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CONTEXT:

To demonstrate my understanding of Staff and Student Centered Aspects, I have created the E-retention and Board Policy artifact that demonstrates my working knowledge of the requirements of record maintenance, storage, and retrieval, and the Custodian of Records artifact that demonstrates my working knowledge of the role of the custodian of records and the responsibilities of that position.

LEARNING OUTCOME:

This artifact addresses the following Learning Outcomes from the *Staff and Student Centered Aspects* class.

SSA-04. Demonstrate a working knowledge of the requirements of record maintenance, storage and retrieval.

SSA-06. Demonstrate a working knowledge of the role of the custodian of records and the responsibilities of that position.

REFLECTION:

The artifact for Staff and Student Centered Aspects is made up of two different documents. For the E-Retention and Board Policy artifact, I reviewed the existing board policy (BP) and administrative regulations (AR) regarding how the district records will be kept and the definition of the classification of records with timelines for each classification. I assumed that my district did not have a policy around district records and if it did, it would be woefully outdated and in need of much updating. In researching the online Gamut version of the district board policies, I discovered that the BP and AR 3580 had not been updated since 2006, yet it matched the language of the California Code of Regulations, Title 5, Subchapter 2, Articles 16022-16027. I was able to toggle between the local board policy and the state code of regulations and in most cases, the verbiage was exact.

The second part of this artifact included a discussion of the role and responsibilities of the Custodian of Records at my district and which certificated leaders might have this responsibility. In providing this information, I researched several board policies to learn that the Superintendent is the Custodian of Record and site level principals assume this role for the student records that they have on site.

These two documents combined demonstrate my progress toward developing my working knowledge of the role of the Custodian of Records and the policies around E-retention. I am confident in my understanding of who performs the role of the Custodian of Records at the site level and what those responsibilities are in maintaining, securing, and providing access to the records as it is clearly laid out within the Board Policy. Likewise, I have confidence in my knowledge of the e-retention policies and classifications for the different types of documents to be retained and the timelines for each. In applying the board policy to the actual work in the district, I am unclear on when and how the classification of the records and documents take place and will speak with the Assistant Superintendent and Superintendent to have a better understanding as to what these policies look like in practice. Also, in the board policy there is a statement regarding the electronic storage of these documents and that it falls upon the IT director. Being the person in that role, I will follow up to find out how this responsibility has been put into practice historically, assuming that there is one. I do know that we archive all email indefinitely and files for at least one year. I do not know if these documents have been classified and who takes part in the process.

Prior to this class, my knowledge of e-retention was a basic level of awareness that documents, files, and emails needed to be retained and that there was a process to classify the materials. I was not aware of the specifics of the classifications and the timelines and had assumed that we did not have any policy in place. As a result of learning about this in class and following up with a review of the board policies and administrative regulations, I recognize that there are state mandated requirements and these are documented in our board policy. What is missing in my understanding is the process in which my district goes through to classify files and documents for retention, who is responsible for this, and at what time of the year prior to January 1 it happens. Simply keeping every email to eternity and all files for about one year does not satisfy the e-retention requirements and creates future storage complications. The class content has provided me with a starting point to further investigate within my district.

Again, prior to this class, I was not aware of the term “Custodian of Records” and when first introduced to it, I assumed it was similar to the role of the Registrar. I know that as I learned more about the role and responsibilities combined with my own experience as a classroom teacher, I assumed that the site administrator would be responsible for the student records housed at their site. I am still unclear as to which records the Superintendent oversees at the district office as I don’t believe there are any student records at the district office. I will further research to find out who exactly is the Custodian of Records at the main office and which records are housed there.

In creating these two documents that constitute this artifact, I had made several assumptions about how up-to-date and relevant the board policies were. I was surprised to discover that in some cases the policies were available and directly aligned to state codes and that much of what was discussed in class was within my district's board policies and administrative regulations. Through reviewing these policies and regulations, I continually questioned as to when, where, how and who puts these policies into practice within my district. Although I do not have these specific answers, I now know what to ask to further my working knowledge regarding e-retention and the Custodian of Records. My knowledge about these topics has increased in regards to awareness, but as a CTO, I must be better versed in the practices surrounding these policies, especially the e-retention, and lead the charge to instituting a processes that classifies and retains electronic documents to be in compliance with board policy. To further understand what this looks like in practice, I will reach out to my colleagues to find out how they are managing e-retention and explore different processes used by other districts to better understand what might be best for my district environment.

Going forward, I believe that this is an area in which I have not fully mastered and by gathering more information, I will be able to lead the district in putting into practice the policies set forth by the board. First, I will communicate this information to Cabinet through my supervisor and, with Cabinet's approval, will convene a team of stakeholders representative of Business Services, Human Resources, and the Educational Services divisions to review the board policy, discuss existing procedures already in place, brainstorm ways to streamline the existing procedures to be consistent across all divisions or, if procedures do not currently exist for classifying and retaining documents, then draft procedures that meet this mandate. Bringing awareness to the board policy and the need to have a consistent procedure in place to classify and retain files is critical in moving forward. In addition, the technology system needed to retain the files needs to be examined and improved to meet the needs of the classification of documents and the various e-retention requirements. While working with the division stakeholders, I will also work with my technology team to determine how to best institute a system that will meet the needs. Through this process of identifying the problem, working with stakeholders for a consistent solution, and providing the technological resources to support the solution, I believe that I will be much closer to mastering this area of being a leader in my district.