Racine Unified School District
Operational Expectations Monitoring Report

OE-4 (PERSONNEL ADMINISTRATION)
SUMMARY OF COMPLIANCE STATUS

Date: June 16, 2014

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 4 (Personnel Administration), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

	In Compliance
X	**In Compliance, with Exceptions (See Page 2)**
	Not in Compliance

Signed: _____ Date: June 9, 2014
Superintendent

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 4 (Personnel Administration), the Board:

	Accepts the report as fully compliant
X	**Accepts the report as compliant with noted exceptions (See Page 2)**
	Finds the report to be noncompliant

Summary statement/motion of the Board:

The Board voted to find the report compliant with exceptions in Sections 4.3; 4.8; 4.9; 4.10 an 4.12. (*See Page 2*)

Lolli Haws, Superintendent, and Dan Thielen, Chief of Human Capital, were commended by the Board for their work on the report which had not been submitted since 2011.

Signed: _____ Date: 7-2-14
Board President

Noncompliant

4.3 Recruit and select the most highly qualified and best-suited candidates with a goal to reflect the diversity of the community. This includes temporary, contractual and permanent positions.

4.8 Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type, and within available resources.

4.9 Consistent with the superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the board's Results policies and their compliance with the board's Operational Expectations policies and in addition, measure and document both excellent performance and unsatisfactory performance.

4.10 Assure that the evaluation of all instructional and administrative personnel is designed to:

a. Improve and support instruction;
b. Link teacher and administrator performance with multiple measures of student performance and operational efficiencies toward achieving Results policies.

Noncompliant

4.12 Maintain an organizational culture that:

a. Values individual differences of opinion;
b. Reasonably includes people in decisions that affect them;
c. Provides open and honest communication in all written and interpersonal interaction;
d. Focuses on common achievement of the board's **Results** policies;
e. Maintains an open, responsive and welcoming environment;
f. Positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.

Racine Unified School District
Operational Expectations Monitoring Report
DATE: June 16, 2014

OE-4 (PERSONNEL ADMINISTRATION)

The superintendent shall assure the recruitment, employment, development, evaluation and compensation of district employees in a manner necessary to enable the organization to achieve its Results policies.

Interpretation: We interpret the Board's values to be:

- ***Recruitment*** shall mean attract and select the most talented and diversified pool of candidates.
- ***Employment*** shall mean work defined by the District for anyone who receives monetary compensation for services rendered.
- ***Development*** shall mean providing staff with mentoring, coaching, and/or training that positively impacts student achievement and professional growth.
- ***Evaluation*** shall mean a fair, credible, effective, and consistent system and process that assesses the effectiveness of the employee and provides support and feedback to facilitate continuous improvement and growth.
- ***Compensation*** shall mean providing competitive and flexible salary placement and benefits to attract new and retain current employees.
- ***District employee*** means anyone who receives compensation in exchange for services.
- The Board's ***Results*** policy is defined in R-1.

4.1	Conduct extensive background inquiries and checks prior to hiring any paid personnel, including, temporary, contractual and permanent positions.	***Compliant***

Interpretation: We interpret the Board's values to be:

- ***Extensive background inquiries and checks*** shall mean Wisconsin Circuit Court Access results, National Sex Offender Public Registry results, Wisconsin Department of Public Instruction (DPI) credential and licensing verifications, various social media results, reference checks, and verification of employment eligibility prior to hiring.

Indicators of Compliance:

We will know we are compliant when:

- 100% of new employees are hired with having successfully cleared all background checks listed in this interpretation prior to their start date.

Evidence:	**Compliant**	**Noncompliant**
• 100% of new employees recommended for employment successfully cleared all background checks listed in this interpretation prior to their start date as evidence by records maintained (as listed above) in the Office of Human Capital. (4% were not hired because of unsuccessful background checks – this represents 14 individuals.)	X	

4.2	Conduct background inquires and checks prior to utilizing the services of any volunteers who have unsupervised contact with students.	***Compliant***

Interpretation: We interpret the Board's values to be:

- ***Background inquiries and checks*** shall mean Wisconsin Circuit Court Access results, National Sex Offender Public Registry results, various social media results, and reference checks prior to allowing a person to volunteer.
- ***Contact*** shall mean any opportunity a volunteer has to be with students under the direction of district personnel.
- ***Unsupervised contact*** (The Department of Human Capital does not endorse "unsupervised" support practices.)

Indicators of Compliance:

We will know we are compliant when:

- 100% of people filling a volunteer position will successfully clear all background checks listed in this interpretation.

Evidence:	Compliant	Noncompliant
• 100% of people filling a volunteer position successfully cleared all background checks listed in this interpretation as evidence by records maintained (as listed above) in the Office of Human Capital. (8.4% were not allowed to volunteer because of unsuccessful background checks – this represents 221 individuals.)	X	

4.3	Recruit and select the most highly qualified and best-suited candidates with a goal to reflect the diversity of the community. This includes temporary, contractual and permanent positions.	***Noncompliant***

Interpretation: We interpret the Board's values to be:

- ***Highly qualified*** shall mean for those positions that require a credential that the individual holds a valid teaching credential, passage of subject matter competency exam or equivalent, and completion of successful interview process, which will include a performance interview.
- ***Best-suited*** shall mean the candidate selected for any position in the District meets the criteria of the position description and the expectations of the hiring committee, director, and/or Superintendent.
- ***Reflect the diversity of the community*** shall mean that the ethnicity percentages of the District staff match our student ethnicity percentages.

Indicators of Compliance:

We will know we are compliant when:

- 90% of all new teacher hires would be rehired.
- 90% of all new support staff hires would be rehired.
- 100% of all staff in Title 1 schools will be highly qualified.
- The diversity percentage of staff will increase by 2%.

Evidence:	Compliant	Noncompliant
• 95.2% of all new teacher hires were rehired as evidence by the teacher effectiveness review in April 2014.	X	
• 87% of all new support staff hires were rehired as evidence by the support staff effectiveness review in April 2014.		X
• 97% of all staff in Title 1 schools are highly qualified. (3% of staff that are not highly qualified are in hard to fill areas such as Bilingual and Special Education as evidence by the Title Audit in November 2013 – this represents 23 teachers).		X
• The diversity percentage of staff increased by 3.71% as evidence by records maintained in the Office of Human Capital (see chart below).	X	

Total Staff Hired 12/13	%	Total Staff Hired 13/14	%	Students 13/14	%	Total Staff	%
White	81.40%	White	77.93%	White	43.08%	White	83.98%
African American	8.72%	African American	12.41%	African American	29.07%	African American	7.91%
Hispanic	7.56%	Hispanic	6.55%	Hispanic	25.10%	Hispanic	2.99%
Two or More Ethnicities	1.74%	Two or More Ethnicities	2.77%	Two or More Ethnicities	0.56%	Two or More Ethnicities	4.69%
Asian	0.58%	Asian	0.34%	Asian	1%	Asian	0.43%

4.4	Administer clear personnel rules and procedures for employees.	***Compliant***

Interpretation: We interpret the Board's values to be:

- ***Administer*** shall mean to supervise or oversee that personnel rules and procedures are followed.
- ***Clear*** shall mean personnel rules and procedures are communicated and understood by employees.
- ***Rules and procedures*** shall mean the applicable laws, Board, and District policies that communicate the employment expectations for all District personnel.

Indicators of Compliance:

We will know we are compliant when:

- 100% of employees will receive the employee handbook which details and communicates employment policies.

Evidence:	**Compliant**	**Noncompliant**
• 100% of employees received the employee handbook which details and communicates employment policies as evidence by records maintained in the Office of Human Capital. (Moving forward next year there will be an electronic sign off.)	X	

4.5	Effectively handle complaints and concerns.	***Compliant***

Interpretation: We interpret the Board's values to be:

- ***Effectively handle*** shall mean investigate promptly, accurately with consideration and professionalism.
- ***Complaints and concerns*** shall mean grievances or questions related to sexual harassment, discrimination claims, handbook violations, District policies and procedures, and possible violations of state and federal laws.

Indicators of Compliance:

We will know we are compliant when:

- 95% of complaints and grievances are resolved or handled without resort to legal action.
- 100% of legal actions (dismissal hearing, EEOC cases, etc.) result in settlement or ruling in the District's favor.

Evidence:	Compliant	Noncompliant
• 100% of complaints and grievances were resolved or handled without resort to legal action. 18 are currently ongoing, pending a resolution and/or settlement as evidence by records maintained in the Office of Human Capital.	X	
• 100% of legal actions (dismissal hearing, EEOC cases, etc.) resulted in settlement or ruling in the District's favor. 1 is currently ongoing, pending resolution and/or settlement as evidence by records maintained in the Office of Human Capital.	X	

4.6	Maintain accurate job descriptions for all staff positions.	***Compliant***

Interpretation: We interpret the Board's values to be:

- ***Maintain*** shall mean to keep current and accurate.
- ***Accurate*** shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

Indicators of Compliance:

We will know we are compliant when:

- 100% of job descriptions will be available to employees and for use by administrators during the hiring and/or evaluation process.
- 100% of job descriptions will be reviewed so every employee evaluation tool is directly aligned to its components of the roles and responsibilities, every three years on a rotating schedule with each Chief.

Evidence:	**Compliant**	**Noncompliant**
• 100% of job descriptions are available electronically during the hiring and/or evaluation process and at any other time upon request to the Department of Human Capital.	X	
• 100% of job descriptions are reviewed/developed for aligned roles and responsibilities for the reorganization for the office of Chief of Schools and Chief Academic Officer.	X	

4.7	Protect confidential information.	***Compliant***

Interpretation: We interpret the Board's values to be:		
• ***Protect*** shall mean to secure, keep safe, and preserve employee confidential information. • ***Confidential*** shall mean access to employee information follows federal and state law, including Health Insurance Portability and Accountability Act (HIPAA).		
Indicators of Compliance:		
We will know we are compliant when: • No breach of confidential information will occur by the Department of Human Capital staff. • Any report of a breach of confidentiality by any ASC or District staff member will be thoroughly investigated and appropriate action taken.		
Evidence:	**Compliant**	**Noncompliant**
• No breach of confidential information occurred by the Department of Human Capital staff. • No report of a breach of confidentiality by any ASC or District staff member was reported.	X X	

4.8	Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type, and within available resources.	***Noncompliant***

Interpretation: We interpret the Board's values to be:

- ***A competitive compensation plan*** shall mean District salaries and benefits are commensurate with or higher than equivalent positions when compared to similar school Districts.
- ***Highest quality*** shall mean a candidate who meets the criteria of the position and the expectations of the hiring committee, director, and/or Superintendent and, for those positions that require a credential, that the individual holds a valid credentials, passage of subject matter competency exam or equivalent, and completion of successful interview process, which will include a performance interview.

Indicators of Compliance:

We will know we are compliant when:

- No more than 5% of principals voluntarily leave the District, not including retirement.
- No more than 5% of staff, who complete the exit survey, voluntarily leave the District, not including retirement.
- The District is within 5% of the highest lane of the salary range when compared to the school districts of comparable size as well as regionally.
- The District is within the top 5% in the least amount of employee out of pocket benefit contributions, both single and family, as compared to companies/school districts regionally.

Evidence:	**Compliant**	**Noncompliant**
• 1.6% of principals voluntarily left the District because of salary. (5% of principals retired and 5% of principals were reassigned.)	X	
• 2.6% of staff, who completed the exit survey, voluntarily left the District because of salary (4.4% of staff retired.)	X	
• A review of market study data (see attached), revealed the following the categories of positions that were greater than 5% of the highest lane of the salary range when compared to the school districts of comparable size as well as regionally		X
○ Administrative: 9 out of 17 positions ranging from 7% to 28%		X
○ Administrative Assistant/Secretary/Clerical: 5 out of 8 positions ranging from 6% to 27%		X
○ Support Staff: 4 out of 5 positions ranging from 7% to 28%		X
○ Building Service Employees: 4 out of 6 positions		X

ranging from 11% to 18% ○ Substitutes: 2 out of 4 positions ranging from 10% to 18% ○ Teachers: • Beginning Teacher Salary: The District is 3.9% points higher than comparable school districts. • Master's Degree Step 6 (most typical teacher salary): The District is 2.6% points higher than comparable school districts • Master's Degree at the Highest Step/Lane: The District is 8% points lower than comparable school districts. (Source: Wisconsin Association of School Personnel Administrators, December 6, 2013) • A review of market study data completed (see attached), reveals that the District is number 1 in the least amount of employee out of pocket benefit contributions, both single and family, as compared to 10 companies/school districts regionally. (Source: Hays Companies of Wisconsin, December 17, 2013)	X X X	X X

4.9	Consistent with the superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the board's Results policies and their compliance with the board's Operational Expectations policies and in addition, measure and document both excellent performance and unsatisfactory performance.	***Noncompliant***

Interpretation: We interpret the Board's values to be:

- ***Consistent with the Superintendent's own evaluation*** shall mean that the Superintendent's evaluation shall also be tied to the Results policies and Operational Expectations.
- ***Evaluate*** shall mean assessing whether employee performance is meeting the District's expectations and standards for performance and then providing employee feedback, goal setting, and coaching.
- ***Achieving*** shall mean that the employee performance contributes to accomplishing the Board's goals.
- ***Measure and document*** shall mean using the evaluation tool that is aligned with the Results policies and germane to that specific employee.
- ***Excellent performance*** shall mean a rating of that quality that is germane to that employee's evaluation tool.
- ***Unsatisfactory performance*** shall mean a rating of that quality that is germane to that employee's evaluation tool.

Indicators of Compliance:

We will know we are compliant when:

- 100% of staff are evaluated by equally combining performance and student achievement data for an overall evaluation rating.
- 100% of principals and assistant principals are evaluated by equally combining performance and student achievement data for an overall evaluation rating.
- All licensed personnel responsible for providing the instructional program are evaluated every third year or yearly for non-tenured staff by combining performance and student achievement data. (For the 2014-15 school year, the District will be implementing the Teachscape Evaluation Tool as part of its implementation of Educator Effectiveness.)

Evidence:	**Compliant**	**Noncompliant**
• 0% of staff were evaluated by equally combining performance and student achievement data for an overall evaluation rating.		X
• 0% of directing principals and assistant principals were evaluated by equally combining performance and student achievement data for an overall evaluation rating.		X
• All licensed personnel responsible for providing the instructional program were not evaluated every third year, or yearly for non-tenured staff for their first three years, by combining performance and student achievement data.		X

4.10 Assure that the evaluation of all instructional and administrative personnel is designed to: a. Improve and support instruction; b. Link teacher and administrator performance with multiple measures of student performance and operational efficiencies toward achieving Results policies.	***Noncompliant***

Interpretation: We interpret the Board's values to be:

- ***Instructional personnel*** shall mean any licensed employee who serves in a capacity to teach students one-on-one or in a group.
- ***Administrative personnel*** here shall mean principals and assistant principals.
- ***Multiple measures*** shall mean the results of District and State assessments.

Indicators of Compliance:

We will know we are compliant when:

- 100% of principal evaluations indicate success in meeting school improvement goals.
- 100% of administrative staff attains the level of experienced or mastery, as evidence of the Interstate School Leaders Licensure Consortium (ISLLC) Standards using the Administrative Performance Management Program tool.
- 100% of teaching staff score at least an average of 7 on a 9 point scale (above average), as evidence of the Inventory for Teacher Improvement.
- 100% of teaching staff score an average of 3 or less on a 9 point scale (below average) are on a Performance Improvement Plan, as evidence of the Inventory for Teacher Improvement.
- 100% of nontenured teaching staff, who are considered highly effective based on the Inventory for Teacher Improvement, are recommended for tenure.

Evidence:	**Compliant**	**Noncompliant**
• 90% of principal evaluations indicate success in meeting school improvement goals as evidence by records maintained in the Office of Human Capital. (The 10% who did not meet school improvement goals are on Performance Improvement Plans.)		X
• 85% of administrative staff attained the level of experienced and/or mastery, as evidence of the Interstate School Leaders Licensure Consortium (ISLLC) Standards using the Administrative Performance Management Program tool.		X
• 80% of teaching staff scored at least an average of 7 on a 9 point scale, as evidence of the Inventory for Teacher Improvement. The district average score is 7.99. (For the 2014-15 school year, the District will be implementing the Teachscape Evaluation Tool as part of its implementation of Educator Effectiveness.)		X
• 100% of teaching staff scored an average of 3 or less on a 9	X	

point scale (below average) are on a Performance Improvement Plan, as evidence of the Inventory for Teacher Improvement. (For the 2014-15 school year, the District will be implementing the Teachscape Evaluation Tool as part of its implementation of Educator Effectiveness.) • 100% of nontenured teaching staff, who are considered highly effective based on the Inventory for Teacher Improvement, were recommended for tenure as evidence by records maintained in the Office of Human Capital.	X	

4.11	Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.	***Compliant***

Interpretation: We interpret the Board's values to be:

- ***Qualified*** shall mean employees have the required skills, knowledge, and license to perform their job responsibilities.
- ***Trained*** shall mean employees are given instructions, coached, and given feedback to learn assigned job responsibilities.

Indicators of Compliance:

We will know we are compliant when:

- All the following trainings have occurred and participation reported: Principal/Assistant Principal Leadership, Teacher and Support Staff Professional Development, Building Level PLC's, and all other trainings scheduled according to the District Professional Development Plan.
- 100% of the building principals will become certified in Teachscape and the Danielson Framework.
- All the following college and university partnership information sessions will occur and participation reported: staff seeking a first time teaching certification, add-on certification, additional professional development, and/or advanced degree.

Evidence:	**Compliant**	**Noncompliant**
• All the following trainings have occurred and participation reported: Principal/Assistant Principal Leadership, Teacher and Support Staff Professional Development, Building Level PLC's, and all other trainings conducted, as evidence through records as well as the Professional Development Catalog maintained by the District Professional Development Office.	X	
• 100% of the building principals were certified in Teachscape and the Danielson Framework, as evidence through records as maintained by the District Professional Development Office.	X	
• All the following college and university partnership information sessions have occurred and participation reported: staff seeking a first time teaching certification, add-on certification, additional professional development, and/or advanced degree as evidence through records maintained by the Department of Human Capital.	X	

4.12 Maintain an organizational culture that: a. Values individual differences of opinion; b. Reasonably includes people in decisions that affect them; c. Provides open and honest communication in all written and interpersonal interaction; d. Focuses on common achievement of the board's **Results** policies; e. Maintains an open, responsive and welcoming environment; f. Positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.	***Noncompliant***

Interpretation: We interpret the Board's values to be:

- ***Organization culture*** shall mean a climate in which staff members celebrate diversity among students, parents, staff, and community, expecting everyone to be equally respected and accepted.
- ***Reasonably includes people in decisions*** shall mean a climate of collaboration amongst all stakeholders.
- ***Common achievement*** shall mean student proficient attainment and preparation in each of the goals as outlined in Results R1-R5.
- ***Open, responsive, and welcoming environment*** shall mean a climate that makes high quality internal and external customer service a priority.
- ***Responsibly perform their jobs*** shall mean fulfill their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- ***Environment of support and courtesy*** shall mean a respectful workplace free of hostility and void of harassment directed at a person's race, color, national origin, religion, sex, age or disability.

Indicators of Compliance:

We will know we are compliant when:

- 80% of the staff will either agree or strongly agree with the questions in the District Quality of Life Climate Survey.

Evidence:	**Compliant**	**Noncompliant**
• In the District Quality of Life Climate Survey, only question #15 matches letter "b" in the values stated in this Operational Expectation. This tool does not align to these values and we have no source data. Moving forward we will develop a survey that measures the values contained in this Operational Expectation.		X

Question #	% Agree/Strongly Agree	Question #	% Agree/Strongly Agree	Question #	% Agree/Strongly Agree
4	74.77%	16	82.88%	28	69.34%
5	78.17%	17	98.92%	29	98.16%
6	79.16%	18	86.64%	30	79.43%
7	80.27%	19	55.21%	31	92.34%
8	66.93%	20	84.85%	32	81.15%
9	66.93%	21	70.21%	33	64.13%
10	44.18%	22	60.87%	34	82.60%
11	79.62%	23	71.53%	35	65.08%
12	87.41%	24	95.47%	36	75.52%
13	67.79%	25	84.89%	37	75.75%
14	36.02%	26	72.83%		
15	68.55%	27	87.93%		

4.13	The Superintendent may not make changes to the Employee Handbook or addenda.	***Compliant***

Interpretation: We interpret the Board's values to be:		
• ***Make changes*** shall mean the Board of Education is the only governing body that can make changes to the Employee Handbook. • ***Employee Handbook or addenda*** shall mean a document that is to inform District employees about the rules, procedures, environment, and benefits applicable to employees of the District.		
Indicators of Compliance:		
We will know we are compliant when: • The Superintendent will not make changes to the Employee Handbook or addenda.		
Evidence:	**Compliant**	**Noncompliant**
• The Superintendent did not make changes to the Employee Handbook or addenda, as evidence of the work done by the Handbook Committee.	X	

4.14	The Superintendent may not make changes to employee economic benefits.	***Compliant***

Interpretation: We interpret the Board's values to be:

- ***Make changes*** shall mean the Board of Education is the only governing body that can make changes to the employee economic benefits.
- ***Employee economic benefits*** shall mean a non-wage compensation provided to the employee in addition to their normal wage or salary, i.e. health and dental insurance, short-term and long-term disability insurance, compensated absences (vacations, holidays, sick leave), and retirement/pensions.

Indicators of Compliance:

We will know we are compliant when:

- The Superintendent will not make changes to employee economic benefits.

Evidence:	Compliant	Noncompliant
• The Superintendent did not make changes to employee economic benefits, as evidence of the work done by the Board of Adjustments.	X	

Capacity Building:

4.3 Recruit and select the most highly qualified and best-suited candidates with a goal to reflect the diversity of the community. This includes temporary, contractual and permanent positions.

Work will continue to actively recruit, work with universities through partnerships that lead to certification, and advertise nationally for hard to fill positions especially in the areas of Bilingual and Special Education so as to have 100% of all Title 1 schools with highly qualified staff. This process will continue to be used for the 2014-15 school year.

Work will continue to actively recruit, work with universities through partnerships that lead to certification, and advertise nationally for candidates of color so the diversity of our staff is reflective of our student population. This process will continue to be used for the 2014-15 school year.

4.8 Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type, and within available resources.

Work is currently underway with Fox-Lawson to do an in-depth analysis of job descriptions and salary comparables for administrative staff to insure the District remains competitive in the applicable marketplace. The process will be finalized for use beginning 2015-16.

Work is currently underway with the different associations to bargain base wages and develop a benefit package that is comparable in the applicable marketplace. The process will be finalized for use beginning 2014-15 school year.

4.9 Consistent with the superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the board's Results policies and their compliance with the board's Operational Expectations policies and in addition, measure and document both excellent performance and unsatisfactory performance.

The District is implementing Teachscape for the 2014-15 school year for teachers as part of the statewide implementation of Educator Effectiveness.

Work is currently underway in developing an evaluation system for administrative staff. The process will be finalized for use beginning 2014-15. For the 2015-16 year, an evaluation system will be implemented statewide for administrators as part of Educator Effectiveness.

A review will be conducted during 2014-15 of evaluation tools of all other employee groups to ascertain alignment with this Operational Expectation.

4.10 Assure that the evaluation of all instructional and administrative personnel is designed to:
a. Improve and support instruction;
b. Link teacher and administrator performance with multiple measures of student performance and operational efficiencies toward achieving Results policies.

The District is implementing Teachscape for the 2014-15 school year for teachers as part of the statewide implementation of Educator Effectiveness.

Work is currently underway in developing an evaluation system for administrative staff. The process will be finalized for use beginning 2014-15. For the 2015-16 year, an evaluation system will be implemented statewide for administrators as part of Educator Effectiveness.

4.12 Maintain an organizational culture that:
a. Values individual differences of opinion;
b. Reasonably includes people in decisions that affect them;
c. Provides open and honest communication in all written and interpersonal interaction;
d. Focuses on common achievement of the board's **Results** policies;
e. Maintains an open, responsive and welcoming environment;
f. Positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.

The District will be sending out the Quality of Life Climate Survey to all staff in June 2014. Moving forward we will develop a survey that measures the values contained in this Operational Expectation. The process will be finalized for use with the 2014-15 school year.