

**Hutchinson Public Schools  
Operational Expectations Monitoring Report  
OE 3 – Treatment of Stakeholders  
April 11, 2016**

**SUPERINTENDENT CERTIFICATION:**

With respect to OE-3 – Treatment of Stakeholders, the Superintendent certifies that proceeding information is accurate and complete, and that the District is:

**In Compliance**

**In Compliance, with noted exception(s):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Not in Compliance**

Signed: \_\_\_\_\_ Date: 4-11-16  
Superintendent of Schools

**BOARD ACTION**

With respect to OE-3 – Treatment of Stakeholders, the Board finds that the District and the Superintendent:

**Are fully compliant**

**Are compliant with noted exception(s)**

OE 3.3A, 3.3B, 3.3C, 3.3D and 3.3E specific to staff relations  
\_\_\_\_\_  
\_\_\_\_\_

**Are non-compliant**

Comments and findings:

Date for re-monitoring: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

Hutchinson Public Schools  
Board Monitoring Report  
4-11-16

Re: Monitoring Report on OE-3: Treatment of Stakeholders  
From: Dr. Shelly Kiblinger, Superintendent; Ray Hemman, Public Information Director

Board Focus: Action Required

Monitoring of operational expectations policies is part of the ongoing process of superintendent evaluation. This operational expectation policy addresses several aspects of the superintendent’s responsibility regarding treatment of stakeholders.

OE 3:Treatment of Stakeholders	Superintendent		Board		
<i>The Superintendent shall maintain an organizational culture that treats all people, including parents, citizens and staff, with respect, dignity and courtesy.</i>	Compliant	Not Compliant	Compliant	Not Compliant	Compliant with Exceptions
	X		X		

**Superintendent Interpretation:** “Stakeholders” means owners of the district (taxpayers), as well as patrons, students and staff. “Organizational culture” means, “the way we do business.” It means that beyond policies and procedures, the superintendent must model and expect that everyone within and outside the organization is treated well. “All people” means ALL PEOPLE, regardless of their race, gender, religion, social/economic standing, community status, etc. In instances when individuals within the organization fail in this effort, it is noticed and efforts are made to correct it. Treatment with “respect, dignity and courtesy,” means that even in disagreement or conflict, or in dealing with difficult people, persons in the organization will behave professionally and treat others as they would want to be treated themselves.

I certify this report is accurate:

\_\_\_\_\_, Superintendent      Date: \_\_\_\_\_

Summary Statement/Compliance Notes from the Board of the Education:

Board President: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent: \_\_\_\_\_

OE 3: Treatment of Stakeholders	Superintendent		Board		
1. Manage information in such ways that confidential information is protected.	Compliant	Not Compliant	Compliant	Not Compliant	Compliant with Exceptions
	X		X		

**Superintendent Interpretation:** *Information about individual students, staff or families will be managed in a way in which persons who have no need or right to have access to the information do not. This also means that staff members will not only maintain physical information/data securely, but that they will also refrain from gossiping or sharing information informally. In addition, this implies that protection of information that is required by law under FERPA and IDEA, HIPPA, etc. will be accomplished*

**Indicators of Compliance:**

- We will know we are compliant when the district is not found in violation of state or federal privacy laws for student or staff information.

**Evidence of Compliance:**

- Since April 1, 2015, the district has not been found in violation of any state or federal privacy laws.

**Process:**

Whenever data is required to be maintained by the district, state and federal law determine whether the data is public or private. Based on requirements of the law, private (i.e., secure) data is maintained in secure databases.

**Capacity Building:**

Continue to monitor changes in state and federal laws and make changes as needed. Should the district change student management software vendors, staff will work to ensure proper data safeguards are taken in the transition and implementation.

Clarify administrative policies, forms and handbooks for 2016-17 regarding compliance with any new state or federal regulations.

**Summary of changes from prior report:**

None

**Board Compliance Notes:**

OE 3: Treatment of Stakeholders	Superintendent		Board		
2. Maintain processes for the effective handling of complaints.	Compliant	Not Compliant	Compliant	Not Compliant	Compliant with Exceptions
	X		X		

**Superintendent Interpretation:** “Process” means that there are standard procedures for handling complaints which insure that persons who have a complaint know that their complaint has been registered, and that it will be addressed. “Handling” means that the complaint is taken seriously, and is investigated and addressed in a timely manner by an individual with formal training in complaint investigation and Title compliance. It does NOT necessarily mean that the remedy advocated by the complainant will be implemented.

**Indicators of Compliance:**

- We will know we are compliant when we have a scalable process to handle complaints.
- We will know we are compliant when 95 percent of parents surveyed are comfortable addressing concerns.

**Evidence of Compliance:**

- The district has a scalable complaint process described in Administrative Regulation KN and KN-R.

Surveys

- On this fall’s parent survey, 91 percent (N=466) of parents agreed or strongly agreed they felt comfortable in addressing concerns with district personnel.
- On this fall’s parent survey, 84 percent of parents (N=468) expressed that they believe the district addresses concerns in a timely manner. Only 6.4 percent felt the district did not address concerns. The final 9.4 percent did not answer the question.
- For the 2014-15 school year, 15 complaints went through the process of which 15 were satisfied with the process/result or 100 percent.

**Process:**

Outline of complain process is above.

**Capacity Building:**

Continue to work as needed “outside the box” to assist stakeholders with their concerns and complaints.

**Summary of changes from prior report:**

Updated data.

**Board Compliance Notes:**

OE 3: Treatment of Stakeholders	Superintendent		Board		
3. Maintain an organizational culture that: a. values individual differences of opinion.	Compliant	Not Compliant	Compliant	Not Compliant	Compliant with Exceptions
	X				X

**Superintendent Interpretation:** *This means that processes for making decisions value and weigh different perspectives. An organizational culture that values differences of opinion also values diversity (racial, ethnic, socio-economic, etc. among the staff)*

**Indicators of Compliance:**

- We will know we are compliant when more than 90 percent of our families on the fall survey feel diversity is valued in the district.
- We will know we are compliant when the district works with local groups to encourage participation in local diversity events.

**Evidence of Compliance:**

- On the fall parent survey, 96.8 percent of all parents (N=469) believe diversity for race, gender, disability, etc., is valued.
- Regular meetings with the NAACP help the superintendent and executive team know more about the communities we serve, and the differing perspectives that exist in the community regarding the school district.
- Worked with NAACP to better promote Black History Month competition among the district’s elementary schools. Students in elementary schools saw an NAACP presentation about the contest in January. Again in 2015-16, parents had access to the information 24/7 via the district’s parent flier page on the district website.
- The Board approved Hutchinson High School’s formal recognition of the Gay-Straight Alliance as an organization.

**Process:**

- Listening: Doing formal surveys with students about equity. Listening to the atmospherics in a school.
- Proactive Involvement: Encouraging students to participate in Black History Month, Cinco de Mayo events and other diversity events.
- Intervening: As needed.

**Capacity Building:**

Staff equity training has continued.

**Summary of changes from prior report:**

School presentations by NAACP on the Black History Month competition.  
Board approved formal recognition of Gay-Straight Alliance as an organization.

**Board Compliance Notes:**      specific to staff relations

OE 3: Treatment of Stakeholders	Superintendent		Board		
3. Maintain an organizational culture that:  b. Reasonably includes people in decisions that affect them.	Compliant	Not Compliant	Compliant	Not Compliant	Compliant with Exceptions
	X				X

**Superintendent Interpretation:** *As much as possible, important decisions will be made through a collaborative, inclusive process which seeks input from those affected by decisions. “Reasonably” on the other hand implies that every person affected by any decision cannot and likely will not be consulted or given a vote on every decision that affects them. Including people in decisions also means communicating with people about decisions that are being considered or that have been made which will affect them. Persons should not find out “through the grapevine” about important issues in the district.*

**Indicators of Compliance:**

We will know we are compliant when individuals impacted by decisions have opportunities to express their opinions.

**Evidence of Compliance:**

- 89.2 percent (N=240) of staff believe two-way communication exists in their building.
- Calendar committee includes a cross section of teachers and administrators.
- The district’s budget process continues to evolve for the 2016-17 year to provide more public input.
- Many classrooms engage students at the beginning of the year to establish classroom norms and rules.
- Building level site councils, which include parents, provide input regarding the building school improvement process.
- All curriculum changes are generated by teams of teachers who represent the teachers who will ultimately implement new or modified curriculum. Curriculum Council also includes parent and community representation.
- The Board continues its linkages with students, staff and community.
- Superintendent continued her listening tour for a fifth consecutive year in the winter of 2016.
- In general, the district is organized into many “teams” whose function is to provide guidance and input in decisions. Examples include the Executive Leadership Team; Administrative Cabinet; Administrative Leadership Team; Curriculum Council; Division of Student Learning, Site Councils; Grade Level and Content area teams; Professional Development Council, Classified Employee Council; committees such as the Benefits Committee and Calendar Committee; and professional learning committees.
- A committee composed of parents, Board members and district staff worked with a consultant to develop new elementary boundaries for the 2016-17 school year in the fall of 2015. These boundaries were approved by the Board in early winter.

**Process:**

- Many processes but each one begins with one question: Who? Whether we are talking about changing elementary school boundaries or changing vocational courses, the first question to be asked is “Who has a stake in this” and then designing the individual process around the “who.”

**Capacity Building:**

Continuing to remember the “who” as projects are organized.

**Summary of changes from prior report:**

Boundary study committee developed proposed boundaries for the district’s elementary schools.

**Board Compliance Notes:**      specific to staff relations

OE 3: Treatment of Stakeholders	Superintendent		Board		
3. Maintain an organizational culture that:  c. provides open and honest communication in all written and interpersonal interaction.	Compliant	Not Compliant	Compliant	Not Compliant	Compliant with Exceptions
	X				X

**Superintendent Interpretation:** *Open and honest communication simply means that staff, students, the media, parents and patrons deserve direct, truthful information regarding the operation of the school district. The superintendent and staff will communicate openly and truthfully any such information; on the other hand, they will not be forthcoming with information that they are not legally empowered to impart. Interpersonal interactions includes direct interactions/communication as well as phone and electronic.*

**Indicators of Compliance:**

- We will know we are compliant when surveys of parents and staff show effective two-way communication.
- The district maintains greater than 7 regular mechanisms for communicating.

**Evidence of Compliance:**

- Survey: 86.99 percent (N=469) parents expressed that staff does a good job communicating with parents/families.
- 89.2 percent (N=240) of staff believe two-way communication exists in their building.
- 88 percent (N=240) of staff understand the District’s two strategic actions.
- To a staff survey question, “Cooperation and teamwork are a positive asset within my department/building” 88.8 percent (N=240) responded “strongly agree or agree.”
- Methods for Communicating:
  1. Print and electronic communications include a weekly update to media and others (“Tip Sheet.”)
  2. Regular (virtually daily) contacts with news media by Ray Hemman, the district spokesperson and media liaison. A weekly tip sheet is issued to the media, as well as media releases regarding important events or accomplishments. Informal media updates are done regarding weather events, or other crisis events. District has a “Twitter” account as well, where announcements and updates are posted. The district has a Facebook fan page as do several programs, including HCTEA, Debate/Forensics, Head Start, HHS Band, several elementary schools and HHS athletics.
  3. Use of Facebook pages to carry news releases and other district activities.
  4. Building and district newsletters including “Apple-cations.” Newsletters are posted on the district website.
  5. Set a regularly scheduled month radio appearance for the superintendent on KWBW radio in 2015-16 on the third Tuesday of the month at 7:15 and 7:45 a.m.
  6. Improved Board agenda communications by adopting [www.boarddocs.com](http://www.boarddocs.com), providing a better platform for viewing agendas and supporting information both before and during Board meetings. Current and past agendas are searchable.
  7. Board agendas, minutes and all reports that the board receives are shared as public records.

8. When requested information is not, or cannot be shared with the media or the public, we attempt to give a reason (Open records exception; legal reasons; protection of confidentiality are the most common.)
9. Skylert, a web-based messaging system, has enabled the district and building principals to communicate directly and effectively with parents and staff in times when urgent communication is required. (Recent events at Hutchinson High School, for example.)
10. Skylert increasingly is used by building principals to send reminders to increase attendance at parent events.
11. Superintendent newsletter for staff. Information from that newsletter is included on the district website.
12. Use Skylert as a listserv provider for the district and individual schools. Schools now are reaching parents on a regular basis via email, complementing other outreach tools.
13. Produced a 10-day calendar each week that was sent to all media, to parents, community members who request it and to staff.
14. District continued development of an intranet and Google docs to improve staff communication and collaboration.
15. Have gone to electronic distribution of fliers from community groups to ensure parents have access to the fliers while giving local groups the option of having a small number of paper fliers in the schools.

**Process:**

- When new projects are initiated in the district, formal or informal communications plans are developed. A formal communication plan was developed, for example, for rolling out information on the boundary changes for 2016-17.

**Capacity Building:**

Monitor new and emerging communications channels. There will be new “Twitters” and “Facebooks” the district can use for low cost or no-cost communications. District is implementing an intranet to get staff-only information in an easier-to-use format.

**Summary of changes from prior report:**

**Board Compliance Notes:**      specific to staff relations

OE 3: Treatment of Stakeholders	Superintendent		Board		
3. Maintain an organizational culture that:  d. focuses on common achievement of the Board's Results polices	Compliant	Not Compliant	Compliant	Not Compliant	Compliant with Exceptions
	X			X	

**Superintendent Interpretation:** *The superintendent and staff will take every appropriate opportunity to educate staff and community about the district's instructional goals, the key indicators/measures of those goals, and the progress being made in achieving the targets.*

**Indicators of Compliance:**

- We will know we are compliant when surveys show staff understand the district mission and initiatives.
- We will know we are compliant when administrators and the Board meet with various groups on district initiatives.

**Evidence of Compliance:**

- Board has continued meeting with Hutchinson High School students in a formal engagement.
- Human Resources has a focus group of teachers from across the district, including all levels.
- Community Budget Committee considered the district's strategic plan in its work on 2016-17 budget proposals.
- 88 percent (N=240) of staff understand the District's two strategic actions.

**Process:**

Developing engagement type meetings and tools as needed, using techniques from the Kansas Association of School Boards, the Kansas School Public Relations Association and National School Public Relations Association.

**Capacity Building:**

Develop new engagement opportunities as needed or requested by the Board.

**Summary of changes from prior report:**

Updated data

**Board Compliance Notes:**      specific to staff relations

OE 3: Treatment of Stakeholders	Superintendent		Board		
3. Maintain an organizational culture that:  e. maintains an open, responsive and welcoming environment.	Compliant	Not Compliant	Compliant	Not Compliant	Compliant with Exceptions
		X			X

**Superintendent Interpretation:** *The superintendent models openness and responsiveness, and strives to continuously improve in this effort, and to help all staff likewise to be open, responsive and welcoming. “Open responsive and welcoming” means that when stakeholders come into a building, call, e-mail or visit with a staff member, they are made to feel important and valued. Responsive also means timely—if staff are not immediately available, they follow up; they attempt to respond to voice mail and e-mail in a timely manner.*

**Indicators of Compliance:**

- We will know we are compliant when surveys show parents and staff have access to decision makers.

**Evidence of Compliance:**

- To a staff survey question, “Cooperation and teamwork are a positive asset within my department/building” 88.8 percent (N=240) responded “strongly agree or agree.”
- 89.2 percent (N=240) of staff believe two-way communication exists in their building.
- Superintendent attempts to model an open, responsive environment in the operation of the superintendent’s office, and an attempt to maintain an open door approach whereby district administrators feel free to “drop in” when input is needed. The superintendent’s executive assistant is responsive to requests to have appointments with the superintendent.
- Superintendent continues annual listening tours in all buildings.
- Superintendent meets regularly with NEA-Hutchinson president.
- Superintendent and other staff attempt to respond promptly to all phone calls and e-mails.
- If/when complaints surface regarding a person or process in the organization (district or building level) not projecting responsiveness and a welcoming attitude, it is dealt with accordingly.

**Process:**

The district fosters a culture of interpersonal communication among district staff and patrons.

**Capacity Building:**

Continue to investigate new methods for communication.

**Summary of changes from prior report:**

Updated data

**Board Compliance Notes:** specific to staff relations



## Appendix

Information below is a five-year summary of the types of complaints received by the district.

Complaint Area	2011-12		2012-13		2013-14		2014-15		2015-16	
	No.	% of Total	No.	% of Total						
Communications	3	27%	0	0%	3	18%	2	13%	2	20%
Truancy	1	9%	0	0%	0	0%	0	0%	0	0%
Student/Staff Conflict	2	18%	5	38%	1	6%	1	7%	0	0%
Student/Student Conflict	1	9%	2	0%	3	18%	2	13%	4	40%
Parent/Staff Conflict	1	9%	3	8%	1	6%	1	7%	1	10%
Special Education	1	9%	1	23%	1	6%	4	27%	0	0%
Medical Issues	1	9%	0	0%	3	18%	0	0%	0	0%
Family Values		0%	1	0%	0	0%	0	0%	0	0%
Bullying	1	9%	0	15%	5	29%	4	27%	1	10%
Other		0%	0	15%	0	0%	1	7%	2	20%
<b>Total</b>	<b>11</b>		<b>12</b>		<b>17</b>		<b>15</b>			

Note: Percentages may not equal 100 percent due to rounding.