

Expectation #1: Ensures the district’s facilities and services are planned and developed to provide optimal support to the educational program.

Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
<p>Participates in strategic planning and other vision setting activities so that operations and facilities are an essential component of planning.</p> <p>Considers the environmental impact of the district’s custodial operational decisions.</p>	<p>Maintains an awareness of best practice in facility cleaning, upkeep and usage as it relates to the delivery of quality instruction.</p> <p>Prioritizes projects that directly affect teaching and learning in the classroom.</p>	<p>Maintains a comprehensive plan for custodial operations that takes into account both the long and short term needs of the district. Ensures the district plan provides for facilities that are clean, safe, inviting, and conducive to learning.</p> <p>Is effective in providing coordination in a wide variety of trades and disciplines (i.e. electrical, construction, plumbing, design) with custodial staff. Communicates well with these individuals.</p> <p>Advises the leadership team regarding upcoming custodial needs of the district. Plans with the business office, curriculum and instruction, and human resources to address changing needs.</p> <p>Works closely with federal, state, and local public and private entities to ensure the district meets local regulations.</p> <p>Works with local entities (Police, Fire, Emergency Medical) to support protocols for emergency or crisis situations.</p> <p>Develops and implements the custodial budget in cooperation with the Facilities Director.</p> <p>Assesses custodial operations for efficiencies, maximizes opportunity for efficiency and cost saving.</p>	<p>Includes a wide variety of stakeholders in planning and evaluating the quality of the district’s custodial support services.</p>	<p>Provides equitable levels of service for all facilities.</p> <p>Implements model procedures for bidding, contracts, and procurement.</p>	<p>Develops a strong relationship with local governmental entities and with representatives of neighborhoods impacted by custodial operations.</p>

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Expectation #2: Manages the district’s facilities, plants, and building supports in a manner designed to provide optimal support to the educational program.

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N/A	<p>Prioritizes needs that have direct impact on the classroom or provision of instruction.</p>	<p>Ensures that facilities are clean, safe, and conducive to learning.</p> <p>Ensures district vehicles are safe, clean, and operational.</p> <p>Manages licensing or permitting as required by federal, state, and local entities.</p> <p>Works closely with federal, state, and local public and private entities to ensure the district meets local regulations.</p> <p>Provides risk management for district custodial operations and facilities.</p> <p>Responds to emergencies and assists with crisis management.</p>	<p>Regularly communicates with building administrators custodial staff, and maintenance personnel regarding building needs and the quality of services provided.</p>	<p>Carries out duties in an open, transparent manner. Provides equitable services to all facilities.</p>	<p>Partners with local and state entities. Seeks input from both governmental and non-governmental groups.</p> <p>Engages with teachers, administrators, other personnel, and members of the community to ensure they understand decisions about custodial operations.</p>

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Expectation #3: Supervises and/or causes to be supervised, assigned personnel and departments.

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<p>Communicates explicitly to assigned staff and departments the ways in which they support the district’s vision, mission and goals. Ensure goals, plans, and actions taken by designees and staff members contribute to achieving district goals.</p>	<p>Evaluates decisions and actions taken by staff, where appropriate, for their contribution to the provision of quality instruction.</p> <p>Encourages and promotes individuals who excel in such support.</p>	<p>Implements and/or causes to be implemented the evaluation of assigned personnel and departments.</p> <p>Ensures evaluations reflect accurate assessments of accurate, high quality performance.</p> <p>Participates in recruitment and selection of candidates.</p> <p>Makes recommendations for hiring and retention of employees.</p> <p>Reviews the performance of supervised departments. Recommends changes as needed.</p>	<p>Ensures supervision involves ongoing communication with affected personnel. Seeks input from external sources (e.g. teachers, administrators and patrons) regarding performance of assigned employees.</p> <p>Ensures the demographics of operations and support staff personnel are increasingly reflective of the community at large.</p>	<p>Models quality, meaningful implementation of evaluation programs.</p> <p>Assists employees who are underperforming through the provision of meaningful professional development.</p>	<p>Develops a culture of mutual support and of service to schools, departments, and the community.</p>

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Expectation #4: Assists in the day to day operations of schools, as related to facilities and custodial issues.

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<p>Helps administrators and others evaluate situations and potential actions based on the district’s strategic plan.</p>	<p>Helps administrators and others maintain a focus on how issues might affect the provision of quality instruction. Assists in problem solving to maximize quality instruction.</p>	<p>Makes self available to school personnel and the public to communicate about custodial related issues.</p> <p>Is proactive in identifying potential issues, makes effective plans to address them.</p> <p>Is responsive in a timely manner to school personnel and community patrons. Ensures issues are resolved.</p> <p>Informs leadership about emerging facilities and custodial issues; takes necessary action to resolve issues.</p>	<p>Seeks information about custodial successes and needs from a wide variety of individuals, including those who do not speak English, who may have disabilities, or may not be able to access information digitally.</p>	<p>Maintains uniform expectations for different schools and programs.</p> <p>Intervenes where necessary to protect students and the district.</p>	<p>Develops a culture of mutual support and of service to schools, departments, and the community.</p>

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Expectation #5: Functions as a member of the executive leadership team for the district. Actively considers, discusses, reflects upon, and problem solves issues that come before the team.

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<p>Articulates, supports, and helps refine the district’s strategic plan.</p>	<p>Considers the decisions and prioritization of actions taken by the leadership team through the lens of instructional improvement.</p>	<p>Brings important issues to the team in a timely manner.</p> <p>Provides the team with necessary data so that decisions can be made.</p> <p>Proposes solutions.</p>	<p>Assists the team in identifying appropriate individuals from whom to gain a variety of perspectives.</p>	<p>Adheres to group agreements and commitments.</p> <p>Supports the leadership team to external individuals and entities.</p>	<p>Seeks to understand the various perspectives of different members of the school community. Helps the team to keep this in mind when considering issues. Advocates for traditionally unheard groups.</p>

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Expectation #6: Utilizes the appropriate level of direction when working with personnel including *collaboration, consultation, direction, and correction.*

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Utilizes a level of direction that is appropriate when taking into consideration an individual's ability or preparedness to meet district goals.	N/A	Ensures that types of direction and decision making processes are clear to affected individuals.	Seeks feedback regarding effectiveness of direction from affected individuals.	Ensures that the type of direction selected will contribute to the integrity of the district, protect and promote the welfare of students, and will result in legally compliant practice.	Adjusts actions and responses to the background and needs of the individual, while maintaining high standards.

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Expectation #7: Demonstrates initiative and innovation.

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Independently examines ways in which plans, procedures and systems can more effectively promote the district’s strategic plan.	Prioritizes improvements or innovations based on their potential to improve educational outcomes.	Informs the Superintendent and executive leadership of potential improvements and emerging issues.	Communicates with a wide variety of stakeholders to gain perspective, ideas, and information about potential district initiatives and innovations.	Takes action to protect and promote the welfare of students and the district.	Ensures that consideration of any change in practice will positively benefit <u>all</u> students and their families.

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Expectation #8: Communicates effectively with a wide variety of individuals including staff, students, and members of the community.

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<p>Actively plans for ongoing, reciprocal communication with groups and individuals regarding the district's strategic plan as it relates to assigned duties.</p>	<p>N/A</p>	<p>Works with the Superintendent or supervisor to identify key communication needs.</p> <p>Ensures personnel understand the importance of effective communication in reaching the district's goals.</p> <p>Encourages and expects subordinates to employ excellent written and verbal communication.</p>	<p>Ensures all personnel and patrons have access to district information and appropriate decision making or input activities.</p> <p>Actively plans for the involvement of individuals that is appropriate to their cultural attributes, language, or disability related needs.</p>	<p>Ensures that communication is complete, transparent, and appropriate to the audience.</p> <p>Utilizes excellent judgment in the choice of information to share.</p> <p>Seeks assistance from outside resources for communication, where necessary.</p>	<p>Actively works to address cultural, language, or other needs in all communication endeavors.</p> <p>Develops skills in communicating with individuals from various groups.</p>

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Expectation #9: Uses excellent decision making that moves the district forward in reaching its goals.

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<p>Consistently makes and implements decisions that are clearly aligned with the district’s strategic plan.</p> <p>Uses data and objective information in recommending or making decisions.</p>	<p>Prioritizes decisions about resources of time, money and personnel with the provision of quality instruction at the forefront.</p> <p>Ensures decisions make it easier for teachers to provide quality instruction and that principals are able to protect instructional time and quality.</p>	<p>Examines custodial practices and allocation of resources for their contribution to district goals.</p> <p>Recommends modifications to the management of assigned programs.</p>	<p>Seeks an appropriate level of input from stakeholders, prior to making decisions.</p>	<p>Ensures that sufficient consideration is made of the legal and ethical attributes of decisions.</p>	<p>Is careful to consult directly with affected or potentially affect groups or individuals when making decisions.</p> <p>Explicitly evaluates the effects of decisions on the school, district, and local communities.</p>

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Expectation #10: Communicates with colleagues, staff members, students and patrons directly, with empathy and respect, and in a timely manner.

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<p>Communicates in a harmonious manner that is direct and empathetic, but keeps the strategic plan of the district in the forefront.</p>	<p>N/A</p>	<p>Recognizes when communication with supervisor, colleagues, teachers, students or parents is necessary.</p> <p>Provides information that promotes the attainment of the district's goals while protecting its integrity and reputation.</p>	<p>Continuously develops understanding of the communication needs and styles of various affected groups. Engages assistance from experts as needed.</p>	<p>Restricts communication about sensitive topics to appropriate individuals.</p> <p>Protects confidentiality of students, staff, and patrons.</p>	<p>Thoroughly analyzes which individuals and groups should be included in communication activities. Is proactive and affirmative in reaching out to parties.</p>

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