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SALT LAKE CITY SCHOOL DISTRICT

ASSESSMENT REPORT ON

HUMAN RESOURCES FUNCTIONALITY

Submitted by

The Urban Schools Human Capital Academy

February, 2015

Classification done in violation of Board Policy C7 Rec. Man. 08/18/15

SCANNED

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SALT LAKE CITY SCHOOL DISTRICT - HUMAN RESOURCES ASSESSMENT
FEBRUARY - 2015

Focus:

- A. Introduction - Theory of Action - Methodology**
- B. Human Resources Functionality - Overview - Observations and Perceptions**
- C. Gap Analysis and Recommendations to Improve Functionality**
- D. Summary of Quick Hits**
- E. Some Recommendations for a Reconfigured Organization with Chart**

A. Introduction - Theory of Action - Methodology

The mission of every urban school district is to provide the best possible education to each and every child and overcome the challenges that poverty has so that all children do achieve. All individuals working for an urban district must contribute to this mission. Teacher and Principal quality are the two most important factors in each student receiving the best education and the Human Resources department plays a critical role in ensuring an effective teacher in every classroom and an effective leader at the helm. A clear, research-based human capital strategic plan with strong support from a highly functioning Human Resources division will result in a higher performing workforce.

A strategic Human Resources division where all staff members know their roles and support every aspect of the urban reform movement is essential in addressing these challenges in ways that will provide long-term solutions.

To contribute to teacher and principal effectiveness, Human Resources must be focused on the "right work" - strategic work. Compliance activities will never contribute to improved workforce quality - in fact, those activities will often be barriers to finding and keeping great talent. HR must be efficient and effective with transactional work in order to focus on the most important work - supporting Principals and schools on finding, keeping and developing the greatest talent. To this end, assessment and improvement of Human Resources functionality is clearly linked to workforce capacity and quality.

The "right work" of Human Resources is now defined in the curriculum of the Urban Schools Human Capital Academy and includes the following strategic functions:

Teacher Quality:

- Teacher Preparation and Recruitment
- Hiring and Selection
- Induction and Assignment
- Staffing and Deployment
- Performance Management
- Linking Professional Development to HR Functions
- Compensation and Benefits



- Career Management
- Support for the Principals as Human Capital Managers

Principal Quality:

- Building a Quality Pool
- Selection and Deployment
- Induction
- Compensation and Benefits
- Performance Management
- Career Management
- Support for Principals' Supervisors as Human Capital Managers

Due to time constraints, the consultant was not able to receive feedback on all the functions outlined above that constitute the work of a highly functional HR division, but information was received on a number of those functions.

Methodology

The Urban Schools Human Capital Academy consultants have a set protocol and methodology for Human Resources/Human Capital Assessments. Standard questions and protocols are used during the assessment to elicit the perceptions from a range of customers who interact with and receive services from Human Resources. Interviews included the following district leaders and focus groups:

- Superintendent
- Associate Superintendent
- Executive Director, Human Resources
- Director, Curriculum
- Chief Financial Officer
- Directors, School Leadership Support
- Director, Information Technology
- Direct reports to the Executive Director, Human Resources
- Representative group of Principals
- Salt Lake Teachers Association Leader



The interviews were conducted by Elizabeth Arons, Chief Executive Officer, from the Urban Schools Human Capital Academy.

B. Human Resources Functionality - Overview - Observations and Perceptions

Perceived Strengths:

- The HR Team is hard-working and covers a lot of areas of work for the number of people in the department.
- Both management and union stakeholders have described the management-labor relationship (HR with SLTA) as open, collaborative, and strong.
- Progress towards more efficiency quality has been made with the introduction of Appli-Track to house the applicant database and a new Peer Assistance and Review program to

- support and improve or exit low-performing teachers.
- A new teacher evaluation system has been developed and implemented and evaluation information is now captured online.
- Planning is underway for Principals to be certified as evaluators in the new teacher evaluation system.

General Improvement Areas

- Most interview participants were asked the question, *if you had to rate HR on a scale of 1-10 with 1 being ineffective and 10 being the best in the country, how would you rate them?* All interviews described the HR department as making incremental improvements, but much work is needed. The average score across interviews was a rating just over 4 out of 10 and external stakeholders' average was 3.7. The HR leadership team self-rated their average around 4-5.
- When asked "What would it take to get HR to a 10", some of the most frequent answers were:
 - HR and the district hire far too late in the hiring cycle to get the best applicants;
 - The culture of the district (including HR) puts off decision-making and is risk-averse, leaving schools waiting for action;
 - Not everyone in HR has the attitude of serving schools and some are not always pleasant to deal with; in addition, some do not welcome change.
 - HR is reactive, not proactive;
 - HR is "stuck in the 80's" - still highly transactional and not strategic enough
 - HR is not connected to the mission of student achievement and instructional initiatives.
 - HR is not connected to the human capital work that School Leadership Support does and does not provide them with data to help them better manage their schools.
 - There are bottlenecks where transactions stop, especially during high volume in the staffing season. Often only one person knows a particular process and if that person is out, the work stops.
 - The Principal/Assistant Principal/Intern staffing lacks transparency and is confusing to those desiring a promotion.

C. Gap Analysis and Recommendations to Improve Functionality

Recruitment and Building a Quality Pool (Teachers and Principals)

Encouraging Signs

- HR rolled out Appli-Track this year which made tracking of applicants possible for the first time. Principals have access to the system and can search for applicants 24/7.
- HR increased their hiring this year (180 new teachers) and was able to offer Provisional teachers earlier than in the past.
- Efforts to increase diversity and applicant pools exist through the Teaching Academy and a community college pipeline.
- Vacancies will now be advertised for specific openings, with locations included, as opposed to generic vacancies as has been done in the past. This is a best practice that all districts do, as the candidate pool is much more likely to respond when

vacancies are identified at specific locations.

Gaps in Functionality

- No one in HR is designated as a chief recruiter and thus recruitment in general is not as robust as it should be.
- HR has not developed strong alternative certification programs, especially in areas of critical shortage (special education, math, science, bilingual, etc.).
- HR has not developed strong partnerships with surrounding universities and colleges, and Principals often have to do their own recruiting with universities to try to find suitable candidates.
- Appli-Track has a number of applicants on it who have accepted positions elsewhere; HR does not purge frequently enough and Principals feel time is wasted chasing applicants who are no longer available.
- Paraeducators are in short supply and vacancies exist all year for paras that HR is unable to fill.
- Diversity in hiring still poses great challenges for the district – the teacher and leader workforce does not reflect the diversity in the student population.
- There is no development program for Assistant Principals and interns who desire to become Principals (Aspiring Principals).

Recommendation 1: Alternative Certification Programs

Work with local universities to significantly expand the use of alternative certification programs, focusing on critical shortage fields as well as to attracting a more diverse supply of teaching talent. Consider alternative certification programs dedicated exclusively to filling vacancies at the highest-needs schools (schools that are the lowest performing).

Recommendation 2: Offer 60-70% Open (Early) Contracts in Shortage Fields

HR needs to review its hiring for the last several years and project how many new hires in each subject field will be needed for the upcoming year. Early contracts should be issued prior to vacancies opening up in shortage fields where candidates are ensured a position but exact location is not yet determined.

Recommendation 3: Aspiring Principal Program

Develop a more robust aspiring principal program (training and development) to improve the pipeline into school leader positions. (see later recommendations under Hiring/Selection)

Recommendation 4: Connect with Curriculum and Instructional Initiatives

Meet frequently with Curriculum and Instructional staff to ensure knowledge of upcoming initiatives and student achievement goals so that hiring can be aligned to those needs.

Recommendation 5: Purge Appli-Track of Unavailable Candidates

Some districts are purging as frequently as every three months, notifying candidates that they need to "renew" their interest to stay active in the pool. HR should also ensure that when candidates are hired into teaching positions with the district, their applicant record is purged quickly.



Recommendation 6: Organizational Structure

Identify a key position in HR that can be repurposed to lead Recruitment and development of alternative certification programs. This position should prioritize their recruitment efforts on teachers first, then principals, paraeducators, substitute teachers and other key positions. (Note: if possible, Title I-II monies should be reviewed to see if a Recruitment position can be created from funding outside the general budget).

Hiring, Selection, and Induction (On-Boarding)

Encouraging Signs

- Provisional teachers requested by Principals to fill their vacancies can now be hired without waiting for other unassigned teachers to be placed.
- Plans are underway to use the functionality of Appli-Track and Sungard to put the paper-driven orientation online.

Gaps in Functionality

- No differentiation in teacher hiring or selection occurs for Principals of high-needs schools. Principals with high-needs schools do not have earlier access to applicant pools and no early commitments are made for their schools prior to hiring at lower-needs schools.
- HR requires justification from Principals when they do not select an internal transfer candidate for a vacancy.
- Orientations are still paper-driven and backlogs occur during the height of staffing season while new hires wait to be scheduled for an orientation.
- The process for transitioning from a departing Principal to the new replacement is often not a smooth one.
- On-boarding (getting through the requisition to payroll process) was also identified as a problem area with up to three weeks delay in getting a new hire through the paperwork.
- Significant confusion exists over the entire Intern/Assistant Principal/Principal candidate/interview/selection process - it was often described as "murky".
- HR does not provide any support (resume screening, outreach or recruitment, etc.) for central office positions. Supervisors are on their own to find talented candidates to fill their vacancies.

Recommendation 7: Differentiate Hiring for High-Needs Schools

The lowest performing schools often have difficulty finding and keeping talented teachers. They need access to the applicant pool early on and should have open-contracted applicants dedicated to coming to a high-needs school. The Superintendent's cabinet should determine which schools are designated the highest-needs and differentiated services should be provided by HR to ensure they open school with quality teachers on board and no vacancies. Leveling the playing field so that high-needs schools can compete for the best talent is one of the more important human capital strategies a district can initiate.

Recommendation 8: Discontinue Requiring Principals to Justify Selections

Allow principals the autonomy to own the candidate interaction during the recruitment and hiring processes. Best practice means allowing principals and hiring managers to

communicate directly with applicants to schedule interviews, give feedback, etc. Consult with SLTA to work out a solution to this issue other than HR policing teacher transfers. If an internal transfer candidate is not selected and wishes to know why, he/she should be directly referred to the Principal for feedback. HR should not be in the business of second-guessing or monitoring the selection a Principal/school team makes in filling a vacancy. This will also free up capacity within the HR department to shift focus from compliance to strategic support of hiring.

Recommendation 9: Complete the Shift from In-Person Orientations to Online

Except for fingerprinting/I-9 processing, orientations and on-boarding should all be done online. This shift avoids backlogs and bottlenecks during the height of staffing season and also presents a much better first-experience for new teachers than a lengthy, paper-driven orientation process.

Recommendation 10: Design and Clarify the Intern/AP/Principal Selection Process

Work with a cross-functional team (HR, SLSes, Principals) to design and clarify the entire selection process for administrative positions, from posting through selection, clearly defining criteria (e.g., how long is the internship designed to be?) as to how selections are ultimately made. A part of this process should include who communicates to candidates and when during the process, as some have not been notified in a timely manner. Once the process is clear, publish the steps on the website so that there is transparency throughout the system.

Recommendation 11: Support Recruitment and Selection of Central Office Administrators

HR needs to provide support when central office administrative vacancies occur. In most districts, this function is handled by the Executive Director, Human Resources, and should include helping to craft vacancy posting, screening of resumes, interviewing and selection support as needed.

Staffing and Deployment

Encouraging Signs

- Posting of vacancies will now include specific locations, rather than generic postings. Internal and external applicants can then apply directly to a vacancy and still be considered as part of the general pool as well.
- The district works collaboratively with SLTA to place teachers who are surplus (unassigned) when enrollments drop or programs change.
- There is a \$500 stipend when teachers notify HR early of a pending resignation.

Gaps in Functionality

- The voluntary transfer process needs some redesigning to encourage direct contact between candidates and Principals/schools. HR adds no value to the internal voluntary transfer process.
- Forced placements (unassigned) cause Principals to hide vacancies, slowing the whole staffing process and leaving the district vulnerable to offering outside applicants much too late in the cycle.

- When forced placements must be made, those with the greatest stake in the outcomes (all Principals and SLSes) are not included in the placement process (Administrative Reassignment Committee).
- Some confusion exists over how positions get allocated to a school - e.g., who gets what staffing.
- Some central office vacancies have been filled after August 1, leaving schools with no suitable replacement at the opening of school.

Recommendation 12: Adopt a “Mutual Consent” Goal Starting with the Highest-Needs Schools

Work with SLTA and Principals to begin a longer-term goal of mutual consent for Principals/site teams to be able to select everyone who comes into their building. Allow Principals to exercise control over who is selected to fill their educator vacancies - it is not reasonable to hold Principals accountable for improved student achievement yet not allow them to select which candidate - internal or external – who best meets the needs of their school and the specific vacancy.

Require the displaced teachers to interview continually for vacancies and consider using remaining displaced teachers as long-term or day-to-day substitutes until and unless they receive an offer from a Principal (note: some of the high-needs schools cannot find enough substitutes and the displaced teachers could be assigned to those schools as a permanent substitute). This is more expensive than force-placing them but it is a tremendous win for Principals who can select the right candidate for their vacancy in all cases.

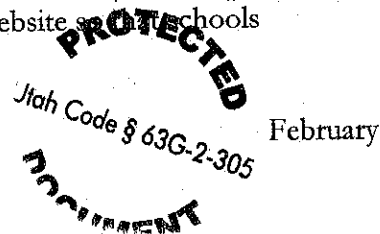
To the extent possible, hold the highest-needs schools harmless from forced placements so they can have access to the early contract/candidate pool and do their hiring throughout the spring and early summer, reaching the best applicants sooner.

Recommendation 13: Expand the Reassignment Process (Administrative Committee)

Principals/school teams have a great stake in who is assigned to their team. If full autonomy in selection is not possible due to budget constraints (e.g., all teachers must eventually be assigned to a vacancy rather than used as a substitute), all Principals should at least be present (elementary in the morning, secondary in the afternoon) during the reassignment process. In addition, SLSes need to be included in those meetings as well, so that they can work with their Principals to find the best solutions to placements. HR should work with SLTA to determine how this process, currently a significant pain point for Principals, can be improved where they have a voice in who is assigned to their school. This process should be improved before the next set of reassignments occur.

Recommendation 14: Clarify Formulas for How Positions are Allocated

Schools are not always clear on how positions are allocated - some positions have formulas, others do not. Work with a cross-functional team (HR and the CFO's office) to ensure that all allocations have a clear formula for how that position is determined (for example, an assistant principal or intern) and post those formulas on the website so all schools understand how budgets are determined.



Performance Management

Encouraging Signs

- There is new teacher performance, online evaluation system that has been implemented.
- A state provision exists that School Boards may opt to extend the time frame for tenure in cases when the Principal is not ready to recommend tenure.
- There are plans for a Principal Certification (training) to ensure inter-rater reliability in the teacher evaluation system.
- A relatively new PAR (Peer Assistance and Review) is dealing with low-performing teachers and is a collaborative approach with SLTA.
- The state is planning to incorporate student achievement results into teacher evaluation.
- In most states, only teachers and administrators have tenure - in Utah, the state has given support services staff due process rights as well.

Gaps in Functionality

- Only 1% of teachers were rated below standard - most felt that more teachers needed to be on improvement plans.
- Without student achievement data incorporated into overall teacher performance, HR cannot tell who the highly effective teachers are.
- The district has not taken the steps to allow probationary periods to be extended when Principals/Supervisors are not yet certain the probationer will be performing above standard.
- HR spends an inordinate amount of time on investigations for misconduct, taking them out of the office and away from other important work.
- Curriculum and Instruction input was not always sought on the selection of Consulting Teachers for the PAR program, and CTs are disconnected from the rest of new teacher induction programs.

Recommendation 15: Make Extension of Probation Possible

Work with the School Board to implement a policy that allows a Principal or Supervisor to extend the probationary period (for as long as the state code permits). Granting tenure should be done when a Principal/Supervisor is certain an employee meets and exceeds expectations, and if the option exists to extend probation when a supervisor is unsure, that option should definitely be available.

Recommendation 16: Support Principals with Low-Performing Teachers

Often career teachers whose performance has never been seriously addressed pose a significant challenge for a Principal. Consider offering support with retired Principals or Assistant Principals (hired on an hourly basis) who can meet periodically with Principals who are willing to evaluate a low-performer, helping them with documentation, timelines, etc.

Recommendation 17: Outsource Investigations

A number of districts have hired retired policemen to conduct investigations for them and submit timely reports to HR. Police are well-trained in the investigation process, often are happy to work part time on a case-by-case basis, and are less expensive than a full-time

employee because they do not need benefits (they already receive a pension and benefits from their police career).

Compensation and Benefits [Note: this area was not a primary focus during the interviews]

Encouraging Signs

- School Leaders have an excellent incentive to save leave as it contributes to their salary on a percentage basis.
- SLC is competitive with surrounding districts with its teacher salary and benefits.

Gaps in Functionality

- The district has not considered differing compensation systems that would reward and retain the highest-performing teachers. Districts like Denver, Pittsburgh and DC Public Schools have found that differentiated compensation, either for outstanding student achievement results or for career ladder positions, have increased retention of effective and highly effective teachers, once the state has determined how to build in student achievement to teacher performance.
- SLC is unable to fill paraeducator vacancies because their salary is low and they do not generally receive benefits. In addition, many mentioned the low quality of employees in this category because the district is not competitive with other similar jobs with companies that offer health care benefits.

Recommendation 18: Revisit the Paraeducator Salary/Benefit Package

Although this is not the highest priority for the district, many expressed frustration at the lack of a pool to fill these positions. Possibly this issue could be addressed over a longer period of time.

Career Management

Due to time constraints, the field of Career Management (Career Ladders for teachers, etc.) was not covered during the site visit.

Support for Principals as Human Capital Managers

Encouraging Signs

- The field knows that HR is working hard and is limited in the support they can provide.

Gaps in Functionality

- Currently, educator staffing functions reside with the Executive Director, making it next to impossible for robust recruitment, hiring and overall staffing. The HR staff is thin and without going more deeply into each position to determine if any work can be discontinued or reassigned, it is also difficult to know whether any of those positions can be repurposed.

Recommendation 19: Consider Adding one Elementary and one Secondary Human Resources Partner Position

The concept of an HR partner works assigned to specific group of schools (for example, Elementary or Secondary) to provide high quality human resources and talent management

services to principals and school-based staff. The HR partner is the customer service point of contact for principals for talent management including support to Principals for recruiting, screening, selection, on-boarding, transfers, forced placements, separations, performance management, data collection and reporting, and other HR functions and effectiveness measures for all school-based staff.

Realizing how limited districts budgets are, possibly looking for grant monies (Title II, especially) or outside funders might be able to help. In addition, if some of the processes can be streamlined and greatly downsized, it is possible several clerical positions may be able to be converted to a higher-level position that can support Principals in finding and keeping great teachers.

If positions can be allocated to this role, an HR Partner's other key responsibilities include:

- Establishes and maintains a strong, positive working relationship with school principals and central staff to support the sourcing, assignment, induction, retention, development, and performance of high-quality candidates for all school-based positions
- Supports principals in the planning for and assignment of educational staff, including projected vacancies, excess and transfer actions, long-term substitute teacher assignments, and other HR implications of the principal's budgetary and staffing decision-making
- Assists the principal in analyzing relevant HR data regarding teacher quality, turnover, absenteeism, and other significant levers in improving workforce excellence
- Keeps current with school student achievement data to ensure human capital needs are met to continually improve student outcomes
- Does site visits to assigned schools to get to know staff and community needs
- Participates in the recruitment of instructional staff through job fairs and other recruitment events and works with universities to establish partnerships and pipelines for the district.
- Finalizes candidate eligibility once selected before final processing
- Prepares reports for principals and academic superintendents to keep them apprised of human capital needs and staffing issues
- Supports principals throughout performance management processes and collaborates with labor relations staff to ensure effective improvement or exiting of low-performing employees
- Interfaces with technology staff on information systems issues related to human resources
- Utilizes all HR information technology and adapts to new technologies quickly
- Utilizes data to make informed decisions and support principals in human capital management

Recommendation 20: Establish a Human Resources Principal Advisory Board

Establish a Principals' Advisory Board (can be done monthly by telephone) who can advise the Executive Director as to challenge areas and opportunities for improvement. It is critical for HR to build a culture of service to Principals to meet their human capital needs.

D. Summary of Quick Hits - Can Implement Immediately with Minimal or No Cost

Recommendation 2: Offer 60-70% Open (Early) Contracts in Shortage Fields

HR needs to review its hiring for the last several years and project how many new hires in each subject field will be needed for the upcoming year. Early contracts should be issued prior to vacancies opening up in shortage fields where candidates are ensured a position but exact location is not yet determined.

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Meet frequently with Curriculum and Instructional staff to ensure knowledge of upcoming initiatives and student achievement goals so that hiring can be aligned to those needs.

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Conclusion

HR leaders are working extremely hard to meet the needs of an ever-changing student population and are limited in what they are able to do. That said, there are a number of painful processes and lack of functions that negatively impact Principals and are in need of changing so that even without an increase in staff, HR would definitely improve the quality of their service to schools. If overall improvement cannot be made, at least HR should start with differentiated services to the highest-needs (low-performing) schools that will level the playing field for Principals with greater challenges.

USHCA is happy to provide any additional assistance as needed. It has been a pleasure to meet the staff and stakeholders in Salt Lake City and we look forward to crossing paths again.





Michael Clara <donmiguelslc@gmail.com>

Employee Contracts and HR Report

1 message

Tue, Jul 7, 2015 at 4:51 PM

Kristina Kindl <Kristina.Kindl@slcschools.org>

To: Michael Clara <donmiguelslc@gmail.com>, Michael Clara <Michael.Clara@slcschools.org>, Heather Bennett <Heather.Bennett@slcschools.org>, Melissa Ford <Melissa.Ford@slcschools.org>, Tiffany Sandberg <Tiffany.Sandberg@slcschools.org>, Katherine Kennedy <Katherine.Kennedy@slcschools.org>, Rosemary Emery <rosemary.emery2@gmail.com>, Kristi Swett <Kristi.Swett@slcschools.org>, McKell Withers <McKell.Withers@slcschools.org>, Janet Roberts <Janet.Roberts@slcschools.org>, Craig Ruesch <Craig.Ruesch@slcschools.org>

Cc: Lisa Alleman <Lisa.Alleman@slcschools.org>

**COPY FOR YOUR
INFORMATION**

Mr. Clara:

Based on your communications with the Superintendent, I am providing you with my employment contract as well as employment contracts for [REDACTED] and [REDACTED]. Both have signed employment contracts reflecting their district employment as teachers, and newer contracts reflecting their move to administrative positions and the administrator pay scale. Because [REDACTED] and I have both only been administrators, we only have one contract each. As per your request, I am also including the Salt Lake City School District Assessment Report on Human Resources Functionality ("Report") submitted by the Urban Schools Human Capital Academy.

Please be aware that the employment contracts contain private information about individuals that cannot be shared (social security numbers, home addresses, birth dates), so I have redacted that information. Also, the Report is marked "Confidential" and that status must be preserved by you and the other board members who are viewing the report.

Please let me know if I can be of any further assistance. If you would like hard copies of these documents, please contact Lisa Alleman at 801-578-8351.

Sincerely,

Kristina

KRISTINA L. KINDL

Director, Policy & Legal Services

Salt Lake City School District

440 East 100 South

Salt Lake City, UT 84111

SCANNED

Phone: 801-578-8432

Fax: 801-578-8586

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2 attachments



HR Assessment Report_SLCSD_USHCA_ 2015_02.docx
62K



Contracts_Redacted.pdf
1590K



17 August 2015

**COPY FOR YOUR
INFORMATION**

J. Michael Clára
Salt Lake City School Board
District Two

801-521-3223 · donMiguelSLC@gmail.com
974 S. 1400 W. · Salt Lake City · Utah · USA

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DELIVERED VIA ELECTRONIC MAIL

Mr. McKell Withers
Salt Lake City School District
440 East 100 South
Salt Lake City, Utah 84111-1891



Re: GRAMA REQUEST: Assessment Report on Human Resources Functionality

Dear Mr. Withers,

Pursuant to **Government Records Access Management Act (GRAMA)**, *Utah Code §63g-2-204*:
I am requesting a copy of the following document:

Salt Lake City School District Assessment Report On Human Resources Functionality
Submitted by the Urban Schools Human Capital Academy –February 2015

I am seeking this document under the auspicious of GRAMA, because I requested a copy of this report via email on June 30, 2015.

The copy that was provided to me, was classified as "confidential" by your personal, in-house school district attorney. I see no basis for that classification.

Earlier this week, I attended an Equity Leadership Team meeting and I was surprised to learn that senior members of the district's administration were unaware of this HR audit.

Furthermore, on June 18, 2015, you issued a Weekly Board Memorandum with an attachment titled: "*Human Resource Audit and Strategic Plan*". According to your memo, the plan was developed based on the issues raised in the audit. In my review of both documents, I noted issues that needed improvement that were not reflected in the strategic plan; your memo also states "*it has been shared with all administrators*". It appears to me, that this document could be distributed more widely.

Moreover, the audit confirms deficiencies I raised in 2013, as they pertain to the stability of the teaching staff in Title I Schools (*see Salt Lake Tribune: Do West-Side Salt Lake City Kids Have Too Many Ineffective Teachers?*

- February 27, 2013).


"Local school boards are the bedrock of our society, yet they are invisible to the public"
Señor Florez -Deseret News

I am convinced, that in order to see improvement in the educational outcomes of our students, we need to be willing to examine the manner in which the adults in the system can improve the processes of the organization.

"In enacting this chapter, the Legislature finds and declares that the state, its agencies and political subdivisions, exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly" (see Utah code §52-4-101). Page 1 of 2

Utah Code §63g-2-203(4) encourages agencies to fulfill a records request without charge. Based on Utah Code §63g -2-203 (4a), I am requesting a waiver of copy costs because releasing the records primarily benefits the public rather than a person. Furthermore, based on Utah Code §63g -2-203 (4c) my *"legal rights are directly implicated by the information in the record"* as I am an elected member of the Board of Education (see Utah Code §53A-3-402).

Shalom,



J. Michael Clara
Board Member, District 2

cc: Equity Leadership Team





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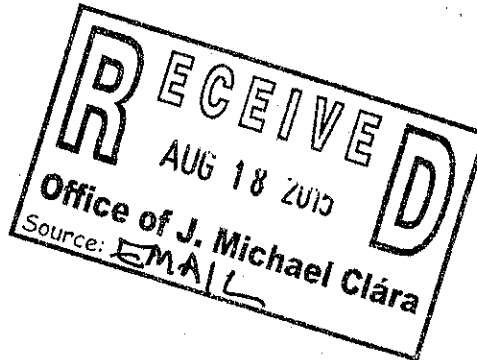
440 East 100 South
Salt Lake City, Utah 84111

p 801.578.8351
f 801.578.8685

**COPY FOR YOUR
INFORMATION**

August 18, 2015

J. Michael Clára
974 South 1400 West
Salt Lake City, Utah 84104



Re: GRAMA Request to Salt Lake City School District Dated 8/17/15

Dear Board Member Clara,

On July 7, 2015, I responded to a request for documents that you made to the superintendent, and provided you with a copy of the Salt Lake City School District Assessment Report on Human Resources Functionality. As I indicated in my e-mail, the report was "marked Confidential" as is clearly evident on the title page of the report, and it was, and still is, the district's position that it should be treated in a confidential manner. At no time, however, did I indicate that the report was a confidential or protected document under GRAMA.

Insofar as you have now submitted a GRAMA request, the district agrees that under that law, the report is a public document. As the report was previously provided to you, I have not provided you with a duplicate copy. If you need another copy of the report, please contact Lisa Alleman and she will ensure you receive a copy.

Please contact me if you have any further questions regarding this response.

Sincerely,

Kristina L. Kindl
Director, Policy & Legal Services
Salt Lake City School District



cc: Salt Lake City School District Board Members
McKell Withers, Superintendent
Janet Roberts, Business Administrator
Craig Ruesch, Executive Director of Human Resources