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St. Louis Public Schools

Quality Assurance System Manual



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QUALITY ASSURANCE SYSTEM MANUAL (QAS-M001)

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SECTION 0 – INTRODUCTION

A. PURPOSE

The Saint Louis Public Schools is a K-12 District delivering quality education to students, parents and citizens of The City of Saint Louis Missouri. The District is comprised of 92 schools (16 high schools, 16 middle schools, 55 elementary schools, 5 special schools) and approximately 30,001 students.

Saint Louis Public Schools has started an initiative to improve the quality of services provided to the District by central operations through a quality assurance system that will enhance the District's ability to consistently meet the requirements of the students, parent's community members (Business community inclusive) and employees of the District.

This manual describes the Quality Assurance System used in the initiative which also meets the requirements of ISO 9001:2000.

The District's goal in this endeavor is to maximize efficiency and effectiveness with the utilization of resources in support of providing excellent services to each school and Department.

*** * * E N D O F S E C T I O N 0 * * ***

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SECTION 1 – SCOPE

A. PURPOSE

This section established the basis of the Saint Louis Public Schools Quality Assurance System (QAS)

B. REFERENCE DOCUMENTS

ISO 9001:2000 Quality Management Systems – Requirements

ISO 9000:2005 Quality Management Systems – Fundamentals and Vocabulary

Saint Louis Public Schools Organization Chart

C. DEFINITIONS

Section 3 for terms and definitions

D. REQUIREMENTS

This Manual specifies the requirements by which the Quality Assurance System demonstrates Saint Louis Public Schools District's:

- Ability to consistently provide processes that meets customer and applicable regulatory requirements, and
- Ability to enhance customer satisfaction through the effective application of the Quality Assurance System, including processes for continual improvement of the system and the assurance of conformity to customer and applicable regulatory requirements.

The Scope of the Saint Louis Public Schools Quality Assurance System Program is limited to processes in the areas of Quality Assurance System Program, Finance, Human Resources, Operations, and Curriculum

E. RESPONSIBILITIES

Superintendent, Management Representative, Management Review Team , Project Management Office, Lead Auditor, and other members identified in section #5 of this Manual.

F. RECORDS

Superintendent Cabinet meeting minutes are on file in the Superintendent office.

Management Review Team minutes are on file in Saint Louis Public Schools Project Management Office

*** * * E N D O F S E C T I O N 1 * * ***

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SECTION #2 - NORMATIVE REFERENCE

A. PURPOSE

This section establishes the normative reference used for Saint Louis Public Schools Quality Assurance System (QAS) Program.

B. REFERENCE DOCUMENTS

ISO 9001:2000 Quality Management Systems – Requirements

ISO 9000:2005 Quality Management Systems – Fundamentals and Vocabulary

C. DEFINITIONS

See Section 3 for terms and definitions

D. REQUIREMENTS

The definitions and fundamentals upon which Saint Louis Public Schools QAS Program is established are defined.

E. RESPONSIBILITIES

Responsibilities and authorities are defined in paragraph E of each section of this Manual

F. RECORDS

None

*** * * E N D O F S E C T I O N 2 * * ***

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SECTION #3 - TERMS AND DEFINITIONS

AUDIT – Systematic, independent and documented process for obtaining audit evidence and evaluating it objectively to determine the extent to which audit criteria are fulfilled [ISO 9000:2005 - 3.9.1].

AUDIT CRITERIA – Set of policies, procedures or requirements used as a reference [ISO 9000:2005 - 3.9.3].

AUDIT CONCLUSION – Outcome of an audit provided by the audit team after consideration of the audit objectives and all audit findings [ISO 9000:2005 - 3.9.6].

AUDIT EVIDENCE - Records, statements of fact or other information which are relevant to the audit criteria and verifiable [ISO 9000:2005 - 3.9.4]

AUDIT FINDING – Results of the evaluation of the collected audit evidence against audit criteria. (NOTE: Audit findings can indicate either conformity or nonconformity with audit criteria, or opportunities for improvement. [ISO 9000:2005 - 3.9.5].

AUDIT PROGRAM – Set of one or more audits planned for a specific time frame and directed towards a specific purpose. NOTE 1 One auditor in the audit team is generally appointed as audit team leader [ISO 9000:2005 - 3.9.2].

AUDIT TEAM – One or more auditors conducting an audit [ISO 9000:2005 - 3.9.10].

AUDITEE – Organization being audited [ISO 9000:2005 - 3.9.8].

AUDITOR – Person with the competence to conduct an audit [ISO 9000:2005 - 3.9.9].

CAPABILITY - Ability of an organization, system, or process to realize a process that will fulfill the requirements for that process [ISO 9000:2005 - 3.1.5]

CHARACTERISTIC – Distinguishing feature [ISO 9000:2005 - 3.5.1].

COMPETENCE – Demonstrated ability to apply knowledge and skills [ISO 9000:2005 – 3.9.12].

CONCESSION – Permission to use or release a process that does not conform to specified requirements [ISO 9000:2005 - 3.6.11].

CONFORMITY – Fulfillment of a requirement [ISO 9000:2005 - 3.6.1].

CONTINUAL IMPROVEMENT – A recurring activity to increase the ability to fulfill requirements [ISO 9000:2005 - 3.2.13]

CORRECTION – Action taken to eliminate a detected nonconformity [ISO 9000:2005 - 3.6.6].

CORRECTIVE ACTION - Action to eliminate the cause of a detected nonconformity or other undesirable situation (NOTE There is a distinction between correction and corrective action) [ISO 9000:2005 - 3.6.5].

CUSTOMER – Organization or person that receives a process (or service) [ISO 9000:2005 - 3.3.5].

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CUSTOMER SATISFACTION – Customer's perception of the degree to which the customer's requirements have been fulfilled [ISO 9000:2005 - 3.1.4].

DEFECT - Non-fulfillment of a requirement related to an intended or specified use (NOTE The distinction between defect and nonconformity is important as it has legal connotations, particularly those associated with process liability issues; consequently, the term "defect" should be used with extreme caution)[ISO 9000:2005 - 3.6.3].

DESIGN AND DEVELOPMENT – Set of processes that transform requirements into specified characteristics or into the specification of a product, process or system [ISO 9000:2005 - 3.4.4].

DEVIATION PERMIT- Permission to depart from the originally specified requirements of a process prior to realization [ISO 9000:2005 - 3.6.12].

DOCUMENT – Information and its supporting medium [ISO 9000:2005 - 3.7.2].

EFFECTIVENESS - Extent to which planned activities are realized and planned results are achieved [ISO 9000:2005 - 3.2.14]

FOLLOW-UP AUDIT - A special audit performed to verify that corrective action has been implemented as scheduled and that the action was effective in preventing or minimizing recurrence.

INDEPENDENCE - Freedom from bias and external influence; provides for objectivity and impartiality.

INFORMATION - Meaningful data [ISO 9000:2005 - 3.7.1]

INFRASTRUCTURE - System of facilities, equipment and services needed for the operation of an organization [ISO 9000:2005 - 3.3.3]

INSPECTION – Conformity evaluation by observation and judgement accompanied, as appropriate, by measurement, testing or gauging [ISO 9000:2005 - 3.8.2].

INSPECTION RECORD - Document stating results (data) concerning inspection activities.

LEAD AUDITOR - The individual who manages the audit team during an audit.

MANAGEMENT SYSTEM – A system to establish policy and objectives and to achieve those objectives [ISO 9000:2005 - 3.2.2].

MEASUREMENT CONTROL SYSTEM – Set of interrelated or interacting elements necessary to achieve metrological confirmation and continual control of measurement processes [ISO 9000:2005 - 3.10.1].

MEASUREMENT PROCESS – Set of operations to determine the value of a quantity [ISO 9000:2005 - 3.10.2].

METROLOGICAL CONFIRMATION – Set of operations required to ensure that measuring equipment conforms to the requirements for its intended use. (NOTE Generally includes calibration or verification, any necessary adjustment or repair, and subsequent recalibration,

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comparison with the metrological requirements for the intended use of the equipment, as well as any required sealing and labeling) [ISO 9000:2005 - 3.10.3].

MEASURING EQUIPMENT – Measuring instrument, software, measurement standard, reference material or auxiliary apparatus or combination thereof necessary to realize a measurement process [ISO 9000:2005 - 3.10.4].

METROLOGICAL CHARACTERISTIC – Distinguishing feature which can influence the results of measurement [ISO 9000:2005 - 3.10.5].

METROLOGICAL FUNCTION - Function with organizational responsibility for defining and implementing the measurement control system [ISO 9000:2005 - 3.10.6].

NONCONFORMITY – Non-fulfillment of a requirement [ISO 9000:2005 3.6.2].

OBJECTIVE EVIDENCE – Data supporting the existence or verity of something [ISO 9000:2005 - 3.8.1]

OBSERVATION – A concern or weakness detected in an element in the management system, but is not a nonconformance; a condition that may become a nonconformance if not addressed; an opportunity for improvement.

OPENING MEETING - The introductory meeting between the auditor(s) and the auditee's representative, at which time the overview of the planned audit is presented.

ORGANIZATION – Group of people and facilities with an arrangement of responsibilities, authorities and relationships [ISO 9000:2005 - 3.3.1].

ORGANIZATIONAL STRUCTURE – Arrangement of responsibilities, authorities and relationships between people [ISO 9000:2005 - 3.3.2].

PRE-AWARD SURVEY - An activity conducted prior to a contract award and used to evaluate the overall quality capability of a prospective supplier or contractor.

PREVENTIVE ACTION – Action to eliminate the cause of a potential nonconformity or other undesirable potential situation (NOTE Preventive action is taken to prevent occurrence, whereas corrective action is taken to prevent recurrence) [ISO 9000:2005 - 3.6.4].

PROCEDURE - Specified way to carry out an activity or process [ISO 9000:2005 - 3.4.5].

PROCESS – Set of interrelated or interacting activities which transforms inputs into outputs (NOTE 1 Inputs to a process are generally outputs from other processes; NOTE 2 Processes in Saint Louis Public Schools Central Administration are generally planned and carried out under controlled conditions to add value; NOTE 3 A process where the conformity of the resulting process cannot be readily or economically verified is frequently referred to as a "special process") [ISO 9000:2005 - 3.4.1].

PROCESS – Result of a process. (NOTE 1 There are four generic categories of process: 1) Services, 2) Software, 3) Hardware, 4) Processed materials; [ISO 9000:2005 - 3.4.2]. NOTE: For the purposes of its ISO 9001 Certification, Saint Louis Public School's processes consists of the services it provides to public schools.

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PROJECT – Unique process, consisting of a set of coordinated and controlled activities with start and finish dates, undertaken to achieve an objective conforming to specific requirements, including the constraints of time, cost and resources [ISO 9000:2005 - 3.4.3].

QUALITY – Degree to which a set of inherent characteristics fulfils requirements [ISO 9000:2005 - 3.1.1].

QUALITY ASSURANCE – Part of quality management focused on providing confidence that quality requirements will be fulfilled [ISO 9000:2005 - 3.2.11].

QUALITY CONTROL – Part of quality management focused on fulfilling quality requirements [ISO 9000:2005 - 3.2.10].

QUALITY IMPROVEMENT – Part of quality management focused on increasing the ability to fulfill quality requirements [ISO 9000:2005 - 3.2.12].

QUALITY ASSURANCE SYSTEM (QAS) – A management system to direct and control SLPS with regard to quality.

QUALITY MANUAL - Document specifying the quality management system of an organization [ISO 9000:2005 - 3.7.4].

QUALITY OBJECTIVE - Something sought, or aimed for, related to quality (NOTE 1 Quality objectives are generally based on the Saint Louis Public Schools quality policy; NOTE 2 Quality objectives are generally specified for relevant functions and levels in Saint Louis Public Schools Central Administration) [ISO 9000:2005 - 3.1.1].

QUALITY PLAN - Document specifying which procedures and associated resources shall be applied by whom and when to a specific project, product, process or contract [ISO 9000:2005 - 3.7.5].

QUALITY PLANNING – Part of quality management focused on setting quality objectives and specifying necessary operational processes and related resources to fulfil the quality objectives [ISO 9000:2005 - 3.2.9].

QUALITY POLICY - The overall intentions and direction of Saint Louis Public Schools related to quality as formally expressed by the Superintendent Cabinet.

RECORD - Document stating results achieved or providing evidence of activities performed [ISO 9000:2005 - 3.7.6].

RELEASE - Permission to proceed to the next stage of a process [ISO 9000:2005 - 3.6.13].

REQUIREMENT - Need or expectation that is stated, generally implied or obligatory [ISO 9000:2005 - 3.1.2].

RESOURCES - People, time, money, buildings, equipment and support activities, as necessary that may be applied to a specific project process, process and/or contract in order to fulfil requirements.

REVIEW – Activity undertaken to determine the suitability, adequacy and effectiveness of the subject matter to achieve established objectives [ISO 9000:2005 - 3.8.7].

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ROOT CAUSE - The fundamental deficiency that results in a nonconformance that must be eliminated through corrective action to prevent recurrence of the same or similar nonconformance.

ROOT CAUSE ANALYSIS - Investigation to determine the fundamental deficiency that resulted in nonconformity.

SERVICE – The result of at least one activity necessarily performed at the interface between the supplier and the customer and is generally intangible. Provision of a service can involve: 1) Activity performed on a customer-supplied tangible process, 2) Activity performed on a customer-supplied intangible process, 3) Delivery of an intangible process, 4) Creation of ambience for the customer [ISO 9000:2005 - 3.4.2 NOTE 2].

SPECIFICATION – Document stating requirements [ISO 9000:2005 - 3.7.3].

SUPPLIER – Organization or person that provides a process [ISO 9000:2005 - 3.3.6].

SYSTEM - Set of interrelated or interacting elements [ISO 9000:2005 - 3.2.1]

TEST – Determination of one or more characteristics according to a procedure [ISO 9000:2005 - 3.8.3].

TOP MANAGEMENT – Person or group of people who directs and controls the SLPS at the highest level [ISO 9000:2005 - 3.2.7].

TRACEABILITY - Ability to trace the history, application, or location of that which is under consideration [ISO 9000:2005 - 3.5.4].

VALIDATION – Confirmation, through the provision of objective evidence that the requirements for a specific intended use or application have been fulfilled [ISO 9000:2005 - 3.8.5].

VERIFICATION – Confirmation, through the provision of objective evidence that specified requirements have been fulfilled [ISO 9000:2005 - 3.8.4].

WORK ENVIRONMENT - Set of conditions under which work is performed (NOTE Conditions include physical, social, psychological and environmental factors (temperature, recognition schemes, ergonomics and atmospheric composition)) [ISO 9000:2005 - 3.3.4]

*** * * E N D O F S E C T I O N 3 * * ***

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SECTION #4 - QUALITY ASSURANCE SYSTEM

A. PURPOSE

This section establishes the requirements for Saint Louis Public Schools Quality Assurance System (QAS). The Quality Assurance System ensures that all processes in the District are described and interfaced as well as ensuring efficiency and effectiveness. Most of the process mapping occurs within flowcharts and descriptions of the actual procedures instead of the manual

B. REFERENCE DOCUMENTS

ISO 9001:2000 Clause 4

Management Review Procedure QAS-P001

Document Control Procedure QAS-P003

Quality Records Procedure QAS-P006

C. DEFINITIONS

See Section 3, Glossary, for definitions of italicized terms.

D. REQUIREMENTS

4.0 Quality Assurance System

4.1 General Requirements

Saint Louis Public Schools has established documented and implemented a Quality Assurance System Program and continually improves its effectiveness in accordance with the requirements of the ISO 9001:2000 Standard.

Saint Louis Public Schools maintains its Quality Assurance System Program by

- a) Identifying the processes needed for its QAS Program and their application throughout the District. These processes (per each school / department) are identified within this Quality Assurance Systems Manual.
- b) Determining the sequence and interaction of these processes and their application throughout the District. This requirement is addressed through documented procedures for each of the identified processes that are within the scope of the Saint Louis Public Schools ISO 9001 certification.
- c) Determining the criteria and methods needed to ensure that both the operation and control of these processes are effective,
- d) Ensuring the availability of resources and information necessary to support the operation and monitoring of these processes,
- e) Monitoring, measuring and analyzing these processes, and
- f) Implementing actions necessary to achieve planned results and continual improvement of these processes.

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Saint Louis Public Schools manages the QAS processes in accordance with the requirements of the ISO 9001:2000 Standard.

Under the current scope of certification Saint Louis Public Schools is outsourcing the following processes that affect product / processes conformity:

- Transportation Services,
- Food & Nutrition Services,
- Custodial Services, and
- Delivery of Alternative Education Services

4.2 Documentation Requirements

4.2.1 General

Saint Louis Public Schools Quality Assurance Systems Documentation includes the following:

- a) Documented statements of the Saint Louis Public Schools Quality Assurance System policy and objectives,
- b) A Quality Assurance System Manual,
- c) Documented procedures required by the ISO 9001:2000 and Saint Louis Public Schools are referenced in item B of each section.
- d) Documents needed by the District to ensure the effective planning, operation and control of its processes, and
- e) Quality Records required by the ISO 9001:2000 Standard and District policies, procedures, and/or work instructions referenced within the documents.

4.2.2 Quality Assurance Systems Manual

A Quality Assurance Systems Manual (level one document) has been developed, implemented and is being maintained defining the requirements of ISO 9001:2000 and District requirements. This Manual includes:

- a) Scope of the Quality Assurance System Program, including details of the Quality Assurance System Program, Finance, Human Resources, operations and Curriculum procedures,
- b) Reference to the procedures to meet the requirements of ISO 9001:2000, or reference to them,

The revised Quality Assurance System Manual will be revised as needed to reflect the current quality system. The Quality Assurance System Manual with the latest revisions can be found on the District web site.

4.2.3 Control of Documents

Documents required by the Quality Assurance System Program are controlled. A Documented procedure has been established to define the controls needed:

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- a) For approval of documents for adequacy prior to issue,
- b) For review and update as necessary and re-approval of documents,
- c) For ensuring changes and the current revision status of documents are identified,
- d) For ensuring those relevant versions of applicable documents are available at points of use,
- e) For ensuring that documents remain legible and readily identifiable,
- f) For ensuring that documents of external origin are identified and their distribution is controlled, and
- g) For preventing the unintended use of obsolete documents, and to apply suitable identification to them if they are retained for any purpose.

4.2.4 Control of Records

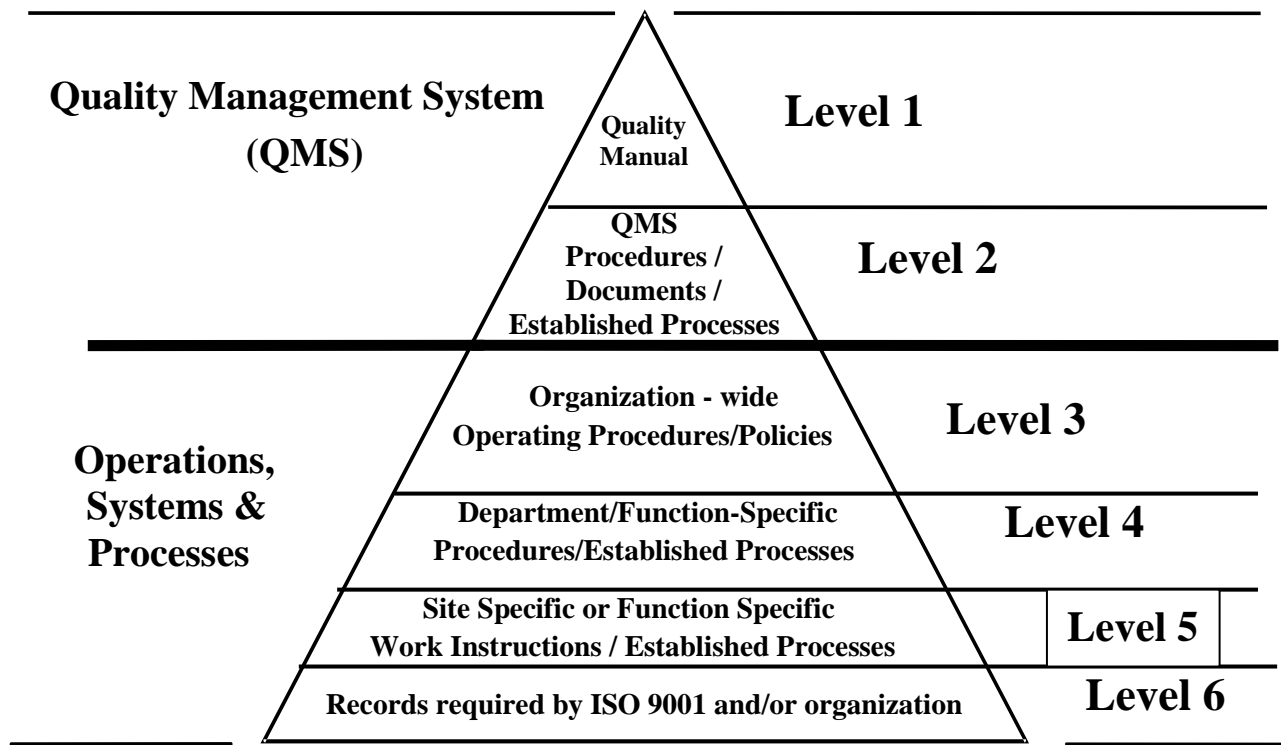
Quality Records have been established and are maintained to provide evidence of conformity to requirements and of the effective operation of the Quality Assurance System Program. Quality Records are maintained legible, readily identifiable and retrievable. A document procedure (QAS-P003) has been established to define controls need for the identification, storage, protection, retrieval, retention time and disposition of records.

4.3 Documentation Structure

The following diagram below outlines the structure of Saint Louis Public School's Quality Assurance System Program:

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D. RESPONSIBILITIES

Management Representative

F. RECORDS

None

*** END OF SECTION 4 ***

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SECTION #5 – MANAGEMENT RESPONSIBILITY

A. PURPOSE

This section establishes the responsibilities for Saint Louis Public School's top management personnel. The Top Management (Superintendent Cabinet) in Saint Louis Public Schools is composed of the Superintendent, Deputy Superintendent, Chief Communication Officer, Chief Academic Officer, Assistant Superintendent for Secondary Schools, Assistant Superintendent for Elementary and Middle Schools, Director of Accountability, Assistant Superintendent for Operations, Chief Financial Officer, Chief Information Officer, and Executive Director of Safety and Security.

B. REFERENCE DOCUMENTS

ISO 9001:2000 Clause 5

Management Review Procedure QAS – P001

Continuous Improvement Procedure QAS – P009

Process Map for Continual Improvement

District Organizational Chart

C. DEFINITIONS

See Section 3 for terms and definitions.

D. REQUIREMENTS

5.0 Management Responsibility

5.1 Management Commitment

Top Management provides evidence of its commitment to the development and implementation of the QAS Program, and to continue improving the effectiveness by

- a) Communicating to all Saint Louis Public Schools employees the importance of meeting customer as well as statutory and regulatory requirements,
- b) Establishing the quality policy, and ensuring that this policy is understood by all Saint Louis Public School's employees,
- c) Ensuring that the quality objectives are established and reviewed for continuing suitability and adequacy and, when necessary, the need for change,
- d) Conducting management reviews, and
- e) Ensuring the availability of resources.

5.2 Customer Focus

Top Management ensures that customer requirements are determined, and fulfilled with the aim of enhancing customer satisfaction. The success of Saint Louis Public Schools understanding and satisfying the current and future needs of this customers and students expectations are dependent on identifying their needs, translating those needs into requirements and focusing on continuous improvement to ensure value. The District

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identifies its employee's needs and expectations for recognition, work satisfaction and personal development.

5.3 Quality Policy

Top Management uses the Quality Policy as a means of leading the Central Administration of Saint Louis Public Schools toward improvement of its performance.

Top Management ensures that the Quality Policy:

- a) Is appropriate to the purpose of the organization,
- b) Includes a commitment to comply with requirements and continually improve the effectiveness of the Quality Assurance System Program,
- c) Provides a framework for establishing and reviewing quality objectives,
- d) Is communicated and understood within the organization, and
- e) Is reviewed for continuing suitability.

The Quality Policy is:

“The Central Administration of Saint Louis Public Schools will maximize efficiency and effectiveness with the utilization of resources in the support of providing highest quality of services to schools in support of their efforts to ensure that all students meet the District's standards for academic achievement”

The Mission of Saint Louis Public Schools is:

“Provide a quality education for all students and enable them to realize their full potential and a vision to be the district of choice for families in the St. Louis region that provides a world class education and is nationally recognized as a leader in student achievement and teacher quality.”

5.4 Planning

5.4.1 Quality Objectives

Top Management ensures that goals and objectives, including those needed to meet customer requirements, are established at relevant functions and levels within the District. The objectives are measurable and consistent with the mission. The Continuous Improvement Procedure (QAS-P009) is an integral part of the quality objectives.

An example of the Saint Louis Public School's quality objectives include but are not limited to, the following:

“Saint Louis Public Schools 2007 – 20008 Action Plan: Key Actions”

- a) Strengthen high quality teaching and learning through key actions supported by professional development,
- b) Build on assets,
- c) Improve customer service – employ readily available tactical solutions

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- d) Strengthen human resource department processes and its capacity to recruit and hire, and manage the personnel function,
- e) Implement a cycle of improvement.

5.4.2 Quality Assurance System Planning

Planning focuses on defining processes that effectively and efficiently meet the quality objectives and requirements consistent with strategies of the District.

Top Management ensures that:

- a) Planning of the Quality Assurance Program is carried out in accordance with documented procedures and/or work instructions in order to meet the requirements of clause 4.1 of ISO 9001:2000
- b) Integrity of the QAS program is maintained when changes are planned and implemented, and
- c) Management reviews the outputs of the effectiveness and efficiency of the processes of the Quality Assurance System Program.

5.5 Responsibility, Authority, and Communication

5.5.1 Responsibility and Authority

- a) Top Management ensures that responsibilities, authorities and their interrelation are defined and communicated within Saint Louis Public Schools,
- b) Responsibilities are defined in job descriptions maintained by the Human Resources Department,
- c) An organizational chart defining Top Management and their direct reports can be found as an attachment in this manual,
- d) Top Management has defined and communicated the responsibility and authority to implement and maintain an effective and efficient Quality Assurance Systems Program,
- e) Top Management ensures that responsibilities and authorities are defined and communicated within the organization.

5.5.2 Management Representative

Top Management has appointed a member of Saint Louis Public School's management who irrespective of other responsibilities has responsibility and authority that includes:

- a) Ensuring that processes needed for the QAS program are established, implemented, and maintained,
- b) Reporting on the performance of the QAS program to the Superintendent, including any need for improvement,
- c) Ensuring the promotion and awareness of customer requirements throughout the organization,

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- d) Ensuring that the Quality Assurance System Manual is maintained and revised as needed, and
- e) Managing, monitoring, evaluating and coordinating the Quality Assurance System Program.

5.5.3 Internal Communication

Top Management ensures that appropriate communication processes are established within the District and that communication takes place regarding the effectiveness of the Quality Assurance System Program. The Saint Louis Public Schools Project Management Office accomplishes this by conducting meetings, publishing newsletters, posting of quality policy, District website and other methods.

5.6 Management Review

5.6.1 General

Management Review Team reviews the Districts Quality Assurance Systems Program a minimum of twice a year to ensure its continuing suitability, adequacy and effectiveness. This review includes assessing opportunities for improvement and the need for changes to the Quality Assurance System Program, including the quality policy and quality objectives.

5.6.2 Management Review Inputs

Inputs to the management review include information on

- a) Results of audits,
- b) Feedback from Customer,
- c) Process performance and process conformity to requirements,
- d) Status of corrective action requests and preventive actions,
- e) Follow-up actions from previous management reviews,
- f) Changes that could affect the Quality Assurance System Program, and
- g) Recommendations for improvement.

5.6.3 Management Review Output

The output from the management review includes, but is not limited to, all decisions and actions related to the following:

- a) Improvement of the efficiency and effectiveness of the Quality Assurance Systems Program and its processes,
- b) Satisfaction of internal and external customers,
- c) Improvement of services related to schools, and
- d) Resource needs.

E. RESPONSIBILITIES

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The Superintendent Cabinet

Management Review Team

F. RECORDS

The minutes of Management Review Team meetings are maintained in the Saint Louis Public School's Project Management Office, and the minutes of the Superintendent Cabinet meetings are maintained in the Superintendent Office.

*** * * E N D O F S E C T I O N 5 * * ***

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District Organizational Chart

(See Attachment B)

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SECTION #6 – RESOURCE MANAGEMENT

A. PURPOSE

This section establishes the requirements for management of the resources that are essential to the implementation and continual improvement of the Quality Assurance Systems Program that ensures high quality services to schools.

B. REFERENCE DOCUMENTS

ISO 9001:2000 Clause 6

Continuous Improvement Procedure QAS - P009

Teacher Hiring Procedure HR-P009

Monitor Certification Process Procedure HR-P017

Annual Evaluation Work Instruction HR-W006

Professional Development Needs Assessment Survey Procedure PDV-P001

Contact Hours Procedure PDV-P002

C. DEFINITIONS

See Section 3 for terms and definitions

D. REQUIREMENTS

6.0 Resource Management

6.1 Provision of Resources

Top Management has determined and provided the resources needed for all departments to:

- a) Implement and maintain the Quality Assurance System Program and continually improve its efficiency and effectiveness,
- b) Enhance customer satisfaction by meeting customer requirements. Customer requirements are obtained through ongoing dialogue between the Board, Central Administration, and School-based staff, and
- c) The resources allocated for all departments are identified via the department's organizational charts, and these organizational structures are on file the District's Human Resources Department and applicable department administrative offices.

6.2 Human Resources

6.2.1 General

Personnel performing work affecting process quality have been determined to be competent on the basis of appropriate education, training, skills and experience.

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It is the responsibility of each department administrator to ensure that all personnel, whose job requires knowledge of product / service specifications, are made aware of changes to the customer needs.

6.2.2 Competence, Awareness and Training

Top Management has determined and provided the resources for:

- a) The Leadership Development Department; Professional Development Department and Curriculum Department to provide training for certified / non-certified personnel,
- b) Ongoing staff evaluations; conducted by department, program, and school leaders ensure that staff are fully competent and have the skills required for the functions they carry out,
- c) Determining the necessary competence for personnel performing work affecting product / service quality,
- d) Ensuring that all personnel are aware of the relevance and importance of their activities and how they contribute to the achievement of the quality objectives, and
- e) All records of education, training, skills and experience are maintained on file in the Human Resources Department.

6.3 Infrastructure

Top Management determines, provides and maintains the infrastructure needed to achieve conformity to service requirements. The infrastructure includes the following:

- a) Buildings, workspace and associated utilities,
- b) Process equipment (hardware and software), and
- c) Core services and supporting services to ensure the effective functioning of the District include the following processes and/or departments within the scope of the Quality Assurance Systems Program's ISO 9001 certification. These areas are:
 - ***Quality Assurance Systems Program (QAS)*** – the management of the Quality Assurance System Program as it relates to the requirements of ISO 9001, including the structure of the system, document control, corrective action request, control of non-conformances and internal auditing of the Quality Assurance System Program, continuous improvement and management reviews.
 - ***Finance*** - Annual Budget Development, Annual Budget Monitoring, Portal (update)Maintenance , SAP Training, Extra Service Approval, Financial Analysis, Grant Setup, Grant Returns – Carry Forwards, Transfer Requests, Monthly Budget Transaction, Accounts Update, Supplements Additional Appropriations, Positions Authorizations View, Positions Authorization Modifications, Year End Sweeps Work, and Employee Rosters.

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- **Human Resources** - Core Data Procedures, School Calendar Development, Customer walk-in, School Staffing Allocations, School Staffing Adjustments, Employee Requisition, Termination, Resignation / Retirement, Teachers Hiring, Employee Information, Workman's Compensation, Monitor Certifications, Military Science Pay, Benefits, Position Control.
- **Operations** - District Enrollment Projection, Facilities Enrollment Projection, Work Order Process, Free & Reduced Lunch Applications, Free and Reduced Direct Certification, Free and Reduced Verification, and Consolidated / Closing Facilities.
- **Curriculum** – Adoption of Instructional Materials, Adoption of Textbooks, Purchasing Textbooks and Instructional Materials (Schools), Review and Revision of Course Catalogue, and Communicating Benchmarks Results.

6.4 Work Environment

Top Management has determined and manages the work environment needed to achieve conformity to District requirements (Board policies). This environment is accomplished through the Quality Assurance System planning process, management reviews, and maintenance and operations.

Top Management ensures the work environment has a positive influence on motivation, satisfaction and performance of employees to enhance the performance of the District.

E. RESPONSIBILITIES

Office of the Superintendent

Management Representative

Human Resources Officer

F. RECORDS

Data on education, training, skills and experience of personnel performing work affecting process quality is recorded on the below-listed documents. These records are maintained in Human Resources Office and Saint Louis Public School's Project Management Office.

*** * * E N D O F S E C T I O N 6 * * ***

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SECTION #7 – PROCESS REALIZATION

A. PURPOSE

This section establishes the requirements for the processes needed to ensure process realization based on the needs and quality objectives of Saint Louis Public Schools and to continue to satisfy its customers.

B. REFERENCE DOCUMENTS

ISO 9001:2000 Clause 7

Continuous Improvement Procedure QAS – P009

Adoption of Instructional Materials CUR-P001

Adoption of Textbooks CUR-P002

Purchasing Textbooks / Instructional Materials CUR – P003

C. DEFINITIONS

See Section 3 for terms and definitions

D. REQUIREMENTS

7.0 Process / Realization

7.1 Planning of Service Realization

Top Management plans and develops the processes needed for service realization. Planning of service realization is consistent with the related procedures of the Quality Assurance System.

In planning service realization, Top Management determines the following as appropriate:

- a) Quality objectives and requirements for the system,
- b) The need to establish processes, documents, and provide resources specific to the service,
- c) Required verification, validation, monitoring, inspection and test activities specific to the service and the criteria for service acceptance, and
- d) Records needed to provide evidence that the realization processes and resulting service fulfill requirements.

The output of this planning is the continuous improvement process and/or customer surveys.

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7.2 Customer Related Processes

7.2.1 Determination of requirements related to the process

Top Management determines:

- a) Requirements specified by the Board of Education and internal customers,
- b) Requirements not stated by the customer but necessary for specified use or intended use, where known,
- c) Statutory and regulatory requirements per board policy and Missouri statutes related to the process, and
- d) Any additional requirements determined by the organization.

7.2.2 Review of requirements related to the service

Top Management reviews the requirements related to the need of the District. This review is periodically through surveys and customer feedback to ensure the District's commitment to supply the resources needed to ensure a quality education for all children in the District. This review, in the form of surveys and/or other methods, ensures that:

- a) Customer requirements are defined through Board approved goals,
- b) Concerns of the District are addressed, and
- c) The District has the ability to meet the defined requirements.

Records of the results of the review and actions arising from the review are maintained.

7.2.3 Customer Communication

Top Management determines and implements effective arrangements for communicating with customers in relation to continuous improvement plan requirements, changes, and customer feedback including customer complaints. Those arrangements include but are not limited to annual reports and monitoring reports of student performance.

7.3 Design and Development

7.3.1 Design and Development Planning

Top Management has defined, implemented and maintained the necessary design and development processes to respond effectively and efficiently to the needs and expectations of its customers.

During the design and development planning, Top Management determines:

- a) The design and development stages,
- b) The review, verification and validation that are appropriate to each design and development stage, and
- c) The responsibilities and authorities for design and development.

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Top Management manages the interfaces between different groups involved in design and development to ensure effective communication and clear assignment of responsibility.

Planning output is updated, as appropriate, as the design and development progress.

7.3.2 Design and Development Inputs

Inputs relating to requirements are determined and records maintained. These include

- a) Functional and performance requirements,
- b) Applicable statutory and regulatory requirements,
- c) Where applicable, information derived from previous similar designs, and
- d) Other requirements essential for design and development. These inputs are reviewed for adequacy to ensure that requirements are complete, unambiguous and not in conflict with each other.

7.3.3 Design and Development Outputs

The outputs of design and development are provided in a form that enables verification against the design and development input and are approved prior to release. Design and development outputs

- a) Meet the input requirements for design and development,
- b) Provide appropriate information for purchasing, procession and for service provision,
- c) Contain or reference process acceptance criteria, and
- d) Specify the characteristics of the process that are essential for its safe and proper use.

7.3.4 Design and Development Review

At suitable stages, systematic reviews of design and development are performed,

- a) To evaluate the ability of the results of design and development to fulfill requirements, and
- b) To identify any problems and propose necessary actions.

Participants in such reviews include representatives of functions concerned with the design and development stage(s) being reviewed.

Records of the results of the reviews and any necessary actions are maintained.

7.3.5 Design and Development Verification

Verification is performed to ensure that the design and development outputs have satisfied the design and development input requirements. Records of the results of the verification and any necessary actions are maintained.

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7.3.6 Design and Development Validation

Design and development validation is performed in accordance with planned arrangements to ensure that the resulting process is capable of meeting the requirements for the specified application or known intended use. Wherever practicable, validation is completed prior to the delivery or implementation of the design. Records of the results of validation and any necessary actions are maintained.

7.3.7 Control of Design and Development Changes

Design and development changes are identified and records maintained. The changes are reviewed, verified and validated, as appropriate, and approved before implementation. The review of design and development changes includes evaluation of the effect of the changes on the design being used. Records of the results of the review of changes and any necessary actions are maintained.

7.4 Purchasing Process

7.4.1 Purchasing Process

- a) Purchasing Department ensures that purchased product and services conform to specified purchase requirements,
- b) The type and extent of control applied to the supplier and the purchased product / services is dependent upon the effect of the desired outcome,
- c) Criteria for selection, evaluation and re-evaluation of vendors are established by Saint Louis Public School's Purchasing Department, and
- d) Records of the results of evaluations and any necessary actions arising from the evaluation are maintained.

7.4.2 Purchasing Information

Purchasing documents describe the product to be purchased including, where appropriate,

- a) Requirements for approval of product, procedures, processes and equipment,
- b) Requirements for qualification of personnel, and
- c) Applicable Quality Assurance Systems Program requirements.

Finance Department ensures the adequacy of specified purchase requirements prior to their communication to the supplier.

7.4.3 Verification of Purchased Process

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Purchasing Department and Accounts Payable Department establish and implement activities necessary for ensuring that purchased product or services meet District requirements.

Purchased items are verified upon receipt for condition, completeness, identification and general compliance with procurement document requirements, including availability of required documentation.

7.5 Services Provision

7.5.1 Control of Services Provision

In providing acceptable services to customers, Top Management controls operations through documented procedures outlined in the Quality Services Manual:

- a) Document Control – QAS-P003,
- b) Quality Records – QAS-P006,
- c) Internal Audit – QAS- P007,
- d) Corrective action Request – QAS-P002,
- e) Preventive Action – QAS-P004,
- f) Control of Non-conformance – QAS-P008, and
- g) Customer Satisfaction – QAS-P005

Top Management plans and carries out the processes under controlled conditions. Controlled conditions include:

- a) Availability of information that describes the characteristics of the product,
- b) Availability of work instructions, as necessary,
- c) Use of suitable equipment,
- d) Availability and use of monitoring and measuring devices,
- e) Implementation of monitoring and measurement, and
- f) Implementation of release, delivery and post-delivery activities.

7.5.2 Validation of Processes for Product and Service Provision

Top Management validates processes through monitoring, measuring and internal auditing to ensure compliance. Validation demonstrates the ability of these processes to achieve the planned results.

Top Management establishes arrangements for these processes including:

- a) Defined criteria for review and approval of the processes,
- b) Approval of equipment and qualification of personnel,

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- c) Use of specific methods and procedures,
- d) Requirements for quality records, and
- e) Revalidation.

7.5.3 Identification and Traceability

Where appropriate, Top Management identifies the process/service by suitable means throughout process / services realization.

Top Management identifies the process status with respect to monitoring and measuring requirements.

Where traceability is a requirement, Top Management controls and records the unique identification of the product i.e., barcode and laptops numbering.

7.5.4 Customer Property

Top Management exercises care with customer property while it is under the District's control or being used by the District. Processes are in place to identify, verify, protect and safeguard customer property.

7.5.5 Preservation of Product

Top Management preserves the conformity of product during internal processing and delivery to the intended destination. This preservation includes identification, handling, packaging, storage and protection of all tangible aspects of our process. Preservation also applies to the constituent parts of the process.

7.6 Control of Monitoring and Measuring Devices

Top Management determines the monitoring and measuring to be undertaken and the monitoring and measuring devices needed to provide evidence of conformity of process to determined requirements.

Top Management establishes processes to ensure that monitoring and measuring can be carried out and are carried out in a manner that is consistent with the monitoring and measuring requirements.

Where necessary to ensure valid results, measuring equipment is:

- a) Calibrated or verified at specified intervals, or prior to use, against measurement standards traceable to international or national measurement standards. Where no such standards exist, the basis used for calibration or verification is recorded,
- b) Adjusted or re-adjusted as necessary,
- c) Identified to enable the calibration status to be determined,
- d) Safeguarded from adjustments that would invalidate the measurement result, and

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- e) Protected from damage and deterioration during handling, maintenance and storage.

E. RESPONSIBILITIES

All Department and Program Managers (i.e., Finance & Purchasing)

F. RECORDS

Records are maintained in accordance with Quality Records Procedure (QAS – P006)

*** * * E N D O F S E C T I O N 7 * * ***

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SECTION #8 – MEASUREMENT, ANALYSIS AND IMPROVEMENT

A. PURPOSE

The purpose of this section is to establish the requirements for the measurement, analysis and improvement of the Quality Assurance System processes.

B. REFERENCE DOCUMENTS

ISO 9001:2000 Clause 8.1

Continuous Improvement Procedure QAS-P009

Internal Audit Procedure QAS-P007

Preventive Action Procedure QAS-P004

Internal Audit Reports QAS-P011

Corrective action Request Procedure QAS-P002

Customer Satisfaction Feedback QAS-P005

Control of non-conforming Processes Procedure QAS-P008

Communication of Benchmark Results CUR-P005

C. DEFINITIONS

See Section 3 for terms and definitions.

D. REQUIREMENTS

8.0 Measurement, Analysis and Improvement

8.1 General

Top Management plans and implements the monitoring, measuring, analysis and improvement processes needed for the following:

- a) To demonstrate conformity of the process,
- b) To ensure conformity of the Quality Assurance System Program, and
- c) To continually improve the effectiveness of the Quality Assurance System Program.

This includes the determination of applicable methods, including statistical techniques, and the extent of their use.

8.2 Monitoring and Measurement

8.2.1 Customer Satisfaction

As one of the measurements of the performance of the Quality Assurance System, Saint Louis Public Schools monitors information relating to customer perception as to whether the organization has met customer requirements. The methods for obtaining and using this information are specified in Customer Satisfaction Procedure (QAS – P005).

8.2.2 Internal Audit

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- a) Top Management conducts internal audits at planned intervals to determine whether the Quality Assurance System conforms to the planned arrangements, to the requirements of the ISO 9001:2000 Standard and to the requirements established within this Manual, and to ensure that the system is effectively implemented and maintained,
- b) The audit program is planned, taking into consideration the status and importance of the processes and areas to be audited, as well as the results of previous audits,
- c) The audit criteria, scope, frequency and methods are defined. Selection of auditors and the conduct of audits ensure objectivity and impartiality of the audit process. Auditors do not audit their own work,
- d) The responsibilities and requirements for planning and conducting audits, and for reporting results and maintaining records are defined in the Internal Audit Procedure (QAS – P007),
- e) The management responsible for the area being audited ensures that actions are taken without undue delay to eliminate detected nonconformities and their causes,
- f) Follow-up activities include the verification of the actions taken and the reporting of verification results, per Internal Audit Procedure (QAS – P007), and
- g) Top management and management review ensure improvement actions are taken in response to internal audit results.

8.2.3 Monitoring and Measurement of Processes

Measurement of service / process performance covers reaction time, yield, capability, the effectiveness and efficiency of the District's personnel, utilization of technologies, waste reduction and cost allocation and reduction.

Top Management applies suitable methods for monitoring and, where applicable, measurement of the Quality Assurance System Program processes.

These methods demonstrate the ability of the processes to achieve planned results. When planned results are not achieved, corrective action is taken, to ensure conformity of the process.

8.2.4 Monitoring and Measurement of Service

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Top Management monitors and measures the characteristics of the services to schools to verify that those services are acceptable. This is carried out at appropriate stages of the service delivery process in accordance with the planned arrangements.

Evidence of conformity with the acceptance criteria is maintained in records that indicate the person(s) authorizing delivery of services to schools.

Service deliveries do not proceed until all the planned arrangements have been satisfactorily completed, unless otherwise approved by a relevant authority, and where applicable by the customer.

Top Management has selected measurements methods for ensuring that the services conform to the requirements of customer needs. These methods include but are not limited to:

- a) Student Achievement,
- b) Graduation rate,
- c) Service effectiveness, and
- d) Qualification of personnel, materials, processes, and the Quality Assurance System Program.

8.3 Control of Nonconforming Process

Top Management ensures that services, which do not conform to customer requirements, are identified and controlled to ensure high level of student performance.

Saint Louis Public Schools deals with nonconforming process by one or more of the following ways:

- a) By taking action to eliminate the detected nonconformity, and
- b) By authorizing its use, release or acceptance under concession by a relevant authority and, where applicable, by the customer.

The Management Representative and Management Review Team maintain records of the nature of non-conformities and any subsequent actions taken.

When nonconformities are corrected, they are subject to re-verification to demonstrate conformity to the requirements.

When nonconformities are detected after delivery or use has started, Top Management takes action appropriate to the effects, or potential effects, of the nonconformity.

8.4 Analysis of Data

Top Management determines, collects and analyzes appropriate data to demonstrate the suitability and effectiveness of the Quality Assurance System and to evaluate where continual improvement of the effectiveness of the Quality Assurance System can be made.

The analysis of data provides information relating to the following:

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- a) Student Performance Data,
- b) Customer satisfaction,
- c) Conformance to service requirements,
- d) Characteristics and trends of processes and products / services including opportunities for preventive action, and
- e) Vendors.

The results of the analysis are used by Saint Louis Public Schools to determine:

- ✓ Trends,
- ✓ Customer Satisfaction,
- ✓ Effectiveness and Efficiency of its processes; and
- ✓ Benchmarking

8.5 Improvement

8.5.1 Continual Improvement

Top Management continually improves the effectiveness of its Quality Assurance System through the use of the quality policy, quality objectives, audit results, analysis of data, corrective and preventive actions, and management review.

8.5.2 Corrective Action

Top Management takes action to eliminate the cause of nonconformities in order to prevent recurrence. Corrective actions are appropriate to the effects of the nonconformities encountered. Corrective Action Request Procedure (QAS – P002) defines requirements for:

- a) Reviewing nonconformities (including customer complaints),
- b) Determining the causes of non-conformities,
- c) Evaluating the need for action to ensure that nonconformities do not recur,
- d) Determining and implementing action needed,
- e) Records of the results of action take, and
- f) Reviewing corrective action taken.

Examples of information used by Saint Louis Public Schools in corrective action are customer complaints, internal audit reports, outputs from management review, and outputs from data analysis, relevant Quality Assurance Systems Program systems records, process measurements; and customer feedback surveys.

8.5.3 Preventive Action

Top Management determines action to eliminate the causes of potential nonconformities in order to prevent their occurrence. Preventive actions are

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appropriate to the effects of the potential problems. Preventive Action Procedures (QAS – P005) defines requirements for:

- a) Determining potential nonconformities and their causes,
- b) Evaluating the need for action to prevent occurrence of nonconformities,
- c) Determining and implementing action needed,
- d) Records of results of action taken, and
- e) Reviewing preventive action taken.

E. RESPONSIBILITIES

Superintendent and Management Review Team

F. RECORDS

MRT Minutes

Results of Internal Audit

Quality Assurance Improvement documents

Preventive action documents

Quality Action Plan

*** * * E N D O F S E C T I O N 8 * * ***

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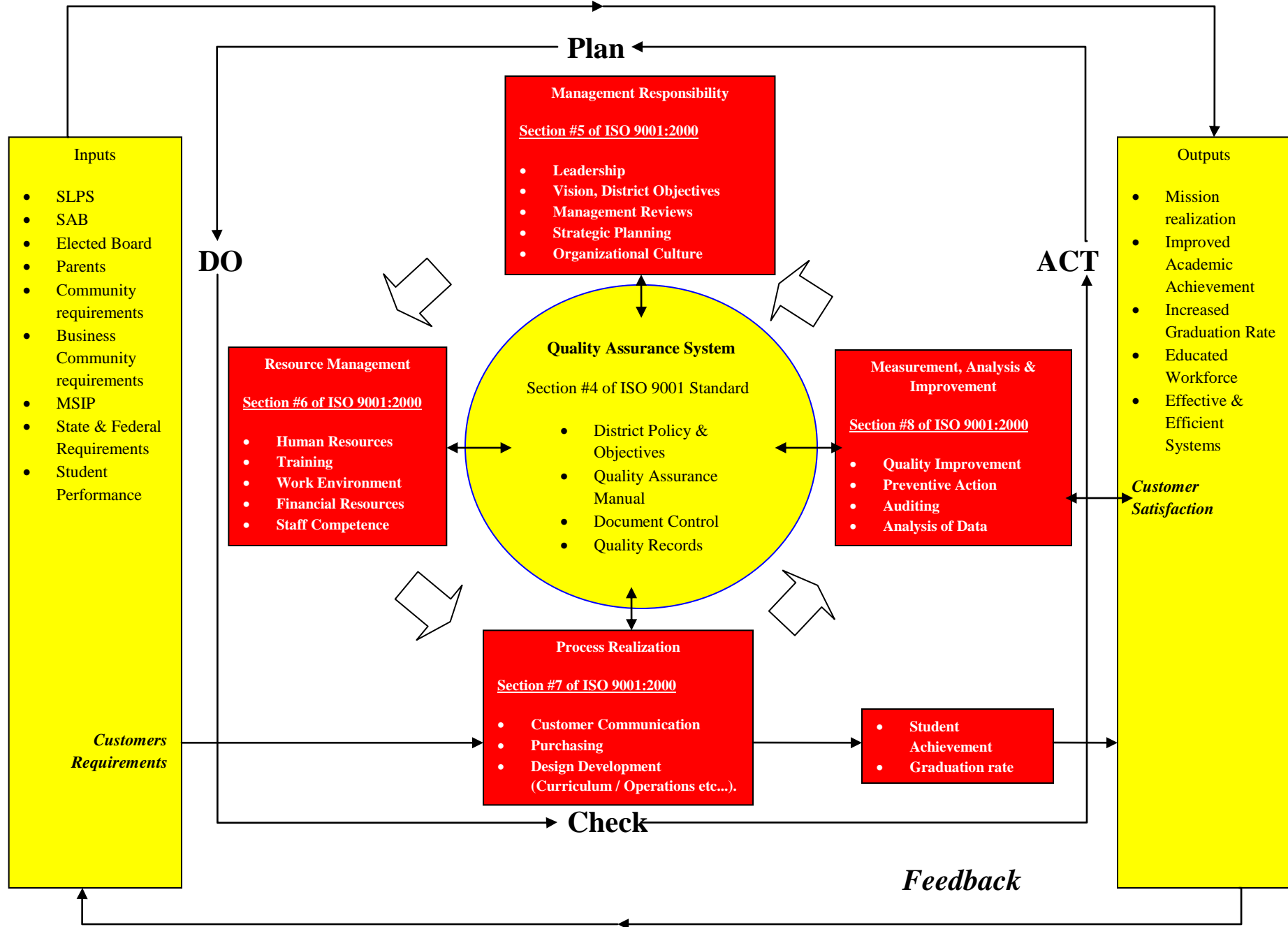
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ATTACHMENTS

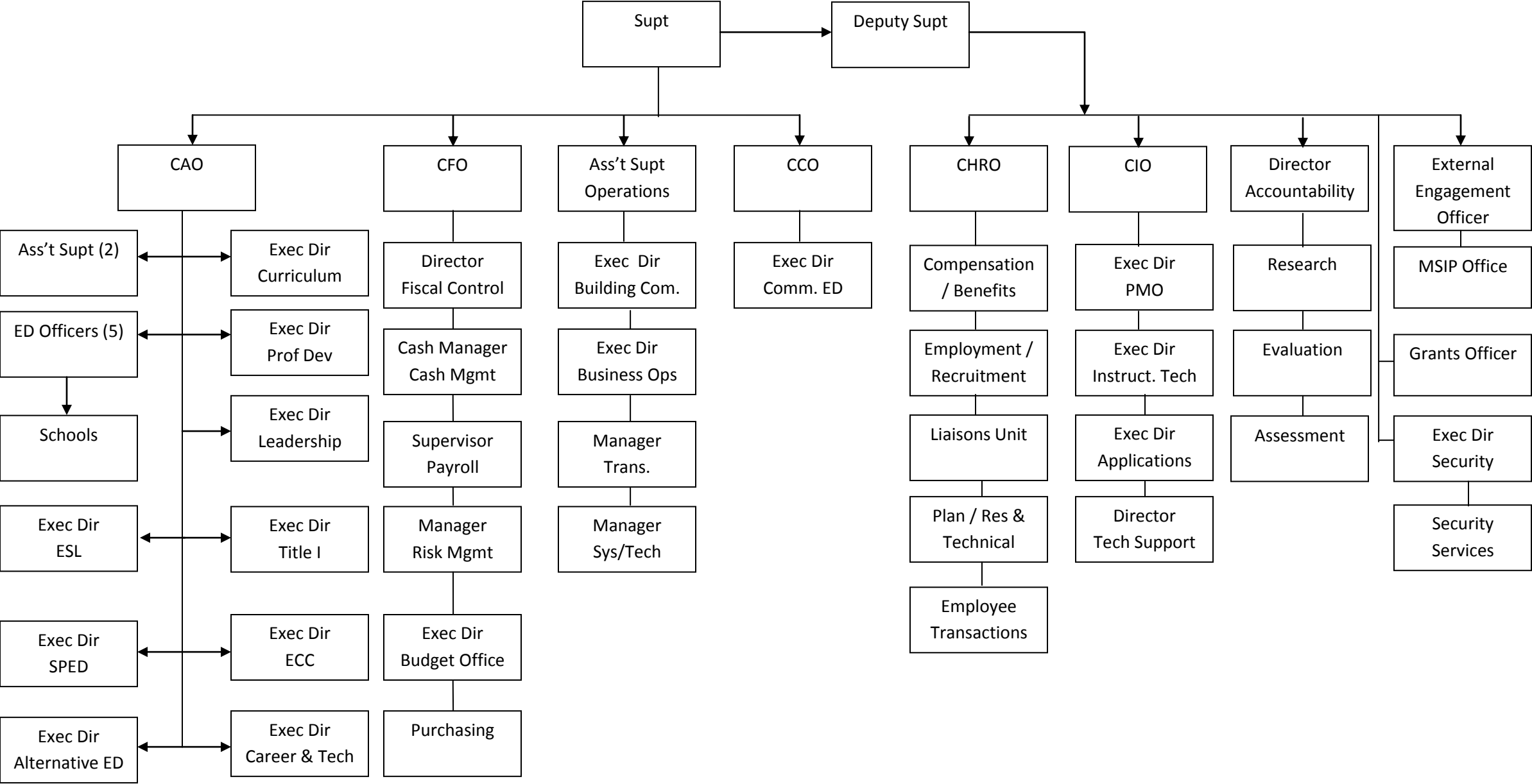
- M001A – Process Map for Continuous Improvement
- M002B – District Organization Chart
- M001C – Department Goals & Objectives

*** * * E N D O F D O C U M E N T * * ***

“Attachment A” Process Map for Continuous Improvement (QAS) Saint Louis Public Schools



Attachment B – M001 / SLPS Organizational Chart



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ATTACHMENT C

Goals & Objectives of Departments

Department	Goals	Objectives	Supports Key Action # of District Plan
Curriculum	Increase the number of proficient readers in Grades 1 & 2.	<ul style="list-style-type: none"> Assess students three times per year using DIBELS diagnostic assessment. Diagnostic assessment tool for all non-Reading First students. 	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development.. Key Action #2: Build on Assets Key Action #5: Implement a cycle of improvement.
Curriculum	Increase the number of third grade students reading on level by 10% at the end of the 2007-2008 year. AYP target is 51.0%.	<ul style="list-style-type: none"> Align PD to GLEs and MAP process standards to ensure curriculum & instruction alignment. Progress monitor formative assessments; demonstrate 15 to 20% increase in proficient reading/writing skills. 	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #2: Build on Assets. Key Action #5: Implement a cycle of improvement.
Curriculum	Increase the number of 8th grade students enrolled in Algebra by 50% for the 2007-2009 school years.	<ul style="list-style-type: none"> Assessments to identify strengths and weaknesses. Vertical alignment of PD for 7th/8th grade math teachers increasing rigorous instruction. 	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #2: Build on Assets. Key Action #5: Implement a cycle of improvement.
Curriculum	Increase the secondary communication arts and math proficiencies by 10-15% at the end of the 2007-2009 years.	<ul style="list-style-type: none"> Implement a comprehensive literacy and writing intervention - for secondary students scoring in the Tier 2/Tier 3 bottom two quartiles on MAP - 30% and lower on Terra Nova and benchmarks. Implement an Algebra Tier 	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #2: Build on Assets. Key Action #5: Implement a cycle of improvement.

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ATTACHMENT C

Goals & Objectives of Departments

		2/Tier 3 intervention for identified students scoring in the bottom two quartiles on the MAP - 30% and lower on Terra Nova & benchmark assessments.	
Professional Development	Adopt a district focus on literacy across the curriculum.	<ul style="list-style-type: none"> Secure support and approval through leadership. Secure support and approval through the Professional Development Committee. 	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #2: Build on Assets Key Action #5: Implement a cycle of improvement.
Professional Development	Provide rigorous, standards-based curriculum, instruction, and assessment that ensure academic success.	<ul style="list-style-type: none"> Provide literacy model training for SPT facilitators through the Consortium on Reading Excellence (CORE). 	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #2: Build on Assets Key Action #5: Implement a cycle of improvement.
Professional Development	Ensure intensive professional development for all teachers, coaches, and principals in core subjects.	<ul style="list-style-type: none"> CORE model will be instituted and implemented Pre-K through 12 with 100% participation of eligible coaches and principals. Provide CORE training to teaching staff during summer institute. Increase the number of training sessions for K-12 	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #2: Build on Assets Key Action #5: Implement a cycle of improvement.

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ATTACHMENT C

Goals & Objectives of Departments

		Math teachers.	
Professional Development	Develop a framework for a positive school climate (school-wide behavior management; Fred Jones model; crisis and safety plans, mental health services, etc.).	<ul style="list-style-type: none"> • A framework will be completed with a plan for implementation for the 2008-2009 school year. • Increase the number of participating schools using the Fred Jones Discipline model • Provide coaching support to teachers and other staff as they implement the school climate framework. 	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #2: Build on Assets. Key Action #5: Implement a cycle of improvement.
Professional Development	Align the district's resources—human, time, and money to improve student achievement in the classroom.	<ul style="list-style-type: none"> • Ensure effective processes for building-based PD committees to work collaboratively to make decisions for school-based PD needs. • Develop a collaborative and clear district focus for initiatives. • Determine PD issues and their solutions to create a district-wide collaborative model/plan for all professional development • Develop a long-range professional development plan aligned to the district's action plan. 	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #2: Build on Assets. Key Action #5: Implement a cycle of improvement.
Professional Development	Ensure that new teachers have a high quality induction program.	<ul style="list-style-type: none"> • Work in collaboration with HR and other divisions to 	Key Action #1: Strengthen High Quality Teaching and Learning

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ATTACHMENT C

Goals & Objectives of Departments

		<p>establish a seamless induction program.</p> <ul style="list-style-type: none"> • Provide mentors with training and support. 	<p>through key actions supported by professional development.</p> <p>Key Action #2: Build on Assets.</p> <p>Key Action #5: Implement a cycle of improvement.</p>
Professional Development	Implement processes that promote effectiveness in working with Parsons Blewett Memorial Fund and other funders.	<ul style="list-style-type: none"> • Strengthen processes such as: communication; centralization of grant management; proposal submission; responding to funders, orientation to funders; funding criteria and standards; and grant writing training; and grant program evaluation. 	<p>Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development.</p> <p>Key Action #2: Build on Assets.</p>
Professional Development	Ensure processes and procedures that meet data requirements for state mandated reporting in Core Data.	<ul style="list-style-type: none"> • Develop and implement processes for the professional development office through the Quality Assurance System. 	<p>Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development.</p> <p>Key Action #5: Implement a cycle of improvement.</p>
Professional Development	Ensure quality customer service by all SLPS staff and leadership.	<ul style="list-style-type: none"> • Provide customer service training district-wide to all departments and schools within three years. 	<p>Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development.</p> <p>Key Action #2: Build on Assets.</p> <p>Key Action #3: Improve customer service – employ readily available tactical solutions.</p> <p>Key Action #5: Implement a cycle of improvement.</p>
Leadership Development	Increase the knowledge, skills, and dispositions of practicing leaders .	<ul style="list-style-type: none"> • Provide on-going quality professional development for 	<p>Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by</p>

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		<p>administrators on a monthly basis based on District initiatives and performance assessments.</p> <ul style="list-style-type: none"> • Provide resources through the Leadership Professional Development Library, on-line resources, and state level resources. 	<p>professional development. Key Action #5: Implement a cycle of improvement.</p>
Leadership Development	Increase the number of functioning Professional Learning Communities to the rate of 50%.	<ul style="list-style-type: none"> • Provide leadership development for administrators in conjunction with the Regional Professional Development Center quarterly for 50% of the schools and on a semester basis for all administrators. 	<p>Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #5: Implement a cycle of improvement.</p>
Leadership Development	100% of the schools will participate in the Leadership Academy for Character Education.	<ul style="list-style-type: none"> • Design cohorts of administrators to participate in the character education collaborative to change the culture of St. Louis Public Schools to one of mutual respect. • Implement school-level and district-level character education programs as a result of participation in the Academy. 	<p>Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #5: Implement a cycle of improvement.</p>
Leadership Development	<p>100% of 1st year principals to the 2nd year.</p> <p>100% of the New Leaders will pass the state</p>	<ul style="list-style-type: none"> • Provide quality mentors to work 1-1 with 1st year administrators. • Provide quality professional development for 1st year principals on a quarterly basis. • Provide intense training on the 	<p>Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development.</p>

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	principal assessment. 100% of the Superintendent's Scholars will pass the state principal assessment.	SLAA for principal interns. • Work in conjunction with Maryville and Harris-Stowe Universities to provide intense support for the Scholars.	
Leadership Development	Increase proficiency through the design of performance-based instruments for all administrators.	• Design and implement the Performance-based Assistant Principal Evaluation Instrument.	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #5: Implement a cycle of improvement.
Leadership Development	Seek national exposure for the aspiring principal programs of the district.	• Submit proposals to state and national conventions. • Participate in national surveys on principal leadership programs (Val-Ed, Wallace, Education Development Corporation).	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development. Key Action #5: Implement a cycle of improvement.
Leadership Development	Secure the 2 nd and 3 rd year extension of the Wallace Foundation Grant.	• Collaborate with the Department of Secondary and Elementary Education to write a cohesive proposal for submission. • Work with District leadership to assess the levers for change in leader behavior to include in the proposal.	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development.
Human Resources	Development of manpower planning unit.	• Accurately predict staff demand, market conditions and District needs.	Key Action #3: Improve customer service – employ readily available tactical solutions. Key Action #4: Strengthen human resource department processes and its capacity to recruit,

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			hire, and manage the personnel function.
Human Resources	Development of an automated personnel filing system.	<ul style="list-style-type: none"> Improved central personnel file system and record keeping; EEOC compliance; streamlined data retention and collection. 	<p>Key Action #3: Improve customer service – employ readily available tactical solutions.</p> <p>Key Action #4: Strengthen human resource department processes and it capacity to recruit, hire, and manage the personnel function.</p>
Human Resources	Establishment of specific department support to internal and external customers (buildings and principals, internal SLPS departments, and employees).	<ul style="list-style-type: none"> Employ readily available tactical solutions and systems designed to enhance the overall performance of the HR department. 	<p>Key Action #3: Improve customer service – employ readily available tactical solutions.</p> <p>Key Action #4: Strengthen human resource department processes and it capacity to recruit, hire, and manage the personnel function.</p>
Human Resources	Table of organization in the HR department has been organized to deal more effectively with direct customers.	<ul style="list-style-type: none"> The department will become data driven and adopt key performance indicators (KPI's) inclusive of all department functions; feedback on those KPI's will shared with all staff regularly. Support for employee transactions with human resources will be streamlined and given new priority with new guidelines established for 	<p>Key Action #3: Improve customer service – employ readily available tactical solutions.</p> <p>Key Action #4: Strengthen human resource department processes and it capacity to recruit, hire, and manage the personnel function.</p>

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		<ul style="list-style-type: none"> making those services more efficient. Establishment of policies and procedures defining the operations and activities for all HR units as well as defined performance measures and benchmarks. 	
Finance (Budget Office)	Provide timely and accurate budget information.	<ul style="list-style-type: none"> Refine budget information for Administrators and presentation to the Board. 	Key Action #3: Improve customer service – employ readily available tactical solutions. Key Action #5: Implement a cycle of improvement.
Finance (Budget Office)	Improve knowledge to users of budget information.	<ul style="list-style-type: none"> Improve Administrators’ understanding and execution of their operating budgets Improve Budget Office Analyst contact with Administrators. 	Key Action #3: Improve customer service – employ readily available tactical solutions.
Finance (Budget Office)	Assist with the development of long range fiscal plans.	<ul style="list-style-type: none"> Link planning to budget and to presentation of actual results. 	Key Action #5: Implement a cycle of improvement.
Finance (Purchasing)	To be responsive to the needs of those we support; students, educators and administrators.	<ul style="list-style-type: none"> To obtain the maximum value for each dollar expended. To comply with all applicable provisions of state and federal laws governing school district purchasing. To establish specifications those are descriptive of materials desired, and, at all times, sufficiently broad to promote competitive bidding. 	Key Action #3: Improve customer service – employ readily available tactical solutions. Key Action #5: Implement a cycle of improvement.

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		<ul style="list-style-type: none"> • To publicly open advertised bids at the prescribed time and place. • To attract and develop a group of responsible bidders able to offer the best prices consistent with quality, delivery and service. • To serve the best interest of the school district in all transactions. Reliance shall be placed on reputable firms of known integrity, bearing in mind the fundamental responsibility for maintaining an adequate and satisfactory source of supply. • To give all bidders an equal opportunity to qualify for the District's business. • To purchase without favor or prejudice. • To conduct purchasing in a business-like manner using the most efficient procedures, records and reports. 	
Operations	<p>Safe and Supportive Environment:</p> <ul style="list-style-type: none"> • District stakeholders need to feel safe in all buildings and observe that all efforts to provide a quality education in a safe and supportive environment are being improved and maintained. 	<ul style="list-style-type: none"> • Increase security patrols within schools and neighborhoods. • Heighten the awareness of students, staff and employees about safety and security issues. 	Key Action #1: Strengthen High Quality Teaching and Learning through key actions supported by professional development.

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		<ul style="list-style-type: none">• Create partnerships that work towards reducing gang activity, truancy and fighting.• Establish two Emergency Command Locations.• Development or update efficient and effective Safety and Security Departmental Procedures.• Improve cleanliness of buildings.• Expand Air Conditioning project.• Provide a transportation tracking system for students that is safe and reliable.• Provide healthy, nutritious food service programs that meet all standards and increases meal participation.• Provide a welcoming learning environment.	
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