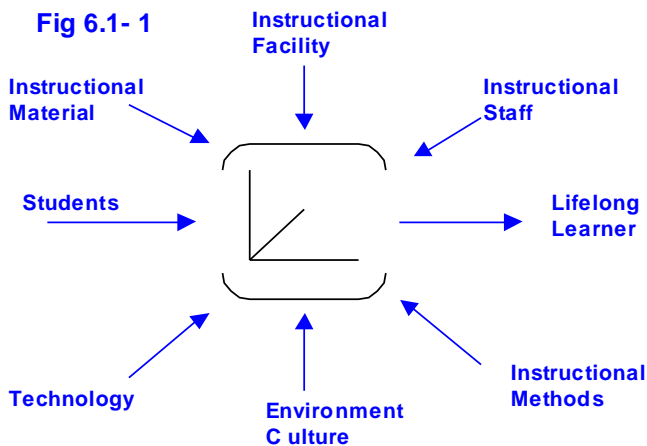## 6.0 Process Management

BCSC establishes its learning centered processes by assessing the needs of the students, the community and all stakeholders in the education process. In addition, BCSC considers the research of leading educational scholars and monitors trends in skill needs of our students. BCSC also assess strengths and areas of interest of instructional staff for planning professional development where needed to implement our continuous improvement process.

6.1 Learning Centered Processes

6.1.a Determining learning centered processes and student success. Learning centered processes are determined by studying the flow of education activities and the variables that impact the quality of the learning experience. Fig. 6.1-1 helps to describe what factors are considered in

optimizing the learning experience for all students and stakeholders. Through the implementation of the Teacher Success Rubric, administrators and teachers work together to improve teaching and learning based on professional discussions and multiple observations. The rubric creates the opportunity for a collaborative approach to identifying areas of growth that lead to a personalized professional growth plan.

6.1.a. (1) Identifying key learning center requirements. Student learner needs were identified using the following criteria:

- Federal and state requirements
- Meeting the needs of diverse populations of students
- Helping students achieve academic excellence
- Community expectations
- Research based materials and delivery processes

Fig 6.1- 1

From studying the learning system and variables affecting the quality of the learning experience, we determine the core processes to be those shown if Fig.6.1-2:

Fig. 6.1 - 2

Employing the best teachers and administrators to design and implement the educational system.

Selecting, implementing and delivering standards based instructional material.

Determining the optimum instructional delivery method with a focus on the individual student.

Understanding each student's learning style, approach to learning and constantly improving the learning process for each student.

Providing a variety of experiences that enhance learning.

Using multiple assessments for determining skill achievement.

The special education division manages key design processes (Figure 6.1-3) for educational programs primarily by (1) knowing what our customers and stakeholders require, (2) assessing current program offerings and their effectiveness, and where gaps exist, (3) designing and deploying new programs, and (4) continually assessing to ensure results meet expected standards. Essentially, this is the PDCI cycle (see Figure 6.2). Driven by the district's and the special services division's aims, this systematic approach keeps all education design activities in alignment with our goals, which are correlated with stakeholder needs and expectations.

Fig. 6.1-3

Process	Purpose
Vision, Mission, Core Values Development	Setting the direction
Strategic Planning	Setting the direction and beginning to detail action plans for delivery
Disaggregation of Student ISTEP Data	Awareness of sub-skill patterns in language arts and math that can aid in instructional development
Disaggregation of Student Behavior Data	Awareness of problem cases and use of details to create targeted services
PDCI	Process to check current performance and make improvements
Stakeholder Needs/ Expectations Surveying	Input to strategic planning process
Stakeholder Satisfaction Surveying	Input to strategic planning process and PDCI process
Benchmarking	Provides information for strategic planning (performance projections) and knowledge of program development and delivery
Review of Best Practices	Aides in design and delivery of programs

Initial/Speech Only Evaluation Referral Process	Provides teachers in BCSC steps to follow to ensure initial evaluations are completed within the timeframe outlined in Article 7.
Staff Development	Assists staff in proper program implementation
Aligned Goal Setting	Ensures efficient and effective performance. Assists the performance review process
Performance Review	Ensures that all staff continually improve their performance

6.1.a (2) Determining learning centered process requirements: The process requirements are determined by conducting Parent/ Teacher conferences, working with PTO organizations, involving community leaders in initiatives such as Literacy Task Force and Community Education Advisory Board. In addition teachers participate in grade level meetings and meet quarterly with principals.

6.1.a (3) Designing processes to meet student/ learner needs. The most important element in the process design is to understand the desired outcome. The list identified in Fig. 6.1-4 was determined to be the desired outcome. This is called the 12-K process of starting with the end in mind. We then identified communication and process feedback systems to build the process of continuous learning. We established supplier/ customer relationships between schools and between grades so that the desired results were cascaded and understood all the way through our system.

Fig. 6.1-4

> **Academic Achievement**
> > Maximizing the skill capabilities in the core competencies such as English/LA, Math, Science, and Social Studies.
> **Critical Thinking and Love of Learning**
> > Developing good habits of the mind to look at life's situations and learn from each experience. Problem solving and asking good questions are exampes of skills to be learned.
> **Excellent Learning Practices**
> > Learns efficient use of time and loves to read/solve problems and knows to apply the proper studying techniques to get the most out of time spent.
> **Responsible Citizen**
> > Cares about other people and the world. Wants to apply their learning to improve peoples lives and the world around them.
> **Effective Communicator**
> > Has excellent oral and written skills in both scientific approaches and language subjects.

Articulation teams developed the process of vertical articulation learning. The purpose was to promote information and feedback between grades as to the skills required to be successful for the next stage of education, and to understand what each teacher has learned about the skills, capabilities and learning styles of previous students. These groups were instrumental in coordinating processes such as curriculum mapping and instructional calendars so that all students are given the subject in the correct sequence for achieving the maximum skill development for each student. Figure 6.1-5 illustrates the process design. Grade level

design teams select the textbooks and instructional material plus share best practices in instructional delivery to promote excellence in all schools of BCSC through horizontal articulation. One of the characteristics of our students is a high degree of mobility from school to school within our district. The use of common instructional material and best practices in delivery help assure instructional excellence for all students. This is illustrated in Fig. 6.1-5

Fig. 6.1-5
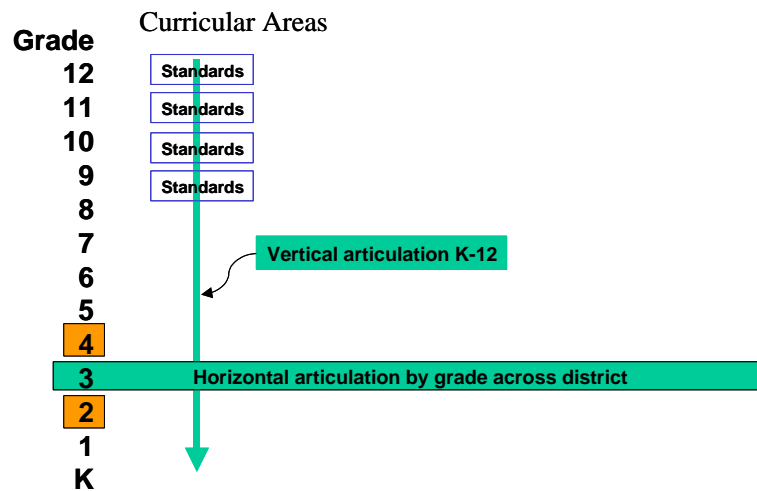
6.1.a (4) Key performance

measures for control of improvement process. At the current time there is a large focus nationwide on the results of testing such as the Indiana ISTEP+, SAT and ACTS tests. In addition, we track measures such as Core 40 testing, final exams, and PSAT results. These are important and we have strategies to continue to improve these results, but we are also monitoring other indicators of skill accomplishment such as research, observation, presentation, communication skills, problem solving, portfolios and project based learning. We are currently using rubrics to measure these skills. They are used to measure current skill level and assist in skill improvement planning with teacher, student and parents to improve the skills needed for achieving the desired result.

6.2 Key Support Processes and Operational Planning

6.2.a. (1&2) Determining and identifying key support processes and Requirements

The key support processes are determined by identifying those processes that are essential for the safe, efficient and effective delivery of services required to maintain a professional learning community. Reviewing the process with those knowledgeable of the process and determining what characteristics are required for a quality process and result determine the requirements. The key support processes and requirements are shown in Fig. 6.2 – 1

The priority for BCSC is to serve all students in a general education classroom in their home school with proper supports, if this is determined to be the least restrictive environment for the child. BCSC promotes the inclusion of students into the general education environment to the maximum extent appropriate. Every attempt is made to serve students in that environment unless data indicates that another placement option is necessary. The school corporation embraces the philosophy that the educational continuum is a support network and not a place. Students requiring a range of support from minimal to full day are provided such support based on the recommendations of that student's case conference committee. In addition to supporting students in general education, services and programs have been developed as a response to individual student learning and behavior needs, as well as technical assistance from an autism coordinator and behavior coordinator.

6.2.a (3) Process Design to meet key requirements

The key support processes are designed by first determining the customer requirements for excellence. This means gathering and recording what is important for customers of the process. The next step is to determine the flow of work to accomplish the desired results.

Fig. 6.2 – 1

Support Process	Key Performance Requirements
Secretarial Services	Effective and efficient child count services, accurate and customer-focused communication with all staff and stakeholders, manage the complaint receipt process, ordering and stocking of instructional supplies, maintenance of student/staff data bases, assist with analysis of surveys and other data, reporting to state as required, management of funds and budgets
Parent Advisory Council	BCSC's Parent Advisory Council members partner to support children with disabilities by contributing to the special education decision-making process through sharing an informed voice and maintaining a safe place for discussion.
Technology Support Services	Computer and other instructional support equipment function when needed, planned-preventive maintenance provided, training as needed, advice on adoption of software (instructional and operations-related)
Building/Grounds Services	Attractiveness of grounds, safety for students and staff, maintenance of a healthy environment (air quality, lack of mold), low incidence of use of toxic chemicals, cost, low overtime, no loss of instructional days due to plant failures, planned-preventive maintenance provided
Custodial Services	Cleanliness of building, safety for students and staff, maintenance of a healthy environment (air quality, lack of mold)

6.2.a (4) Key performance and in-process measures

Stakeholder input is obtained through satisfaction surveys, focus groups and interviewing processes.

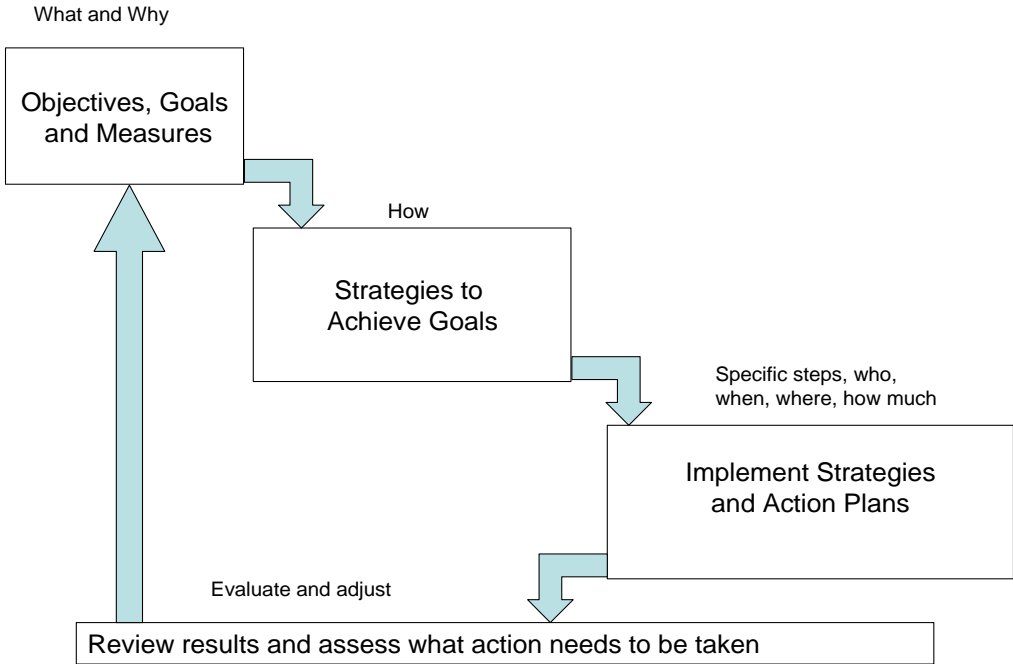## 6.2.a (5) Minimizing cost and preventing errors

Each support process is based on the principle of value added performance. The inspection and testing of supplied product is minimized by having well defined requirements so that suppliers know what is important to us. We also purchase material from companies who are known as quality suppliers. We do encourage auditing and sampling of products and processes to determine how well the process is working and putting corrective action in place when problems are identified. Errors are prevented by using only known quality suppliers and regularly scheduled maintenance and inspection when required.

6.2.a (6) Organizational learning and innovation

Organizational learning is carried out in several ways. 1. We track the results of current instruction and identify excellent practices within our own organization. 2. We benchmark excellent organizations and learn from them what approaches or strategies have made them successful. 3. We follow instructional research and published articles about what others have found to be successful. 4. We follow the PDCI approach to improvement. Basically we a)

determine what strategies we will use at the district and school level. b) Benchmark those who are getting the best results internally or externally c) put action plans in place to implement the identified strategies. 4) Measure the results of defining our strategy and deploying it across schools. 5) Look at trend and gap analysis information to determine effectiveness of strategy and if it needs to be changed. See Fig. 6.2-2 for an illustration of the process.

Fig. 6.2-2

What and Why

```
┌─────────────────────┐
│ Objectives, Goals   │
│ and Measures        │
└─────────────────────┘
                        How
            ┌─────────────────────┐
            │ Strategies to       │
            │ Achieve Goals       │
            └─────────────────────┘
                        Specific steps, who,
                        when, where, how much
                    ┌─────────────────────┐
                    │ Implement Strategies │
                    │ and Action Plans     │
                    └─────────────────────┘
    Evaluate and adjust
┌──────────────────────────────────────────────────┐
│ Review results and assess what action needs to be taken │
└──────────────────────────────────────────────────┘
```

6.2.b Operational Planning

6.2.b (1) Resource planning and financial risk management

The resource planning and financial risk management consists of the following Steps District Policy Numbers and Some of the key points of each.

Fiancial Planning Step	Policy Number	Key Points
Fiscal Planning	6210	Includes cost estimates of all ongoing financial requirements;
		Prepare a long range year-by-year plan for the maintenance and
		Maintain a plan of anticipated local, State, and Federal revenues
		Report to the Board any serious financial implications that emerge from the Corporation's ongoing fiscal planning.
Budget Preparation	6220	Budget preparation shall include General Fund, Transportation Fund, School Bus Replacement Fund, Capital Projects Fund, Special Education Preschool Fund, Debt Service Fund, and the Rainy Day Fund, which constitute the budget of the Corporation.
Budget Hearing	6230	The public budget hearing will be conducted in accordance with law
		The budget approved by this Board will be made available to the public in the form and at the places required by law.
		The final adoption of the proposed annual budget shall be made by the Board after completion of the public hearing
Budget Implementation	6231	The Superintendent shall be authorized to proceed with making financial commitments, purchases, and other expenditures within the limits provided in the budget, School Board policy and legal obligations.
		Listings of expenditures, appropriate financial reports, and budget comparison reports shall be submitted to the Board to keep members informed as to the status of the budget and overall financial condition of the Corporation.

6.2.b. (2) Emergency Planning

A rainy day fund is established each year to assure continuity of services if emergencies arise. The school board approves the plan and the plan is reviewed during the first 2 months of each calendar year.