

Local Control Accountability Plan Superintendent's Response to Community Questions and Input

June 12, 2015

As part of the development of the 2015-2016 Local Control Accountability Plan, National School District presented data, goals and actions to community groups. Town Hall Meetings were held on April 13, and April 20, and the plan was reviewed by the District Advisory Council on April 9 and by the District English Learner Advisory Council on April 17. At each of these meetings, parents and community members were asked to complete posters or surveys with their comments or questions regarding the LCAP. Also, the Local Control Accountability Plan has been available on line at http://nsd.us/departments/business/local_control_accountability_plan/ and parents and community have had the ability to ask questions or post responses through a Google Document survey.

The following are questions or comments from the community, along with responses from the superintendent (in italics). They have been gathered from the various stakeholder meetings, as well as from the online response system. The questions and comments have been grouped thematically for greater clarity.

Comments/Questions on Technology

- There should be more than just word processing.

The Local Control Accountability plan provides for a Director of Technology, three Teachers on Special Assignment, \$700,000 for device replacement and purchase, and \$100,000 budget for training. This amount of support will enable NSD to provide a robust and effective technology program. Word processing and keyboarding are skills that all children need, however, the new LCAP plan will enable NSD to provide the resources, teacher training, and vision needed to have a world class technology program.

- There is a need for interactive programs on tablets

Interactive and engaging programs, as well as the latest devices will all be considered in the new technology plan.

- There is a need for parent, teacher, and administrator training.

The District acknowledges that there must be a coordinated training effort, and the Director of Technology will be charged with providing more training for all stakeholders.

- There should be 1:1 access for parents on site, student access to textbooks on-line.

This possibility will be explored.

- There should be equal funding of technology at all schools

A sustainable funding plan will be included in the technology plan.

- We need students to practice keyboarding

This is clear- children are expected to take the new Smarter Balanced assessments on computers. This issue will also be addressed in the plan.

- The District needs to update its websites (District and schools)

This will be taken into consideration as the new technology division comes together.

Comments/Questions on Parent Involvement

- It would be beneficial to bring Common Core training to parents. It should be easily accessible and affordable

In the 2015-2016 LCAP, there is budget and plan for two full-time certificated positions (Parent Resource) to work specifically with parents, providing information, lessons, and resources for Common Core.

- Activities during Festivals would help to educate parents about SBAC.

This is a great idea, and one that will be presented to the Parent Resource teachers.

- How do you plan to get parents to commit to their involvement?

The LCAP Parent Resource teachers will work with parents, educating them on the importance of involvement in their children's schooling. They will also coordinate with the Family Resource Center to provide information that will help parents navigate some of the barriers that could be preventing parents from becoming involved.

- How do you plan on training parents on Common Core?

This will be decided in large part by the Parent Resource teachers, based on the parent survey currently being conducted by Hanover Research. Training will be conducted in an interactive manner that will demonstrate how the Common Core Standards differ from the old standards, and how this will be evidenced in the work students bring home.

- A portion of the parent training should be dedicated to internet safety.

This is something that the Parent Resource Teachers can work on with the Technology unit.

- Hold a class to help parents with the new technology.

This is something that the Parent Resource Teachers can work on with the Technology unit.

- What is the plan to increase English Learner parent involvement in decision making committees?

Again, this will be largely the work of the Parent Resource teachers, along with input from the already established District Advisory Council.

Comments/Questions on Common Core Implementation

- With the infusion of more librarians, how will the district decide which school our existing librarian will go to? It is important that the librarians stay at the school where they have been so long- they know the families and children

Consideration for the current school will be a deciding factor, along with the wishes of the current library media technicians.

- We need more non-fiction books.

Although there is no funding for non-fiction books in the 2015-2016 LCAP, the school sites have money that can be used for that purpose. Also, the District spent \$60,000 on non-fiction library books in 2014-2015, which is only a start, but a good one.

Other Comments/Questions

- How will Trauma Based Training be implemented? What are the key elements being taught?

The Assistant Superintendent of Educational Services, along the Director of Student Support Services and site principals, will determine how best to implement this critical program. Key elements of the program include: explicit connections to the school community and support services, teamwork and shared responsibility of staff for all students, anticipation and adaptation to the needs of students, and a shared belief among staff that adverse experiences in the lives of children are more common than we imagine and can impact learning unless we have empathy and the skills needed to assist children in trauma.

- What is the professional development plan for teachers who have the Long Term English Learners?

NSD's current Title III Program Improvement plan includes training in strategies to assist Long-Term English Learners (LTELs) beyond the dedicated English Language Development time. LTELs are most commonly found in grade five and six, but the training will be for all staff, so that the most effective strategies are employed from the start, lessening the number of LTELs altogether.

- We need better playground equipment to promote health

There is currently no plan for better playground equipment in the LCAP. However, this topic will be taken up with the District Leadership Team.

- We'd like after school sports leagues.

This is not addressed in the Local Control Accountability plan, as the plan was prioritized for Technology, Common Core, and Parent Involvement.

- What are the detailed hiring processes that will be used to ensure that every school has qualified office staff in community/parent liaisons?

The NSD Human Resources office has systems in place through Edjoin, and online service, to attract the most qualified candidates for these important positions.

- Will we have more counselors?

The LCAP committee did not prioritize counseling for 2015-2016, however, given additional resources in the coming years, this could be considered.

- We'd like to see bullying prevention, more programs, training for noon supervisors

Through the Positive Behavior and Intervention Systems (PBIS) and Trauma sensitive training, NSD schools will address the above issues.