or patrons during public meetings.
- Board agendas posted in newspapers and on website
- Superintendent up-dates to Board members regarding issues or concerns occurring in the District

6. Provide a welcoming environment for parents and guests.

- Schools and Central Office provide pleasant and welcoming office environment for visiting patrons.

7. Maintain an open and responsive organizational culture that treats all constituents with respect, dignity, and courtesy.

- My experience as the new Superintendent is that the Washougal School District works very hard to create an open and responsive organizational culture. I have worked to champion and model respect, dignity and courtesy in my interactions with students, staff, and parents since my first day in the district.
Executive Responsibility 3 – Treatment of Parents, Students, and the Public
Superintendent’s Interpretation:

The Board places a high value on the responsibility of the Superintendent to create a collaborative culture in the District that encourages open communication between the staff, parents, community, and School Board members. They require that their Superintendent treat all constituents and staff with respect and that district staff is trained and supervised to do the same. Students and patrons experience respect when issues are treated with confidentiality, when the District is open to hearing concerns, and when problems communicated are met with prompt and sincere efforts to resolve the issue. The Board believes that when the Superintendent and District staff create opportunities for patrons to be involved in District processes that decisions will be enhanced and the community will be more supportive of the school system. The Board expects that the Superintendent will use the authority of the position to create multiple opportunities for the staff and community to communicate with the policy makers.

Public education will naturally generate concerns and complaints as the system works to meet the requirements of the State and Federal Government, with the resources provided, in a way that responds to the individual needs of parents and students. I believe that the expectation of this responsibility is not to prevent complaints but to build a culture in the District that prompts employees to respond openly and with a commitment to resolve each issue while looking systematically across all complaints for problems in our District that need to be amended or corrected to provide a better experience for students, staff, and parents. I have addressed a handful of complaints in my first months as Superintendent. The majority have focused on class size issues at Cape Horn-Skye Elementary, transportation issues, a safety concern regarding two students, and a recent concern about the performance of a teacher. Approximately half of the concerns communicated directly to me were communicated to me only, rather than to the teacher, principal, driver, or Transportation Director. Some of the concerns were new to this school year, and some were continued concerns about events that occurred last year. In all cases, with the exception of the class size issues, the supervisor of the building or program was able to resolve the problem or assist in improving the situation. Employees of the District have communicated to me the importance of having parent and staff complaints directed to the staff member closest to the issues rather than working to find a solution from the District level. I am working to support our schools and our programs ability to be the first to work with individuals who have concerns or problems and am finding that District administrators and staff have a considerable commitment and a high degree of skill when it comes to resolving problems quickly and fairly.