

Jenks Public Schools  
Jenks, Oklahoma  
School District #5



Application for  
2005 Malcolm Baldrige  
National Quality Award

May 2005

Jenks Public Schools  
205 East B Street  
Jenks, Oklahoma 74037

Kirby A. Lehman, Ed.D., Superintendent of Schools

2005-2006 a legislative luncheon is planned for early December and a breakfast is planned for March.

**7.3a(2)** There are 35 private/nonprofit schools in the Tulsa area, and three of the private schools are within the JPS attendance area. The District’s market share is approximately 80% of the students living in the district.

**7.4 Faculty and Staff Results**

**7.4a(1)** Teamwork is the key to effective work system performance in the District. Teamwork builds a systems focus (increasing collaboration and communication within and across work groups), develops strong quality leaders, and promotes data-based decision making and use of the PDSA continuous improvement process. Examples of teamwork can be found throughout the school District at all levels. **(Figure 5.1-1)**

Workplace health is monitored through workers’ compensation claims. **(Figure 7.4-1)** The experience modification factor for schools in Oklahoma is 1.00. When compared to this factor, the Jenks experience factor is .89 demonstrating that our systematic training and supervision programs have been successful.

Number/ Percentage	2002-03	2003-04	2004-05
Number of Staff	1,178	1,167	1,183
Percentage of Staff Who Had Accidents	4.24%	4.02%	4.31%
Total # of claims	50	47	51
Claims with Lost Time	9	13	9

**Figure 7.4-1 Training and supervision results in lowered worker compensation claims.**

Since 1990 the District has focused on ergonomics through the work of the purchasing warehouse manager. She evaluates classroom and office set-up arrangements to address ergonomic needs for all new construction and renovation projects in the District. Most recently she has worked with alternative center staff and the district special education and communication education staff to evaluate ergonomics for their new spaces. Each year she provides additional consultation to 15-20 individual staff members to address equipment and building design modifications that improve health and safety.

All staff are trained in Universal Precautions and staff segments (paraprofessionals, playground assistants, health services professionals, special education teachers, custodians, bus drivers transporting special education students, athletic trainers) receive training in handling blood-borne pathogens. Key personnel at each school site and within the District are also certified in cardiovascular pulmonary resuscitation (CPR) and the use of the automated external defibrillators.

Indoor air quality is monitored by school site staff trained in using the EPA’s air quality tools. For the past six years, air and water quality levels have been in the acceptable range. The Asbestos Management Plan is current with a three-year

re-inspection completed in 2004. No injuries due to hazardous waste and chemical mismanagement have occurred as a result of school/work procedures in place for the past seven years.

To support workplace safety (addressing the strategic challenge of ensuring safety), video camera systems are installed and operational at all school sites (an action plan accomplishment in the Goal: Focus on Safety). The Campus Police have also increased their visibility and customer focus since the change in supervision and the hiring of the new police chief. In a 2004-2005 survey of school site principals, respondents indicated that they have noticed a significant increase in Campus Police visibility and accessibility.

Key staff are trained in OSHA regulations. Twice yearly school site drills (fire, tornado, hazardous materials evacuation) and annual SERT training experiences increase emergency preparedness. Because of this training district personnel have resolved recent safety incidents with no loss of life. Key personnel at each school site have two-way radios to improve communication and coordination in the case of an emergency. All classrooms and offices have telephone and email/Internet access and all JPS personnel wear identity badges. All visitors to a school site register in the office and wear visitors’ badges.

**7.4a(2)** The District has a highly qualified workforce, a principal factor of success in the *tradition of excellence*. Over 98% of certified staff have been designated as “highly qualified” according to the mandates of NCLB. Forty-two percent of the certified employees hold master’s degrees and two percent have graduated with doctoral degrees. Eighteen teachers are certified via National Board Certification. Most recently, a JPS teacher was honored with the Milken Educator Award and a \$25,000 stipend in recognition of her outstanding teaching and commitment to the profession. In October 2005, a district art teacher was featured on That’s Clever (HGTV-House and Garden Television) for her process in sculpting with copper.

**During the past ten years, two JPS teachers were selected as state Teachers of the Year and achieved the final four level for National Teacher of the Year. Both of these same teachers received the Presidential Award for Excellence in Mathematics and Science Teaching. Four JPS coaches have been selected as the National Coach of the Year by their respective associations.**

Two plans of improvement were issued in the past three years. One resulted in the resignation of the employee, and in the other the teacher demonstrated professional growth and completed the plan of improvement.

Per state mandates, certified personnel are required to earn 75 continuing education points during a 5-year certification cycle with a minimum recommendation of 15 points per year. Classified staff are now expected to earn 6 continuing education points per year (a refinement implemented during 2004-2005). Another refinement implemented in 2004-2005 was the online professional development registration system,

together at alternating job sites to teach and learn the skills and knowledge required for respective jobs.

## 5.2b Motivation and Career Development

The District motivates faculty and staff to develop and utilize their full potential by focusing on continuous improvement and recognizing excellent performance in several different medias such as *Our Schools*, radio announcements, television newscasts, the Web site, E-mail and in commercial magazines and newspapers as well as local newspapers. Examples of excellence recognized nationally include the Grace Living Center Intergenerational Program, two National Teacher of the Year Finalists and other athletic accolades. Additional details regarding the awards won by District employees and students are in **P.1**. The Continuous Improvement Leadership Team provides focus on the Continuous Improvement Model by providing formal training for all new staff members each year. Annually, site and department administrators provide refresher sessions for all staff members. Annually, the JPS Foundation in a joint effort with the District identifies, and provides public recognition and financial rewards to faculty and staff members who exhibit specific characteristics of continuous improvement in their work i.e., strong quality leadership, customer focus, teamwork and data based decision-making skills. The District also motivates faculty and staff by focusing on improving processes and the system rather than blaming individuals for errors.

Mechanisms the District uses to assist faculty and staff in attaining job and career related development and learning objectives include formal programs such as hosting cohort degree programs offered in partnership with an accredited university, providing professional development training, providing access to Eighth Floor training, and informal mechanisms such as mentoring, on-the-job training, and cross training.

Senior leaders and other supervisors support staff attainment of job and career related development and learning objectives by providing the staff members with professional leave, providing a substitute for the absent staff member, encouraging continued learning and growth, providing information to assist in making job/career decisions, providing information relative to financing additional training, and providing technical assistance as needed or upon request.

## 5.3 Faculty and Staff Well-Being and Satisfaction.

### 5.3a (1) Work Environment

The District has fully-deployed programs to ensure workplace health, safety, security, and ergonomics. The Indoor Air Quality Team addresses workplace health. Staff members have received training in safe handling of hazardous materials. The Occupational Safety and Health Administration (OSHA) monitors found the district to be in 100% compliance regarding OSHA regulations. Monitoring

systems are located in 100% of our school sites and SERT procedures guide staff actions during and following an emergency. SERT operation details are provided in **5.3a(2)**. The Warehouse Manager works with employees to design ergonomic workstations and reduce employee injury (**Figure 7.4-1**). The narrative in **7.4a(1)** provides data regarding a few of these accomplishments.

**5.3a (2)** Safety of students and staff is a key focus of the District. To ensure safety, the District employs a two-pronged approach. One approach to ensuring student/staff safety is emergency preparedness. The SERT is composed of administrators, campus police, teachers, a school nurse, and staff members from across the District. The SERT meets monthly to develop and refine procedures to: 1) provide a standardized emergency procedure plan that will assist school officials in meeting both the ethical and legal responsibilities of students, peers and the community in times of emergency; 2) provide suggestions for meeting minor emergencies, as well as recommendations for action during major natural or man-made disasters; 3) provide suggested forms to be used, to keep emergency plans current; 4) provide an emergency procedure guide for distribution to all employees; and 5) maintain confidentiality utilizing a “need-to-know” philosophy. SERT procedures include:

- Incident Management Flow Chart
- General Responsibilities for Staff
- After-Hours Building Emergency
- Media Relations
- Child Abuse Reporting
- Student Runaway/Abduction
- Suicide Intervention
- Death of a Student/Staff Member
- Fire/Severe Weather/Intruder
- Power Outage
- Mass Disturbance
- Accident/Serious Injury/Illness/Assault
- Earthquake
- Bomb/Explosive Threat
- Hazardous Chemical/Biological Incident
- Unknown Substances, Suspicious Package or Letter

The SERT also coordinates full-scale disaster exercises that include agencies (FBI, Fire, Police, etc.) within the Tulsa area, students, administrators and other staff members. Collaborating agencies include hospitals, fire and police departments, ambulance services, and others as needed by the type of disaster drill planned.

The second approach to ensuring student and staff safety is prevention. The SERT team conducts unannounced prevention exercises approximately two times each year. The exercises involve obtaining staff volunteers to assist with the exercise, selecting a school site, securing the entrances and exits, and then conducting a systematic search of backpacks and lockers as students arrive at school.