

INTERNAL MONITORING REPORT

POLICY TITLE: 3.7 Treatment of Students, Their Families, and Community Members
POLICY TYPE: Superintendent Limitations
PERIOD MONITORED: March 23, 2015 – April 11, 2016
BOARD MEETING DATE: April 11, 2016

This is my monitoring report on the Board of Education's Superintendent Limitations policy "Treatment of Students, Their Families, and Community Members." I certify that the information is true and complete. This report will monitor the policy starting at its more detailed provisions and end with the global provision.

Interpretation Reasonableness – All Sub-sections

Two web based surveys were conducted this school year.

The first survey was conducted between November 2 and December 17, 2015. The survey is directly correlated to the AdvancEd accreditation standards.

A total of 346 parents responded, 533 elementary (grades 3-5) students responded, and 901 secondary (grades 6-12) students responded.

The 6 – 12 students are on a 5 point Likert Scale. AdvancEd indicates anything above a 2.0 score is meeting the standard. Our standard is 3.0. The elementary student responses are on a 3 point Likert Scale. Anything above a 2.0 score is meeting the standard. Our standard is 2.5.

All parent responses are scored on a 5 point Likert Scale and our standard is 3.0.

"Parent Response Data" are quantitative and statistically considered to be a crude measure as the respondents did not meet the 95% reliability/validity thresholds. The "Student Response Data" are quantitative and have statistical reliability at the 95% level.

The second survey was conducted between March 7 and March 21, 2016.

A total of 783 family members responded to the survey. The Statistical Consulting Center at Grand Valley State University confirmed that this number of responses more than qualified the results of the survey as reliable and valid.

The survey focused on family and school relationships. The tool was designed by Dr. Hunter Gehlbach on behalf of Panorama Education. Dr. Gehlbach is an Associate Professor at UC Santa Barbara's Gevirtz Graduate School of

Education. The survey was developed using a six step process that adhered to best practices in the science of survey design.

The purpose in using the Family-School Relationships Survey is to determine areas of strength and areas for improvement. The intent is to continue to use this survey in future years to identify trends and build more effective relationships between schools and families.

A handwritten signature in black ink that reads "Scott Korpak". The signature is written in a cursive style with a large, prominent initial 'S'.

Scott Korpak
Superintendent

Date: April 11, 2016

POLICY LANGUAGE 3.7.1

Fail to provide reasonable, timely responses to inquiries and information to students and their families of what may be expected and what may not be expected from all services offered by the district, including academic courses and programs (especially specific course syllabi), sports and extracurricular programs, transportation and parking services, health and nutritional products and services, and special programs.

Interpretation:

The 6 – 12 students are on a 5 point Likert Scale. AdvancEd indicates anything above a 2.0 score is meeting the standard. Our standard is 3.0. The elementary student responses are on a 3 point Likert Scale. Anything above a 2.0 score is meeting the standard. Our standard is 2.5.

All parent responses are scored on a 5 point Likert Scale and our standard is 3.0

“Parent Response Data” are quantitative and statistically considered to be a crude measure as the respondents did not meet the 95% reliability/validity thresholds. The “Student Response Data” are quantitative and have statistical reliability at the 95% level.

A 3.0 average is an aggressive target given there are parents who do not pay attention to the information flow they receive. Common school based issues, questions, and concerns are answered within 24 to 48 hours and resolved within 1 to 3 days. More complex issues are responded to within 24 to 48 hours and resolved within one week. One week is reasonable as complex issues require the involvement of multiple persons that require the coordination of calendars and the collection of information from the respective parties prior to a decision being made.

AdvancEd Survey

1. 100% of schools distribute registration materials no later than August that include the Parent/Guardian/Student Handbook that defines expectations for students and parents, the consequences for inappropriate behavior, and the appeal process for disciplinary measures. All students and their families who arrive after the first four weeks of school are provided information on the methods of discipline. This is done individually.
2. Students (grades 3 – 12) responding to a survey indicate the purpose and expectations are clearly explained to me and my family.
3. Students (grades 3 – 12) responding to a survey indicate all of my teachers keep my family informed of my academic progress.
4. Students (grades 3 – 12) responding to a survey indicate in my school a variety of resources are available to help me succeed.
5. Students (grades 3 – 12) responding to a survey indicate in my school I can participate in activities that interest me.

Family-School Relationships Survey

6. How much does the school not making parents feel welcome prevent you from becoming involved with your child's school?
7. How much does the school staff seeming too busy prevent you from becoming involved with your child's school?
8. How much does feeling unsure about how to communicate with the school prevent you from becoming involved with your child's school?
9. How much does the lack of information about involvement opportunities prevent you from becoming involved with your child's school?

Data Reported:

1. Direct inspection by the superintendent validates 100% of schools distributed the materials no later than September 2015.
2. Students (grades 3 – 12) responding to a survey indicate the purpose and expectations are clearly explained to me and my family.

	2011	2012	2013	2014	2015
Grades 6-12	4.04	3.92	4.04	4.02	3.95
Grades 3-5	NA	2.86	91.22%	2.94	2.86

3. Students (grades 3 – 12) responding to a survey indicate all of my teachers keep my family informed of my academic progress.

	2011	2012	2013	2014	2015
Grades 6-12	3.78	3.68	3.74	3.65	3.69
Grades 3-5	NA	2.88	86.82%	2.89	2.9

4. Students (grades 3 – 12) responding to a survey indicate in my school a variety of resources are available to help me succeed.

	2011	2012	2013	2014	2015
Grades 6-12	4.06	4.01	4.06	4.04	4.07
Grades 3-5	NA	2.93	95.25%	2.94	2.93

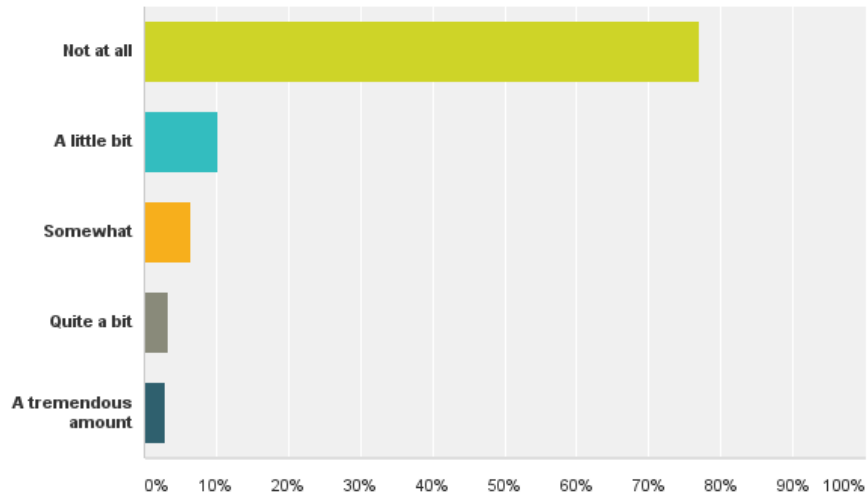
5. Students (grades 3 – 12) responding to a survey indicate in my school I can participate in activities that interest me.

	2011	2012	2013	2014	2015
Grades 6-12	4.05	3.92	3.96	4.01	3.94
Grades 3-5	NA	2.89	90.2%	2.86	2.87

6. Parents responding to a survey question asking:

Q30 How much does the school not making parents feel welcome prevent you from becoming involved with your child's school?

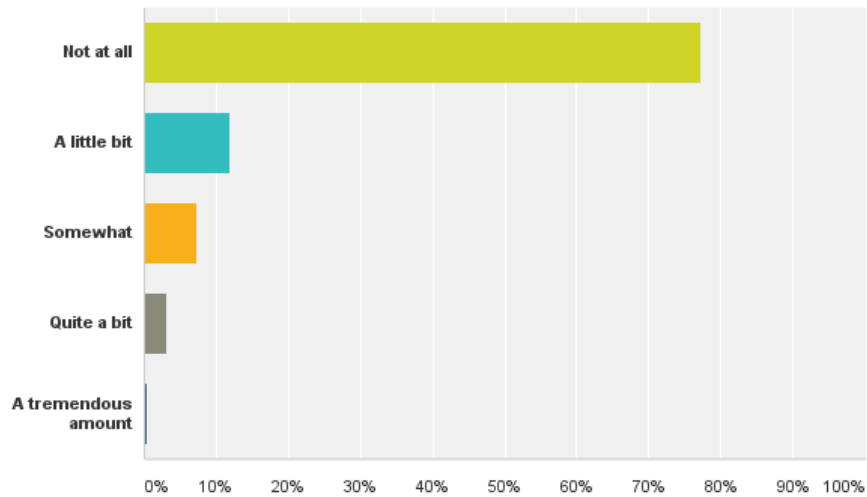
Answered: 702 Skipped: 81



7. Parents responding to a survey question asking:

Q27 How much does the school staff seeming too busy prevent you from becoming involved with your child's school?

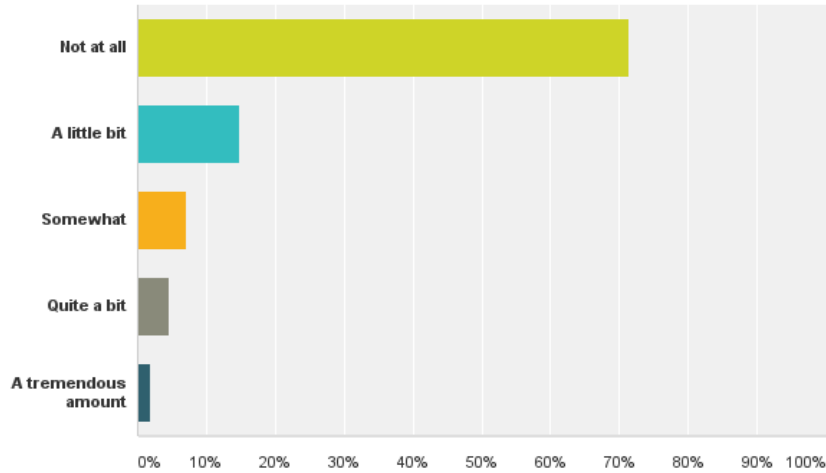
Answered: 703 Skipped: 80



8. Parents responding to a survey question asking:

Q28 How much does feeling unsure about how to communicate with the school prevent you from becoming involved with your child's school?

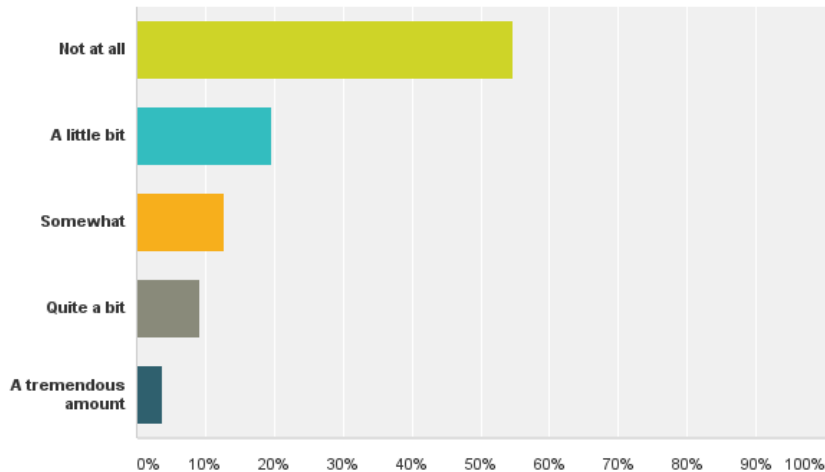
Answered: 704 Skipped: 79



9. Parents responding to a survey question asking:

Q29 How much does the lack of information about involvement opportunities prevent you from becoming involved with your child's school?

Answered: 701 Skipped: 82



Conclusion Statement:

The organization met expectations, however a focus for the 2016-17 school year will be increasing the amount of information provided to families on how they can be involved in their child's school.

POLICY LANGUAGE 3.7.2

Use any method of discipline for student behavior or dress that is unclear, untimely, or inconsistently applied.

Interpretation:

I interpret "use any method of discipline for student behavior or dress that is unclear, untimely, or inconsistently applied" to mean:

AdvancEd

1. 100% of schools discuss with students the methods of discipline for student behavior within the first 4 weeks of school. All students and families who arrive after the first four weeks of school are provided information about the methods of discipline. This is done individually or in small groups. This is evaluated by direct inspection of the school principal or designee.
2. Students (grades 3 – 12) responding to a survey indicate in my school all students are treated with respect.
3. Students (grades 3 – 12) responding to a survey indicate in my school the principal and teachers have high expectations for me.
4. Students (grades 3 – 12) responding to a survey indicate my school makes sure there is at least one adult who knows me well and shows interest in my education.

Family-School Relationships Survey

5. How fair or unfair is the school's system of evaluating students?
6. How well do administrators at your child's school create a school environment that helps children learn?
7. Overall, how much respect do you think the teachers at your child's school have for the children?
8. How often do you worry about violence at your child's school?

Data Reported:

1. Students (grades 3 – 12) responding to a survey indicate in my school all students are treated with respect.

	2011	2012	2013	2014	2015
Grades 6-12	3.22	3.55	3.31	3.29	3.36
Grades 3-5	NA	2.93	91.72%	2.66	2.62

2. Students (grades 3 – 12) responding to a survey indicate in my school the principal and teachers have high expectations for me.

	2011	2012	2013	2014	2015
Grades 6-12	3.35	4.14	4.09	4.06	4.08
Grades 3-5	NA	2.90	98.43%	2.94	2.95

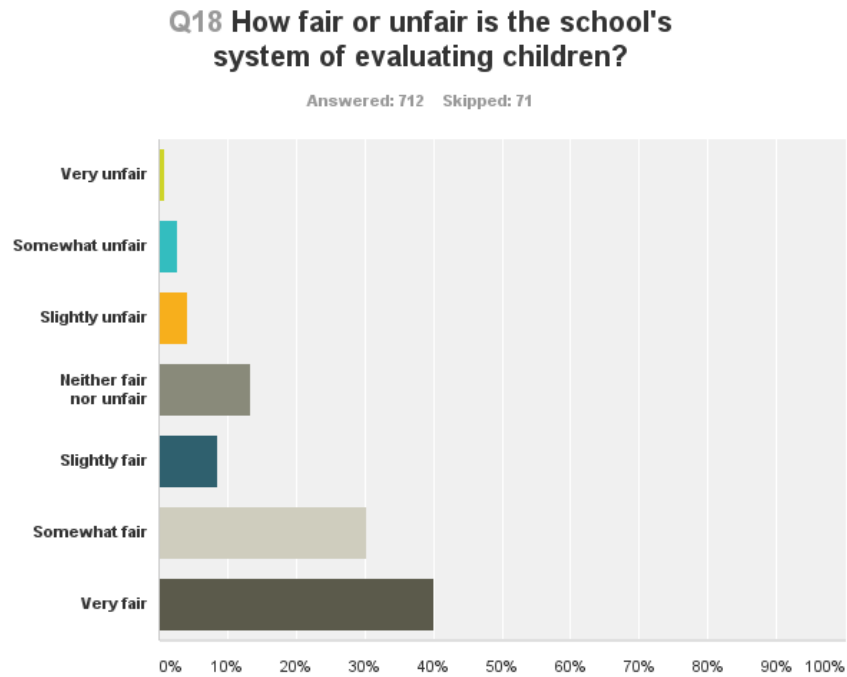
3. Students (grades 3 – 12) responding to a survey indicate my school makes sure there is at least one adult who knows me well and shows interest in my education.

	2011	2012	2013	2014	2015
Grades 6-12	3.71	3.63	3.61	3.63	3.63
Grades 3-5	NA	2.93	83.28%	2.78	2.9

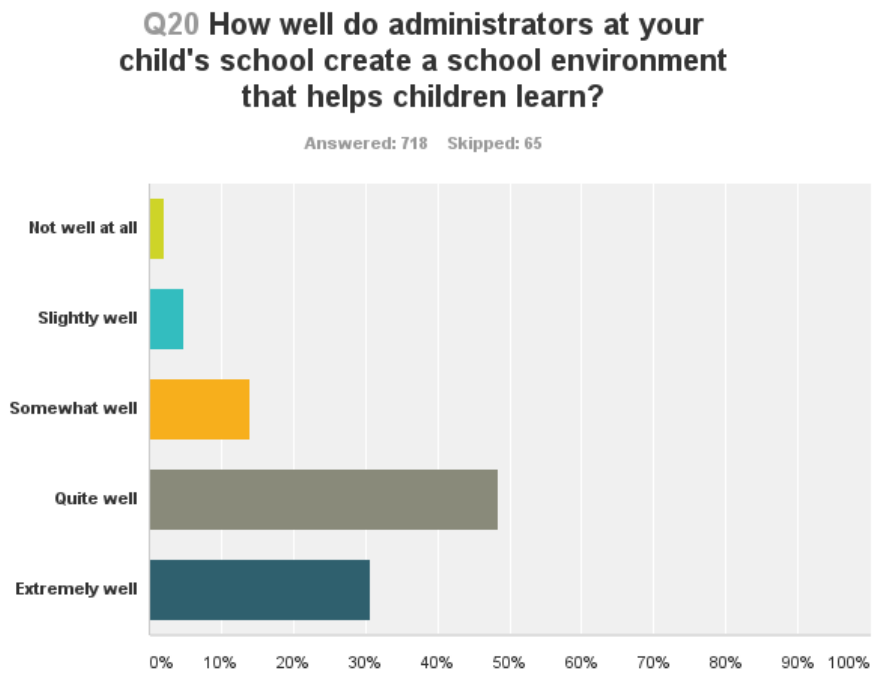
4. Students (grades 3 – 12) responding to a survey indicate all of my teachers explain their expectations for learning and behavior so I can be successful.

	2011	2012	2013	2014	2015
Grades 6-12	3.95	3.91	3.12	3.91	3.93
Grades 3-5	NA	2.98	98.43%	2.90	2.86

5. Parents responding to the question:



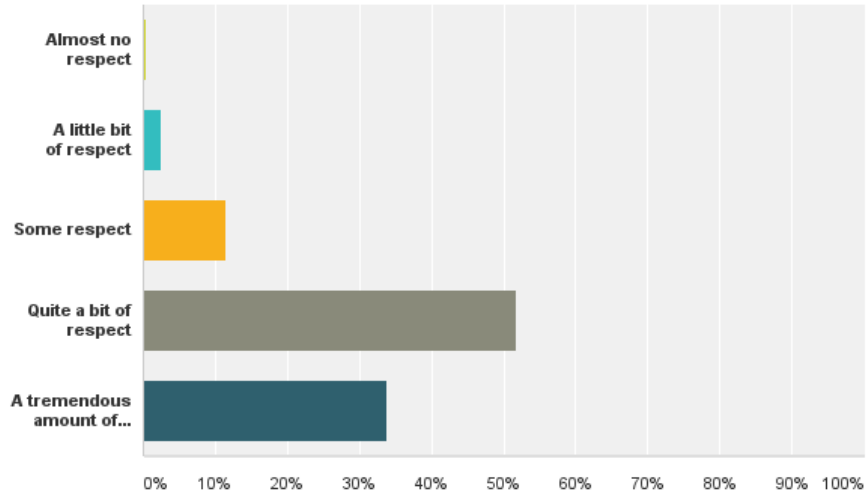
6. Parents responding to the question:



7. Parents responding to the question:

Q22 Overall, how much respect do you think the teachers at your child's school have for the children?

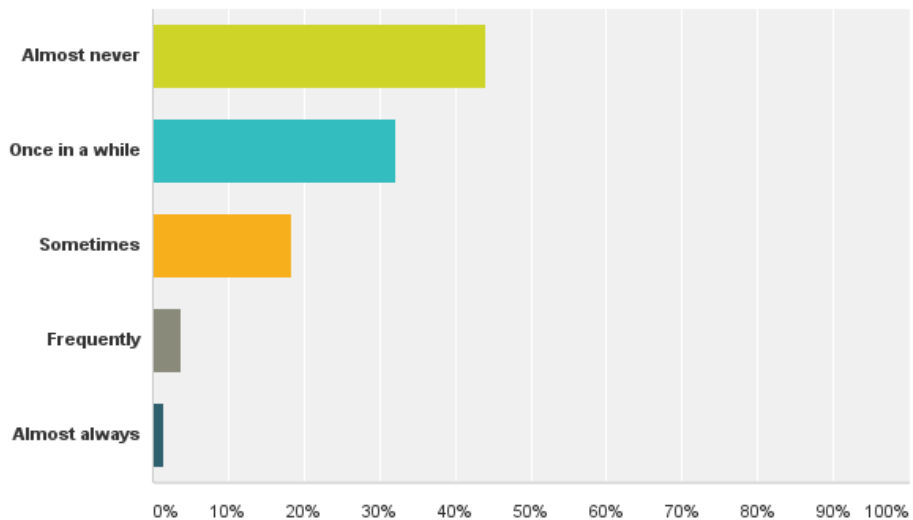
Answered: 721 Skipped: 62



8. Parents responding to the question:

Q36 How often do you worry about violence at your child's school?

Answered: 701 Skipped: 82



Conclusion Statement:

The organization met expectations.

POLICY LANGUAGE 3.7.3

Fail to operate facilities safely and with equitable internal and external accessibility to students, their families, and community members.

Interpretation:

I interpret *fail to operate facilities safely* to mean that individuals using district facilities are aware of and implement district safety policies and procedures.

1. 100% of all district facilities have policies and procedures available, and all outside individuals and groups complete a building use contract.
2. We recognize that accidents occur, however, the number of student injuries do not exceed 5% of the student population in any given monitoring cycle.
3. Liability claims, as measured by Experience Modification Factor (percent of \$1.00 expended for coverage), do not exceed the West Michigan Risk Management Trust (WMRMT) pool average cost by more than 10%.

Data Reported:

1. 100% of district facilities have policies and procedures available to all outside groups. Outside groups completed a building use contract.
2. 64 student injuries (51 at the K-8 level and 13 related to high school athletics) were reported during the monitoring period. This is 1.89% of the student population. This represents a 0.56% reduction of student injuries from the previous monitoring period when 84 injuries were reported.
3. The district cost of liability claims for 2015-2016 is measured at \$1,000. This represents the deductible on the \$9,937 in water damage at Crossroads Middle School. We do not exceed the average loss ratio for the WMRMT pool.

Conclusion Statement:

The organization met expectations.

Interpretation:

I interpret *equitable internal and external accessibility* to mean:

1. The measure of this interpretation is that 95% of all internal and external requests for access to district facilities will be accommodated.

This is reasonable because it is not possible for all outside requests for use of our facilities will be capable of meeting the conditions for use. Specifically, outside groups must present proof that they are fully insured before they use the facility. Some groups are not able to secure the needed insurance. If a group were to use the facility without insurance, it would place the district at risk of litigation should an accident occur during their use of the facility.

Data Reported:

1. All building use requests were approved except for those that were denied due to the date and/or facility already being used.

Conclusion Statement:

The organization met expectations.

POLICY LANGUAGE 3.7.4

Retaliate against any student, family member, or community member for non-disruptive expression of dissent or concern.

Interpretation:

I interpret *retaliation for non-disruptive expression of dissent* to mean:

1. Fewer than 5 complaints from students (.001% of student population) report to the Office of the Superintendent or the Board of Education, that they have faced retaliation by district staff for non-disruptive expression of disagreement or concern.
2. Fewer than 5 complaints from families (.001% of the population) report that they have faced retaliation by district staff for non-disruptive expression of disagreement or concern.

Data Reported:

During the monitoring period, there was one (1) complaint reported to the Office of the Superintendent from a family regarding retaliation by district staff for non-disruptive expression of disagreement or concern. Two (2) complaints by the same family were filed with the State of Michigan Department of Civil Rights in June 2015. These cases are still pending.

Conclusion Statement:

The organization met expectations.

POLICY LANGUAGE 3.7.5

Prevent students, families, or community members from being heard by the Board when internal hearing procedures have been exhausted and the person alleges that Board policy has been violated to his or her detriment.

Interpretation:

I interpret this to mean:

1. The number of issues appealed directly to the Board of Education does not exceed 4 in any one year.

Data Reported:

1. One issue was appealed to the Board of Education regarding the allocation of gym use for Community Education. The issue was successfully resolved to the satisfaction of all parties.

Conclusion Statement:

The organization met expectations.

POLICY LANGUAGE 3.7.6

The Superintendent shall not fail to acquaint students and parents/guardians with their rights.

Interpretation:

Students and their parents/guardians have access to the NEOLA Board of Education Policies, and the process for appealing decisions impacting their right to a Free and Appropriate Public Education (FAPE).

Data Reported:

1. NEOLA Board Policies are easily accessed through the Northview Public Schools website (www.nvps.net).
2. The process to appeal decisions is posted on the website and is included in every student/parent handbook.

Conclusion Statement:

The organization met expectations.

POLICY LANGUAGE 3.7 GLOBAL

With respect to interactions with students, those applying to be students, their families, and community members, the Superintendent shall not cause or allow conditions, practices, procedures, activities, or decisions, which are unsafe, undignified, uncaring, or unnecessarily intrusive or restrictive.

Interpretation:

I submit the global policy language has been comprehensively interpreted and that the data supports the conclusion.

I interpret *unsafe, undignified, uncaring, or unnecessarily intrusive or restrictive* to mean:

AdvancEd Survey

1. Students (grades 3 – 12) responding to a survey indicate in my school all students are treated with respect.
2. Students (grades 3 – 12) responding to a survey indicate in my school rules are applied equally to all students.
3. Students (grades 3 – 12) responding to a survey indicate in my school students treat adults with respect.
4. Students (grades 3 – 12) responding to a survey indicate in my school the principal and teachers have high expectations for me.
5. Students (grades 3 – 12) responding to a survey indicate my school makes sure there is at least one adult who knows me well and shows interest in my education and future.
6. Students (grades 3 – 12) responding to a survey indicate in my school the building and grounds are safe, clean and provide a healthy place for learning.

Family-School Relationships Survey

7. Overall, how much respect do you think the children at your child's school have for the staff?
8. At your child's school, how well does the overall approach to discipline work for your child?
9. Given your child's cultural background, how good a fit is his or her school?
10. To what extent do you think that children enjoy going to your child's school?

Data Reported:

1. Students (grades 3 – 12) responding to a survey indicate in my school all students are treated with respect.

	2011	2012	2013	2014	2015
Grades 6-12	4.22	3.23	3.31	3.29	3.36
Grades 3-5	NA	2.64	91.72%	2.66	2.62

2. Students (grades 3 – 12) responding to a survey indicate in my school rules are applied equally to all students.

	2011	2012	2013	2014	2015
Grades 6-12	3.83	3.66	3.65	3.78	3.74
Grades 3-5	NA	2.64	70.71%	2.66	2.86

3. Students (grades 3 – 12) responding to a survey indicate in my school students treat adults with respect.

	2011	2012	2013	2014	2015
Grades 6-12	3.35	3.10	3.13	3.18	3.15
Grades 3-5	NA	2.55	65.49%	2.62	2.61

4. Students (grades 3 – 12) responding to a survey indicate in my school the principal and teachers have high expectations for me.

	2011	2012	2013	2014	2015
Grades 6-12	4.17	4.14	4.09	4.06	4.08
Grades 3-5	NA	2.93	98.43%	2.98	2.97

5. Students (grades 3 – 12) responding to a survey indicate my school makes sure there is at least one adult who knows me well and shows interest in my education and future.

	2011	2012	2013	2014	2015
Grades 6-12	3.71	3.63	3.61	3.63	3.63
Grades 3-5	NA	2.90	83.28%	2.92	2.90

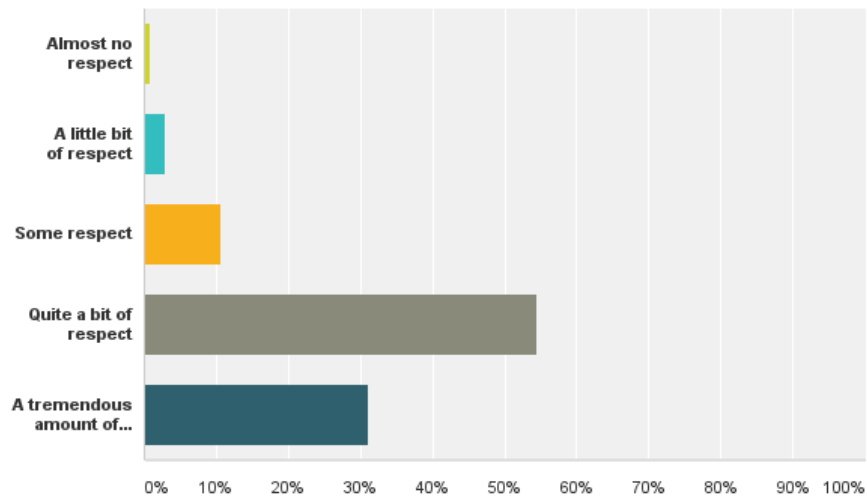
6. Students (grades 3 – 12) responding to a survey indicate in my school the building and grounds are safe, clean and provide a healthy place for learning.

	2011	2012	2013	2014	2015
Grades 6-12	3.67	3.63	3.57	3.79	3.76
Grades 3-5	NA	2.77	77.8%	2.68	2.77

7. Parents responding to the question:

Q21 Overall, how much respect do you think the children at your child's school have for the staff?

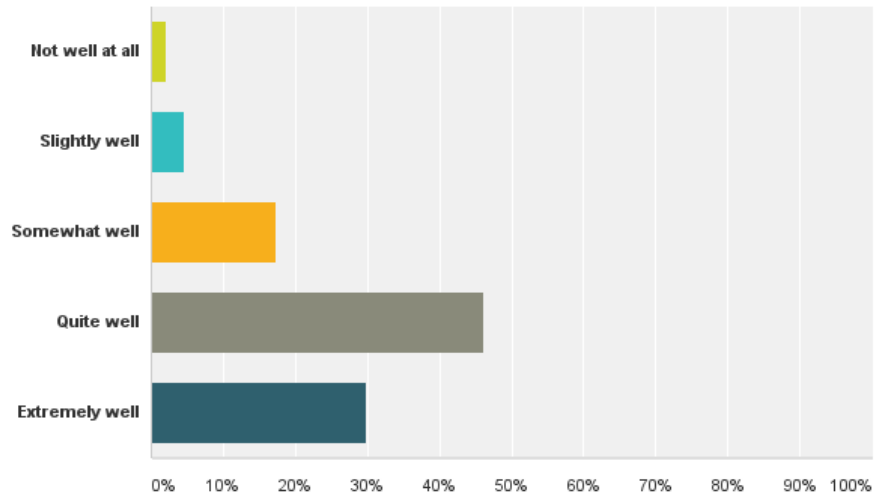
Answered: 719 Skipped: 64



8. Parents responding to the question:

Q11 At your child's school, how well does the overall approach to discipline work for your child?

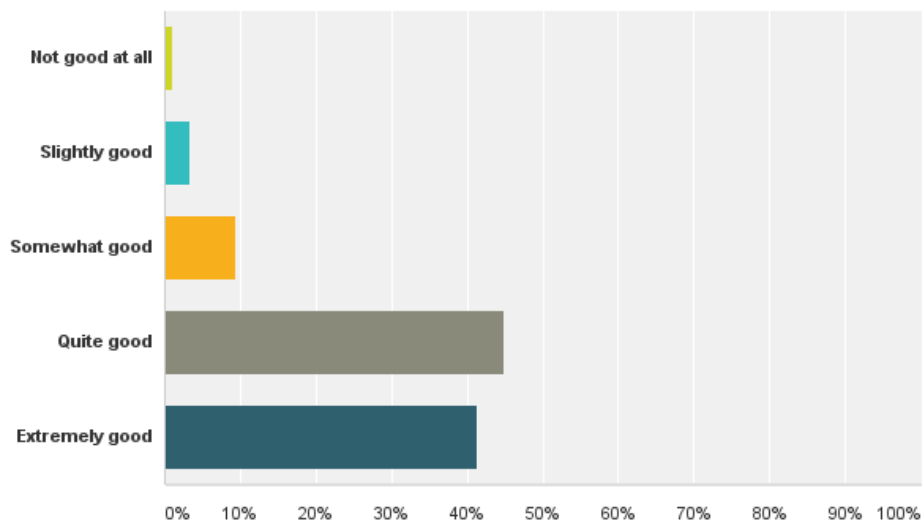
Answered: 732 Skipped: 51



9. Parents responding to the question:

Q12 Given your child's cultural background, how good a fit is his or her school?

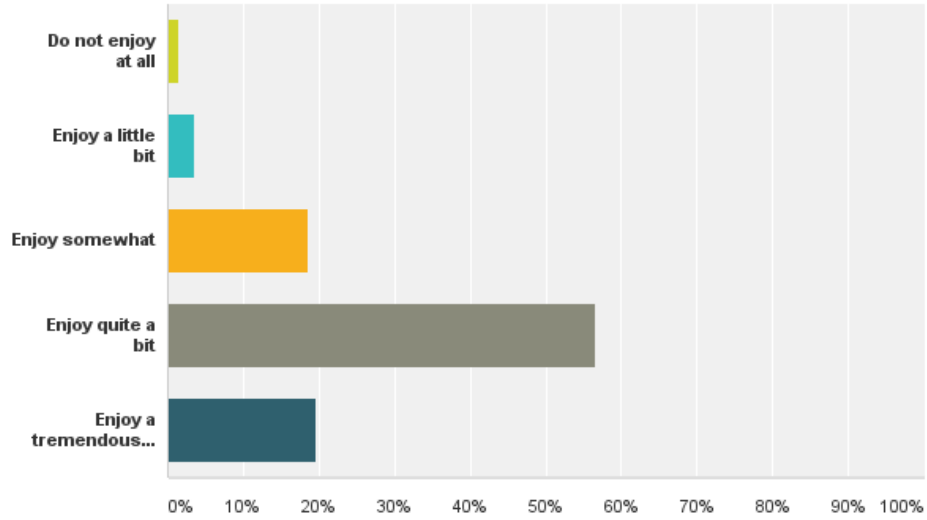
Answered: 736 Skipped: 47



10. Parents responding to the question:

Q16 To what extent do you think that children enjoy going to your child's school?

Answered: 721 Skipped: 62



Conclusion Statement: The organization met expectations.