

I. Local Governance policies and procedures	Wickersham, Foster, Moore	Persons Interviewed Superintendent, Principal, All School Board Members, Treasurer, Instructional Supervisor/District Assessment Coordinator, Director of Special Education
<p style="text-align: center;">Approach</p> <p style="text-align: center;">1</p>	<p>Who is the leader of the governance and management system?</p>	<p>The Superintendent is recognized as the leader of the governance and management system in the district. Although the Assistant Superintendent and the Principal have specific responsibilities in day to day management, it is reported that the Superintendent makes decisions in isolation and communicates poorly with staff.</p> <p>There is not a clearly designed approach for governance, policies and procedures that enables effective running of the key core processes of the district. The work is managed and reacts to external concerns.</p> <p>The current Superintendent has worked in the district for more than 20 years, 17 years as superintendent. The school board consists of five members, one of which is currently on open position. At the time of the audit the board chair had been on the board for 27 years serving as chair for a number of years. Another member has served 17 years, and the other two, 5 and 2 years respectively. Members have received the state-required hours of school board training, but don't necessarily feel that it is sufficient.</p> <p>Board members feel that they work well together and indicate they believe the school has the potential to be successful.</p> <p>Not all board members currently support the superintendent. At a recent board meeting one board member called for the resignation of the superintendent and another indicated in the interview process that change in leadership is warranted.</p>

		<p>A new building was opened in the 2012-13 school year and all interviewed believe it has had a positive impact on students and staff.</p> <p>Although test scores are improving, administrative leadership indicates that faculty, parents, and board are pushing back against implementation of mastery learning.</p> <p>It is not clear that a process to involve stakeholders was conducted in determining the direction of mastery learning. The board did not approve school-wide implementation of mastery learning. Administrative leaders believe that the community is stuck in traditional thinking which has led to complaining about raising the academic bar. There is no evidence that the superintendent believes he knows how to educate parents to embrace the need for change in the district.</p> <p>Key Senior leader believes that financial struggles will continue due to low enrollment, no industry, lack of housing, and the economy in general. It does not appear that low enrollment is due to lack of academic or extracurricular offerings</p> <p>The general belief among senior administrative leaders and board of education members is that continued instructional advancements increasing test scores will attract more enrollment to the district.</p>
	<p>What documents, policies, procedures indicate how the schools are governed?</p>	<p>Board Policies are posted on the KSBA website. However, board members expressed a concern that they are often fed information but do not understand what it is or means. One board member indicated that “overviews” are given by the Superintendent five minutes before a vote occurs. The school does not have an SBDM Council so there are not school policies in place.</p>

	<p>What is the organizational structure and job descriptions of the central office?</p>	<p>Central Office consists of a Superintendent, and an Assistant Superintendent who also serves as the DPP, DAC, Counselor and Instructional Supervisor. There is a DOSE who also serves as a teacher and the Preschool Coordinator. The Assistant Superintendent communicated that due to the size of district office staff and the reduction of staff he has many roles and picks up duties when they arise.</p>
	<p>What are the communication structures in the school district?</p>	<p>Board members expressed concern that members were not apprised of the dire nature of the financial problems of the district until May 2013. All bank statements that had been shown to the board showed positive balances with the exception of a recent report showing a minor deficit that would be rectified when expected grant funding was received.</p> <p>Communication through questioning of the superintendent by the board has not provided what board members believe are satisfactory answers for the lack of information about the KDE on site visit in February and subsequent financial recommendations.</p> <p>Board members indicated they were not aware nor did they have an understanding of MUNIS reports and felt training was and is needed in order to understand the reports. Although all indicated they have had required board training, this gap continues to exist.</p> <p>Three board members cited communication as a significant problem; which included communication from the superintendent to the board (both on a personal level and as a board), district to parents, and district to the community. An “all call” is used to notify parents of school events. There is information on the district web site but several areas remain under construction.</p> <p>Interviews indicated that some community members believe the financial issues are due to the new building. Community members do not usually attend board meetings except for specific personal topics.</p>

		An example of lack of governance process relates to school as a result of a recent student athlete injury it was learned that there is no school insurance. The board had discussed the increase in cost, but had not voted on whether or not to drop the policy. The policy had been allowed to lapse.
	What is the relationship between the central office and the Board of Education?	The relationship appears to be congenial yet strained. Board members expressed concern beyond the financial issues of there being a lack of a strategic plan, and inadequate answers to business questions. For example, the explanation given to the board of why they were not aware sooner of the financial crisis was that it was decided that it would be handled internally.
Deployment	How far into the organization is the understanding of how the district is governed?	<p>Processes appear to be informal and decisions often made as expedient and few concerns are raised by the school board. For example, the principal indicated he felt the superintendent had given him the authority to run the school, but when he approaches the superintendent about implementing plans and ideas they are often rejected. Both the principal and the Curriculum Supervisor were surprised at the board not agreeing to implement the mastery learning plan, because traditionally the board approves matters with a 5-0 vote.</p> <p>As is allowable by statute there is no SBDM council due to the K-12 configuration. The principal feels that he could implement more if he had a school based council for support.</p> <p>The principal and Curriculum Supervisor would like to have more time to spend in classrooms working with teachers.</p> <p>Since a Kentucky Department of Education audit two years ago, the Director of Special Education (DoSE) has been working to lower the number of students identified for special education services. The number of speech identifications has been reduced due to enrollment in Headstart, but are once again increasing.</p>

		<p>The DoSE is teaching core classes, covering teacher case overloads, teaching suspended/expelled homebound students, and has recently been named Preschool Coordinator. DoSE work is done in the evening after school hours. She is unsure when she will be able to do Coordinator work. One instructional assistant moves from classroom to classroom as needed. There is no time allocated for collaboration between the DoSE and classroom teachers. No charting of progress is done. A high percentage (24/26) of college bound students required remedial classes.</p> <p>DoSE expressed concern about the lack of training for teachers on the Kentucky Core Standards and follow up of professional learning experiences.</p> <p>The treasurer reports that the staff and community were caught off guard and do not completely understand the financial situation. Individual community members tend to be confrontational with staff in public spaces regarding the current status of the district.</p> <p>Upon accepting the position in October 2012 the finance officer/treasurer (Tracy Teegarden) received no training or much support. She taught herself how to do payroll. Work calendars are now required instead of just an honesty policy. No redbook training has been given to staff.</p> <p>Financial processes have not been clear. For example, purchase orders were not used; nor were prior approval for expenditures required. POs must now have multiple approvals before being processed. Teachers or central office staff simply submitted receipts for reimbursement in the past. Travel must now be preapproved by the finance officer/treasurer.</p> <p>The treasurer would like to form a budget committee which would include administrators and a couple of board members. She now presents reports at the board meetings. The board now asks more questions than in the past. All questions from board members are addressed.</p>
	How do you know?	There is a recurring theme of "it's not my job to . . ." instead a team approach which may or may not be effective.

Learning	How are changes in policy and administrative tasks communicated in the organization?	Very little evidence of this happening or not in a clear transparent, sustainable process. For example, the teachers didn't know about the implementing of POs. Another example would be that the Superintendent had received a letter from KDE in February of 2013 in regards to District Finances and this was not communicated to the board until May 2013.
	How do they know that the policies and procedures are working?	There is not a clear understanding of what's working and what's not working. The administrative style seems to be reactive. Things are assumed to be working okay until there is a problem. When the problem occurs they rectify the particular problem and move on without any plan to address the root cause of the problem to keep it from happening again.
	What are the processes in place to change the policies and procedures?	There is no evidence to support that there is a process in place; it's just done as needed by a small central office staff or the person in need of the change. The board does address policy changes, such as the policy on Restraint and Seclusion, that are communicated through KSBA.
Integration	What evidence is there that the policies and procedures work together for the goals of the school district/student achievement?	There is not clear evidence that the current governance structure is proactive to learn from its own processes to improve or that they are focused on achievement.

II. School Based Decision Making (SBDM)	Littleton	Persons Interviewed	
Approach	Who is the leader of the SBDM system in the district?	There is not an SBDM as allowable in statute for a K-12 school	
	What processes are in place to ensure SBDM operates appropriately?		
	What documents and policies are in place to ensure SBDM is deployed?		
Deployment	How is the SBDM process deployed and		

	how do you know it is working?	
	Are goals established for the school?	
	How are they measured?	
Learning	How do SBDMs use data and information to improve?	
Integration	What evidence is there that learning is shared throughout the organization?	

III. Curriculum and Instruction	Edgett, Hockensmith, Tipton, Duncan	Persons Interviewed: Garrick Ratliff, Christy Graves, Tammy Gray, Jamey Johnson, Chuck Brown, Elementary Teachers, High School Teachers, Janice Gilford
Approach	Who is the leader of the curriculum and instructional processes in the district?	Garrick Ratliff, Assistant Superintendent, district DPP, DAC and also the Instructional Supervisor, and Jamey Johnson, the building principal, are the leaders of the curriculum and instructional processes in the district. Elementary teachers, specifically, appear to have a lot of control in the development and implementation of the curriculum without guidance from administration. There does not appear to be a teacher leadership team at the various grade spans. Teachers at all grade levels report a lack of communication and buy in from staff, board of education and parents as to the deployment of Mastery Learning Grading strategy.
	What processes are in place to ensure that core curriculum is aligned with state processes and horizontally	The primary process that appears to be in place is the involvement with the Kentucky Educational Development Cooperative (KEDC). The district and school staff often attends meeting and trainings through the regional educational cooperative KEDC. CTE teachers attend KATCE in the summer for program up-dates. Teachers and students are required to keep Data Notebooks at all times to document lesson plans, formative assessments and student progress monitoring. Staff reports a significant inconsistency with monitoring, understanding and support for the use of Data Notebooks. Elementary teachers

		<p>report that administration rarely, if ever, looks at student Data Notebooks.</p> <p>Staff also reports insufficient training on academic programs: Data Notebooks, Mastery Learning Grading, CIITS and classroom "clicker" systems. District and building administration states that sufficient professional development has been conducted for these items. There was an inconsistent message between the teacher and district and building administration on levels and/or effectiveness of the professional development regarding new initiatives started in the district.</p>
	How do you measure effectiveness of these processes?	<p>Due to the workload of everyone involved and because they have many different roles, it is difficult to ensure processes are being followed effectively. There does not appear to be any follow-up to trainings and professional development that teachers receive, thus strategies and initiatives are not sustained beyond the initial professional learning. It appears that no one administrator is ensuring that teachers implement effective strategies and differentiated instruction for all students. Administration is dependent on formative school wide assessments to monitor student progress and instructional effectiveness. Staff reports a lack of awareness and sense of urgency from administration in regard to classroom instruction and activities. Very little is done in the area of classroom observations and feedback on lesson plans.</p>
	What processes are in place to ensure that rigorous, engaging instructional strategies are used in classrooms?	<p>Training and professional development occurs through KEDC, PD 360 and other avenues, but there is no follow-up by administration to ensure it is being implemented by staff. Last year the district implemented a pilot program of five teachers who implemented Mastery of Learning in their classrooms. It was presented to the board this school year to become policy but did not pass.</p> <p>Teachers and community members have shown resistance to the change.</p> <p>See above. Buy in and training for Mastery Learning is minimal.</p>
Deployment	What evidence that the processes identified are deployed with fidelity throughout the organization	<p>District and School administrators stated that recent state assessment scores provide evidence that indicates an increase of test scores for students whose teachers implemented Mastery of Learning in their classrooms last year when compared to previous years and to the teachers who did not implement Mastery of Learning.</p> <p>Lack of observations and walk through process makes deployment with fidelity very difficult.</p>

Learning	What processes are in place to use data and information to improve learning processes?	Multiple teachers stated that data is not collected. If interventions are conducted there is no data collected or analyzed. MAP testing is conducted, but teachers do not analyze or utilize the data to help inform instructional practices. MAP data is utilized for placement of students in RtI periods; all students participate in an RtI period. Students are reported to manipulate their responses on the MAP in order to be placed in certain teachers' RtI periods that have a reputation to not require rigorous work. No evidence provided.
	What evidence is there that these are working	Teachers and administrators provided no evidence that MAP testing is working. Elementary teachers reported that they are moving to "Think Link" for more useful data and data reporting methods.
	What data and information are used?	Administration reports that state assessment scores have shown an improvement from previous years for teachers that implemented Mastery of Learning last school year. Administration reports the use of standardized test data to inform decision making, but there is no evidence as to how this process takes place or evidence of the use of data by teachers to drive instruction.
Integration	How is the learning from each of the levels used to improve the overall system	Elementary teachers report that some vertical alignment occurs between the different grade levels. Towards the end of the school year, teachers meet with other grade level teachers to discuss students and their progress during that school year. Administration and teachers report teachers from various grades have opportunities to meet with their subject areas during early release and professional development days. Teachers report they are not sure what they are to do during these times. No evidence provided.
	Additional Information and concerns	Safe Schools: Access was controlled, visitor badges were issued and the building appears safe and is clean and inviting. Approximately 25 students were in the library with one non-certified temporary Librarian/tech teacher providing instruction. Teachers report that students are pulled from enrichment classes to help the one maintenance staff person with tasks and jobs. Concern was also expressed that the school is using volunteer custodial staff who are working at the school to fulfill their court ordered community service hours.

		<p>Several teachers seem genuinely caring and in need of leadership and guidance. They also expressed a tremendous concern about the lack of communication and transparency of the administration in the district.</p> <p>Payroll concerns about SAM position being paid for by general funds and SAM (also AD) is not a certified teacher. Special Education director is being pulled in too many directions and wears too many hats to be an effective leader for special education in the district.</p> <p>Overriding theme of lack of communication in all areas regarding career technical education, classrooms, professional development. There is little to no collaboration on what professional development needs to be.</p>
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IV. Financial Management	Barkley, Sullivan, Kennedy	Persons Interviewed: Superintendent; two Board members; the principal; the finance officer; the Superintendent's secretary; the Assistant Superintendent (DPP and DAC); and the Special Education/Preschool Coordinator.
Approach: The approach addresses the methods the organization uses to accomplish the work; the appropriateness of the methods to intended outcomes; effectiveness of the methods, the degree to which the activity is repeatable and based on reliable data and information	Who is the leader of the food services management system?	In June, 2013 a Financial Consultant from KDE was assigned to the district and there is evidence that since that time the Finance Officer is considered by others to be the leader of that system. Prior to that, the Superintendent was the leader of the financial management system.
	What internal controls are in place to ensure the fidelity, efficiency, and accuracy of the financial records of the district?	There is evidence of an adequate system of internal controls over purchasing, accounts payable, and payments which was implemented in June, 2013. Prior to June, 2013 there was no purchase order process in place to control spending. Requests for purchases were made directly to the Superintendent who authorized the payment of invoices. Although the Board of Education routinely reviews the Claims Report to authorize the release of payments, the atmosphere at the district did not encourage professional skepticism and questioning of transactions to increase the fidelity, efficiency and accuracy of the financial records. Since June 2013, the Finance Officer has instituted a Purchase Order process which requires pre-authorization of all purchases which are then matched to invoices to make payment. All staff has been provided training on the recently implemented Purchase Order process. However, there appears to be inadequate controls regarding the efficiency of spending within departments as evidenced by individual directors' lack of authority over the units' budgets. There appears to be adequate segregation of duties in the finance function given the small number of staff.

		<p>Prior to June 2013, there were inadequate controls over the use of the district's credit cards. Purchase requests were made directly to the Superintendent and he determined if adequate funds existed to make the purchase. Since June 2013, a new process has been implemented where all credit card purchases, including travel, must be pre-approved by the Finance Officer who issues a purchase order. The credit cards are kept in a secured location with the exception of the Superintendent's MasterCard which he keeps in his possession. Upon presenting an approved purchase order, an employee can sign out the district credit card from the Superintendent's secretary. The secretary is also responsible for the reconciliation process which matches the purchase orders and receipts to the credit card bill. Currently, there is no process to ensure the goods purchased for student use are located in the appropriate classroom since the goods are not shipped to the school.</p> <p>Prior to June, 2013 the Superintendent maintained control over all aspects of budgeting including budget amendments. The board was presented with the notion that prior year's budgeted amounts would simply be carried forward. The board would be asked to approve the methodology without reviewing an actual budget report. The board nor the finance officer have been involved in budget preparation. Since June, 2013, department heads have become involved in the monitoring and design of the budgets for accounts over which they are responsible. Since June, 2013, the Finance officer is now the leader over the budgeting process and budget amendments.</p> <p>Prior to the employment of the current finance officer, bank reconciliations were not properly performed with supporting documentation from MUNIS, closing monthly entries were not consistently made, and required reversing entries for special revenue project were not consistently made resulting in unreliable/inaccurate financial reports to management and the board. There is evidence that the current finance officer is properly reconciling the bank account and making necessary, timely entries to MUNIS.</p> <p>There has been no documentation of time worked by employees to support payroll expenditures. There has been no documentation of time and effort spent on federal programs. For example, according to the Title 1, Part A report, Title 1 pays for 75% of the bookkeeper's salary. Time/Effort logs are not kept to determine if this is accurate. According to the Finance Officer, all that the bookkeeper does related to federal funds is the monthly Federal Cash request. This will need further investigation. Beginning in July, 2013 the current finance officer implemented a pay schedule and began requiring work calendars or time sheets from every employee.</p>
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		<p>Evaluators expressed concern with the IDEA Maintenance of Effort report. The Special Ed coordinator was not involved in the creation of the report.</p> <p>The district appears to have adequate procedures to record additions and disposals of fixed assets, although fixed assets were neglected prior to the employment of the current finance officer. Inventory has not been regularly reconciled however a physical inventory is anticipated at the end of the calendar year. The capitalization threshold for financial reporting is \$1000 and the insurance inventory threshold is \$50.</p>
	<p>What is the relationship between the Central Office finance staff, the Board of Education, other Central Office staff, and the schools?</p>	<p>Persons interviewed, including board members, displayed a lack of trust regarding the Superintendent resulting, in part, from the perceived inappropriate response to the financial crisis recognized in February of 2013 and, in part, from a repeated pattern of autonomous decision making. Board members expressed concern that the Superintendent is not communicating honestly and openly with the public.</p> <p>Board member interviews indicated information from the Superintendent is not provided voluntarily and board members are not apprised of potentially controversial situations. There was indication the Superintendent is responsive when contacted.</p> <p>Board members indicated that issues are brought up and decisions are expected with little or no background documentation. Board members are concerned by a lack of follow-up from the Superintendent. Board members indicated concern that the Superintendent did not understand their priorities.</p> <p>Prior to June, 2013 the Board members were provided with a token financial report that did not provide a comparison to the budget. The Finance Officer was not included in board meetings. Since June 2013, the finance officer has been making monthly financial updates to the Board. The Board members and Superintendent are provided with monthly financial reports which illustrate the two previous year's actual results, the current year-to-date actual, the month-to-date actual,</p>

		<p>the total budget, and the remaining budget. They are also provided with the listing of all checks to be disbursed for their approval prior to release and a bank reconciliation. These reports are provided to the board on the Thursday preceding the scheduled Monday board meeting. The finance officer has also conducted a work session to help board members understand how to read the MUNIS financial reports. There is evidence that additional training is needed for board members and central office staff regarding MUNIS financial reports.</p> <p>The district does not utilize a Budget Committee which can cause disconnects between the district budget and the responsibility of each member of management. Central office staff newly responsible for budgets are unsure how to monitor these budgets and will need additional training to be effective.</p> <p>Board members were unsure which attorney represents the board.</p>
Deployment: How the approach is applied in addressing values relevant and important to the organization (performance goals; if the approach is applied consistently and is it executed by all the appropriate work units (offices, departments))	How are the finance internal controls deployed throughout the district?	<p>The district subscribes to the KSBA policy service. The district website for board policies links directly to the KSBA online policy manual and does not provide any local updates or amendments to the KSBA standard. Board policies are in place for many finance-related functions but they are not routinely followed.</p> <p>A training gap exists for board members, principals and other employees relating to finance. Communication from the district to the community regarding finance is lacking.</p> <p>The district is currently using KPC/KEDC for bulk purchases, including food orders. The district plans to do a fuel bid and line-item bid for custodial products for additional cost savings.</p>
	How do you know?	<p>All travel is approved by the board. All fundraisers are approved by the board. Monthly bank reconciliations are completed in a timely manner. Financial statements are provided to the board.</p> <p>Interviews support that key staff have been adequately trained on new policies implemented for travel, purchasing, and timekeeping. The district has also conducted Redbook training for the recently updated regulation governing school activity funds. The reviewers were concerned that the Athletic Director did not participate in the Redbook training.</p>
Learning: How the organization refines the approach through	What data and information are used to	Given the low student enrollment and economic climate in the county, the school district will continue to struggle financially and must maintain strict control over spending. There are limited

<p>cycles of evaluation and improvement (over time and several data points); encourages breakthrough change to approach through innovation; shares refinements and innovations with other work units and processes in the organization.</p>	<p>improve the financial standing of the district?</p>	<p>opportunities for revenue to be generated through increases in student attendance and adoption of the 4% increase in tax rates each year. The board is not utilizing the 4% increase for the future financial stability of the district. Future decline in student enrollment is beyond the control of the district and will have a detrimental effect on the financial outcomes. The district must consider additional cost saving opportunities.</p>
	<p>How do they know that the internal controls and other policies/procedures are working?</p>	<p>The effectiveness of internal controls and policies related to spending control are indicated in the positive fund balance at June 30, 2013.</p> <p>There is evidence that the FY12 independent auditors failed to report significant deficiencies in internal controls and potential material misstatements including failure to utilize a purchase order system, approximately \$1M in reconciled bank balances, failure to utilize any system to document time worked by employees, and numerous deficiencies related to the school activity funds. In addition, the audit did not include a finding related to the deficit fund balance at 6/30/12. The district has engaged a different auditor for FY13.</p>
	<p>How is the Board informed of the financial status of the district and the impact of the budget on student performance?</p>	<p>There does not appear to be a procedure in place to tie financial decisions directly to student performance. The board is informed of the financial status of the district through monthly financial reports provided to them by the Finance Officer and by information presented regarding the budget and financial statements annually. The evaluators express concern that the board members lack the necessary knowledge to read, interpret and make decisions based on the financial reports. Prior to June 2013, financial matters were not routinely discussed during the board meetings.</p>
<p>Integration: The approach is</p>	<p>What evidence is there</p>	<p>There is evidence that the appropriate staffing levels and controls over expenditures have played a</p>

<p>aligned with the organizational needs identified in the CDIP or CSIP or KBE goals and other departments; the measures, information and improvement systems are complementary across processes and work unites; the plans processes, results, analyses, learning and actions are harmonized across processes and work units to support organization-wide goals</p>	<p>that the policies and procedures work together for the goals of the school district/student achievement?</p>	<p>significant role in the ability to create a balanced budget for FY14.</p> <p>The Assistant Superintendent expressed confusion and frustration that the Master Learning program was not adopted by the board.</p> <p>Board members expressed concern that there is no strategic plan for the district.</p>
<p>V. Personnel practices, including hiring and staffing</p>	<p>Barkley, Sullivan, Kennedy, Littleton</p>	<p>Persons Interviewed: Superintendent; two Board members; the principal; finance officer; Assistant Superintendent, Special Education/Preschool Coordinator; Superintendent's Secretary</p>
<p>Approach</p>	<p>Who is the leader in hiring and staffing for the district?</p>	<p>There is no evidence of an effective leader in hiring and staffing for the district. Most hiring and determination of necessary positions have been managed by the superintendent in the past. The principal indicated that he did not have input into the recent terminations and often his hiring recommendations are vetoed by the Superintendent. Currently, two members of the central office staff are assigned to process all personnel actions. They have adequately segregated the payroll and personnel functions given the small staff.</p>
	<p>What processes are in place to hire and train certified and classified staff?</p>	<p>There are no formal written procedures in place for hiring and training certified or classified staff. The Finance Officer verifies that funding is available for the position. Currently, the superintendent posts job vacancies. The job applications are collected and organized by the Superintendent's secretary then given to the superintendent. The superintendent forwards the applications to others for the interview process, if necessary. For certified staff, the principal assembles a committee (generally includes at least one teacher) to make a recommendation to the superintendent. The recommendation may or may not be the chosen applicant. A checklist has been developed to ensure all payroll aspects of a new hire is complete. The payroll staff determines salaries by certification and years of experience. An information packet is provided to all new hires.</p>

<p> </p>		<p>Job descriptions and levels of authority are not clearly communicated to staff. For example, one teacher expressed frustration that she still does not understand how (or why) she was moved from one position (which she had done many years) to an elementary classroom.</p> <p>There is no evidence of a formal process to initiate the termination of an employee. The superintendent verbally notifies the payroll staff and a checklist is used to complete the termination. Office staff expressed frustration at connecting with terminated former employees to communicate insurance options.</p> <p>There is no document listing the extended days for positions, nor a master list of positions currently approved by the board. The board approves a salary schedule for extra service pay but does not approve the specific awards of extra service pay or extra days.</p> <p>The district has only one school. There is flexibility in assigning teachers because some have K-8 certification.</p> <p>Supplemental staffing (through Federal Programs) is determined by the superintendent and instructional supervisor. The principal indicated he is not involved in the expenditure of Federal funds.</p> <p>The district failed to notify employees of non-renewal last spring, but a reduction in force was implemented in July.</p>
<p>Deployment</p> <p>How the approach is applied in addressing values relevant and important to the organization (performance goals; if the approach is applied consistently and is it executed by all the appropriate work units (offices, departments)</p>	<p>What evidence is there that the evidence mentioned in the approach are deployed in all staffing and hiring situations of the district?</p>	<p>The central office staff currently maintaining the personnel processes have developed and are using checklists to ensure all necessary information is gathered and documented for newly hired employees. The board is given a listing of new hires, transfers and resignations monthly.</p>
<p>Learning</p> <p>How the organization refines the approach through cycles of evaluation and improvement</p>	<p>What measures of effectiveness are gathered to improve the hiring and staffing</p>	<p>There is no evidence that district or school needs assessments are involved in any staffing or hiring decisions. There is also no evidence that student achievement is a consideration in the hiring and staffing process.</p>

(over time and several data points); encourages breakthrough change to approach through innovation; shares refinements and innovations with other work units and processes in the organization	system especially in gap areas?	
Integration The approach is aligned with the organizational needs identified in the CDIP or CSIP or KBE goals and other departments; the measures, information and improvement systems are complementary across processes and work unites; the plans processes, results, analyses, learning and actions are harmonized across processes and work units to support organization-wide goals	What evidence is there that employees understand the hiring practices and that it is systematic?	The hiring practices in the past have been random and not following any written guidelines making it impossible for employees to understand the hiring and staffing process. Neither the principal nor program directors were included in the hiring or reduction process for their own staff members on many occasions.
	What evidence is there that the staffing works with the goals of the school district /student achievement?	There is no clear evidence that the goals of the school district/student achievement have any impact on the hiring and staffing processes of the district, including job classification and placements within the master schedule.

VI. School food services management	Justice, McIntosh	Persons Interviewed: food services manager; clerk, principals, superintendent
Approach	Who is the leader of the food services management system?	Food services director, treasurer
	What processes are in place to ensure that food services are efficiently and effectively maximized	<p>There is limited evidence of process for effectiveness and efficiency. For example: Food Service is over-staffed by 18 hours. The finance director, Ms. Teegarden, and the Food Service Director, Ms. McConnell, stated that they were instructed to pay 4 hours/day of the custodian's salary from the food service account in lieu of food service paying indirect costs.</p> <p>On 6/11/13, the superintendent signed an addendum to the NSLP agreement, stating that indirect costs would be collected from food service. This addendum is in effect for the SY 2013-14 and cannot be amended.</p>
Deployment	What evidence is there that the processes that are designed are deployed with fidelity throughout the district?	<p>There is evidence that meals are served daily in the school. Since it is only one school, deployment is not an issue. However, there are processes that are inconsistent within the school. For example,</p> <p>The charge letter sent to the household says the charge limit is \$25. The charge policy says \$27. Either of these amounts is liberal in comparison to other school districts.</p> <p>The charge policy states no adults may charge, however adults are allowed to charge.</p>
Learning	What measures of effectiveness are gathered to make improvements in food service management on a regular basis?	There were no findings in meal counting and claiming; the payroll run or MUNIS coding and all charges to 51 code were food related. This would indicate that compliance processes are in place, but not necessarily used as effectiveness measures.
Integration	What impact has improvement made on other processes in the district?	Food services does not appear to be a part of the financial issues in the district