

# e-VALUE

Evaluating:

Vision Ability Leadership Uniformity Excellence

## *Training and Evaluation Guide*

Miami-Dade County Public Schools

Office of Human Capital Management



American Federation of State County and  
Municipal Employees (AFSCME) – Local 1184



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# INTRODUCTION

Miami-Dade County Public Schools' is committed to the development of dedicated, competent employees who demonstrate high morals, integrity, and a strong work ethic aimed at achieving excellence in the workplace. Through M-DCPS' policy of continuous quality improvement, research theories based on the Malcolm-Baldrige Award Model and the Results-Based Accountability System, this performance tool will enhance and improve employee performance based on clear expectations, accountability and acknowledgement. The e-VALUE Employee Performance Evaluation Tool for the American Federation of State, County and Municipal Employees - Local 1184, (AFSCME) employees is a model and framework to help focus thought and action in a more systematic and structured way that will lead to improved performance and better efficiency in District school-sites and facilities.

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## Vision Statement

Miami-Dade County Public Schools' strives to provide quality services to the students, employees, visitors and community members who utilize Miami-Dade County Public Schools, school-sites and facilities.

## Mission Statement

Our mission is to promote and foster quality improvement in employee performance by developing a strong, competent workforce that demonstrates high morals and a strong work ethic. By focusing on results-based accountability, M-DCPS recognizes the value of our employees and the pride in which they complete all job-related tasks and assignments. Our mission is accomplished by developing and implementing an evaluation tool which provides measurable guidelines that will improve the delivery of services through effective training, technology, and equipment aimed at achieving excellence in the workplace and facilitating a clean safe learning environment for all stakeholders.

## Objectives of the e-VALUE Assessment Tool

- Acknowledge the pivotal role of all *AFSCME - Local 1184* employees in the operational aspect of District school-sites and facilities.
- Create an environment of high expectations and accountability.
- Offer professional career development and training opportunities.
- Create a performance measurement tool to be used annually, fairly and equitably.
- Develop a reliable employee recognition system based on performance.
- Develop future workforce goals that focus on quality control and safety procedures.
- Focus on a results-based accountability system for employees.
- Identify achievable system-wide standards for performance.
- Stimulate constructive dialogue between management and AFSCME employees.

# SUMMARY OF e-VALUE

## EVALUATING: VISION ABILITY LEADERSHIP UNIFORMITY EXCELLENCE

### **EVALUATING**

Evaluating is the rigorous analysis of completed or ongoing activities that determine or support management accountability, effectiveness and efficiency. Evaluating measures to the extent by which targets are being met and detecting the factors that hinder or facilitate their realization. This process includes establishing a cause-effect relationship between the particular set of policies and the desired outcome.

### **VISION**

Vision is the mental process by which images of the desired future goal, objective and/or outcome is made intensely real and acts as a motivator for the present action.

### **ABILITY**

Ability is an acquired or natural skill-set enabling an individual to perform a particular job or task successfully.

### **LEADERSHIP**

Leadership is the organizational role establishing a clear vision, sharing that vision with others and providing the information, knowledge, and methods to realize that vision. This will coordinate and balance the interests of all stakeholders. A leader emerges in the case of crisis and is able to think and act in creative ways to address and overcome difficult situations.

### **UNIFORMITY**

Uniformity implies consistency between the items being compared over a long period of time and across a wide range of activities, and standards.

### **EXCELLENCE**

Excellence is a philosophy where problem-solving, teamwork, and leadership result in the ongoing improvement of an organization. This process involves focusing on the stakeholders needs, keeping the employees positive and empowered, and continually improving the current training and skill-set development in the workplace.

# SUMMARY OF e-VALUE PERFORMANCE CATEGORIES AND INDICATORS

## A. JOB KNOWLEDGE

Job Knowledge measures the employees' understanding of his/her essential responsibilities and work practices, procedures, laws, customer service, and technical information. It is considered mastery of the concepts needed to perform certain work. Job Knowledge is essential in determining what developmental and/or training needs exist for the employee.

## B. PROFESSIONALISM

Professionalism measures the employees' performance relative to efficient methods of operation, proper conduct, speech, ethical behavior, interest in professional growth and training, and procedures such as attendance, punctuality, safety, security, maintenance of equipment, and use of supplies. This category involves adherence to work place conduct and behavioral guidelines. Professionalism also includes courteous behavior and a pleasant attitude toward all stakeholders.

## C. INTERPERSONAL SKILLS AND RELATIONSHIPS

Interpersonal Skills and Relationships measure the employee's development and maintenance of positive and constructive internal and external relationships. Interpersonal skills give consideration to the employee's willingness to perform as a team player working collaboratively with others in the work place. The employee is able to give and receive constructive criticism, accept supervision, resolve conflicts, and recognize the cultural and personal sensitivities of others, respect for all people, and varying viewpoints.

## D. PERFORMANCE

Performance measures the employees' work results in meeting established objectives, standards, and expectations of quality, quantity, and timeliness. Performance gives consideration to completeness, accuracy, neatness, and prioritization of work results. This category involves the amount and quality of acceptable work performed in relation to established standards. The employees' skills in adapting and making necessary changes should be considered for greater performance and efficiency.

**e-VALUE**  
**PERFORMANCE INDICATOR**  
**JOB KNOWLEDGE**

- 1. Demonstrates proper knowledge of assignments, materials, equipment, techniques, and training information.**

This factor evaluates the employee's understanding of the relevant policies, procedures, practices, laws, regulations, manuals, technology and other materials applicable to the performance of job duties. This understanding is reflected in the manner in which the work was performed and the results produced. The employee should be interested in training and professional development to meet the goals of this factor.

- 2. Utilizes appropriate safety measures including effective sanitation procedures as applicable.**

This factor evaluates the employee's compliance with the Occupational Safety and Health Administration (OSHA) standards and other applicable standards. The employee should demonstrate an understanding of sanitation and hazard in the work place; participate in training; and make informed decisions about how to maximize safety efforts and minimize harmful effects of improper use of equipment and materials.

- 3. Perform assigned duties according to work schedule/procedure.**

This factor evaluates the employee's ability to carry out their assigned duties and scheduled work in accordance with District and school-site requirements. The employee should demonstrate promptness in completion of reports, daily assignments, and thoroughness should be reflected in full coverage of all areas assigned. Due dates in the schedule should be met and adjusted as needed.

- 4. Adheres to all District and school policies related to effective job performance.**

This factor involves the employee adhering to all regulations and conditions that are related to their job performance by exhibiting a thorough understanding of how to perform work assignments and how those assignments relate to other areas. The employee should serve as a resource to others regarding work processes, policies and procedures and continuously try to improve job knowledge.

**e-VALUE**  
**PERFORMANCE INDICATOR**  
**PROFESSIONALISM**

**1. Presents a uniformed professional image.**

This factor evaluates an employee's professional image and the set of qualities and characteristics that represent perceptions of competence and character. It is important for the employee to create an image that conveys competence, social skills, integrity, and commitment to work ethic. This image should be apparent in the dress and behavior of the employee which includes behavior and demeanor that is professional.

**2. Demonstrates regular daily attendance, arrives promptly and departs no earlier than scheduled.**

This factor evaluates an employee's conformance to established work hours, break and lunch periods, attendance and punctuality at required work activities. Consideration should be given to timely completion of Request for Leaves including acceptable documentation such as doctor's notes, dental appointment cards, vacation requests, etc., if applicable, and proper use of personal and sick leave including the Family and Medical Leave Act (FMLA). Behavior such as arriving late, exceeding lunch hours, prolonged or unexcused absences, not calling in when absent, would be considered negative factors.

**3. Demonstrates initiative and participates in professional growth and training.**

This factor evaluates the extent to which the employee is self-directed, resourceful, and creative in performing job duties individually or collectively. The employee should take initiative in the form of proactive steps to identify cost effective and efficient ways to perform job duties and/or recommend changes to achieve improvement. The employee should demonstrate openness to change and a desire for training to facilitate improvement.

**4. Maintains professional/ethical behavior and conduct in the workplace.**

This factor evaluates the promotion of harmony among co-workers, managing personal problems from affecting performance, constructively discussing areas of disagreement, treating others with respect, and demonstrating compliance with all School Board Policies and contractual provisions.



# e-VALUE

## PERFORMANCE INDICATOR

### INTERPERSONAL SKILLS AND RELATIONSHIPS

**1. Works cooperatively with colleagues.**

This factor evaluates the employee's ability to work in a group or team to accomplish assignments and projects. It includes the delivery of work assignments, adherence to timeframes, a cooperative attitude, and recognition/respect for individuals and groups. The employee willingly assists other staff, attends and participates in training programs related to equal opportunity, diversity, sexual harassment, disability and discrimination. The employee interacts with peers and the public to complete assignments and deliver excellent services at the workplace.

**2. Maintains effective working relationships with administrators, and staff.**

This factor measures how well an employee maintains good working relationships, respects authority, and completes assignments by working with supervisors, administrators and fellow colleagues.

**3. Manages conflict constructively and sets a positive example for others to follow.**

This factor evaluates the employee's ability to resolve conflict. The employee must demonstrate respect for people regardless of race, age, gender, disability and lifestyle. This factor involves proactive steps to resolve potential conflicts.

**4. Communicates effectively (verbal and written) and honestly.**

This factor involves a demonstration of effective listening skills and the degree of response to communication from others. The employee should be able to read and follow directions, read and understand material, safety and data sheets, understand basic conversation in English for job purposes, and be able to formulate ideas in a legible written format.

**e-VALUE**  
**PERFORMANCE INDICATOR**  
**PERFORMANCE**

**1. Shows willingness to accept job related responsibilities.**

This factor evaluates the employee's knowledge, skills and abilities that are required to perform the job and the attitude with which the employee performs these tasks. The employee must accept and respect authority, work within the framework of established protocol in the workplace to request materials, resources, assistance, and support.

**2. Meets job standards effectively and efficiently.**

This factor evaluates the employee's ability to accomplish a specific task or reach a specific goal by using the fewest resources and achieving the highest return on the investment of human and material resources. The employee should produce a quality work product while demonstrating a conscious effort to minimize cost and loss of time in meeting job standards.

**3. Utilizes established procedures in completing job assignments.**

This factor evaluates when an employee utilizes standard established procedures in the completion of job duties to help ensure safety and satisfaction. This function involves training and education followed by daily application of standards and procedures.

**4. Exhibits sound decision-making skills.**

This factor involves the ability to make timely and well-considered decisions. The employee should be able to choose a course of action that produces desired results. The employee should be able to make decisions which rely on a thorough knowledge of a variety of techniques and processes such as fact finding, logical thinking, creativity, analysis, and assertiveness in coming to a conclusion.

# e-VALUE

## OBSERVATION and EVALUATION PROCEDURES

### 1. ROLE OF THE EVALUATOR

All administrative personnel who will be evaluating or observing AFSCME- Local 1184 employees must be trained on the evaluation tool before administering it. The administrator who immediately supervises the employees will complete the annual evaluation. AFSCME – Local 1184 supervisory employees may offer input into the evaluation of other AFSCME – Local 1184 members where appropriate; however, in many cases that supervisor may be in another bargaining group and their input may be combined in the overall evaluation.

### 2. EVALUATED EMPLOYEES

Performance observations and evaluations shall be conducted for all AFSCME – Local 1184 employees both full and part-time. All AFSCME employees must be trained on the evaluation tool before being observed and/or evaluated. All AFSCME employees may have input into their annual evaluation which will be noted on the Employee Performance Evaluation Form in the Employee Comments Section. The evaluation tool is a generic instrument which can be used across job families that are identified in the AFSCME contract as General Labor, Craft, and Technical job codes in the following areas:

- Facilities, Maintenance and Operations
- Food Service
- Mechanical Repair and Maintenance
- Media Services and Technology Support
- Security Specialists
- Stores and Distribution
- Transportation and Equipment Operations

### 3. OBSERVATION PROCESS

AFSCME - Local 1184 employees will be observed fulfilling their job responsibilities throughout the school year (August–June). Observation is defined here as regarding attentively or watching. The administrator will be observing the AFSCME – Local 1184 employees informally. If the administrator notes an area(s) of concern or deficiency, this will be noted on the Employee Performance Proficiency Form. This form can be used as a guideline to strengthen deficiencies in job performance demonstrated by the employee. More than one deficiency can be noted on this form. The observation(s) are not the Annual Evaluation. The administrator will review the Employee Performance Proficiency Form with the employee to receive his/her input and create a plan of action. A timeline will be set (up to ten working days), so the administrator can check that the area(s) of concern or deficiency has been remediated.

**4. EMPLOYEE PERFORMANCE PROFICIENCY FORM**

Employee Performance Proficiency Forms will be housed at the School and/or worksite in a folder not in the employee's personnel file. The Employee Performance Proficiency Form is to be used to remediate area(s) of concern or deficiency that are observed.

**5. EVALUATION PROCESS**

The annual evaluation process must be conducted once yearly. The period for evaluation is between the months of January through May. An evaluation will not occur prior to December 31<sup>st</sup> or after June 1<sup>st</sup>. The annual evaluation will include past performance to date, including informal observations. The length of the annual evaluation is 20 minutes but may extend beyond 20 minutes but not exceed one hour. If the employee scores in the Needs Improvement area he/she will be recommended for an Employee Performance Proficiency Plan to remediate the area(s) of concern or deficient areas.

**6. EMPLOYEE PERFORMANCE EVALUATION FORM**

Employee Performance Evaluation Forms will be housed at the school and/or work-site and also placed in the employee's personnel file and a copy will be given to the employee. The Employee Performance Evaluation Form is to be used to increase productivity at the work-site. This document is not to be used in a punitive manner.

## ASSESSMENT SCHEDULE FOR CONDUCTING OBSERVATIONS AND ANNUAL EVALUATIONS

POSITION	TYPE OF EVALUATION/OBSERVATION	TIMEFRAME
Full-Time Permanent	Annual Evaluation	January - May
Permanent Part-Time Part-Time	Annual Evaluation	January - May
Probationary	Two Observations  Annual Evaluation	First and Second Month of Employment  Third Month of Employment
Transfer	Annual Evaluation	Upon Notice of Transfer
Temporary	Observation  Annual Evaluation	Third Month of Employment  If Temporary Employee Remains at Work-Site

# APPENDIX

- Employee Performance Evaluation Form
- Employee Performance Proficiency Plan Form



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## Employee Performance Proficiency Plan Form

The Proficiency Plan Form is to be used to document area(s) that need improvement at the site or facility that is observed during the informal observations by the supervisor. The date for remediation (up to fifteen working days) will be agreed upon by the AFSCME employee and supervisor. The remediation date will be noted on the front of the Proficiency Plan Form, in the right hand corner.

Employee Name: _____	Employee Number: _____
Employee Title: _____	Work Location Number: _____
Evaluator's Name: _____	Work Location Name: _____
Evaluator's Title: _____	Observation Date: _____

### PERFORMANCE INDICATORS

Place a check in the box next to indicator(s) which are in need of improvement and specify particular area(s) of deficiency.

<b>A. Job Knowledge</b>	
1. Demonstrates proper knowledge of assignments, materials, equipment, techniques and training information.	<input type="checkbox"/>
2. Utilizes appropriate safety measures including effective sanitation procedures as applicable.	<input type="checkbox"/>
3. Performs assigned duties according to work schedule/procedure.	<input type="checkbox"/>
4. Adheres to all District and school policies related to effective job performance	<input type="checkbox"/>
Specific area(s) of deficiency: _____	
_____	

<b>B. Professionalism</b>	
1. Presents a uniformed professional image.	<input type="checkbox"/>
2. Demonstrates regular daily attendance, arrives promptly and departs no earlier than scheduled.	<input type="checkbox"/>
3. Demonstrates initiative and participates in professional growth and training.	<input type="checkbox"/>
4. Maintains professional/ethical behavior and conduct in the workplace.	<input type="checkbox"/>

Specific area(s) of deficiency: \_\_\_\_\_  
\_\_\_\_\_

<b>C. Interpersonal Skills and Relationships</b>	
1. Works cooperatively with colleagues.	<input type="checkbox"/>
2. Maintains effective working relationships with administrators, and staff.	<input type="checkbox"/>
3. Manages conflict constructively and sets a positive example for others to follow.	<input type="checkbox"/>
4. Communicates effectively (verbal and written) and honestly.	<input type="checkbox"/>
Specific area(s) of deficiency: _____ _____	

<b>D. Performance</b>	
1. Shows willingness to accept job related responsibilities.	<input type="checkbox"/>
2. Meets job standards effectively and efficiently.	<input type="checkbox"/>
3. Utilizes established procedures in completing job assignments.	<input type="checkbox"/>
4. Exhibits sound decision-making skills.	<input type="checkbox"/>
Specific area(s) of deficiency: _____ _____	





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Employee Performance Proficiency Plan Form

PLAN OF ACTION	
1.	_____
2.	_____
3.	_____
4.	_____

PLAN OF ACTION COMPLETION-DATE(s): _____ _____
---

Employee Signature: _____	Date: _____
Evaluator Signature: _____	Date: _____
Reviewer Signature: _____	Date: _____



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## Employee Performance Evaluation Form

This evaluation form indicates the level of performance demonstrated by the employee during the period of review. The evaluating factors will be rated as follows: (3) Exceeds Expectations (2) Meets Expectations (1) Needs Improvement

Employee Name: _____	Employee Number: _____
Employee Title: _____	Work Location Number: _____
Evaluator's Name: _____	Work Location Name: _____
Evaluator's Title: _____	Annual Evaluation Date: _____

### PERFORMANCE INDICATORS

A. Job Knowledge	3	2	1	Comments
1. Demonstrates proper knowledge of assignments, materials, equipment, techniques and training information.				
2. Utilizes appropriate safety measures including effective sanitation procedures as applicable.				
3. Performs assigned duties according to work schedule/procedure.				
4. Adheres to all District and school policies related to effective job performance.				
<b>Total</b>				

B. Professionalism	3	2	1	Comments
1. Presents a uniformed professional image.				
2. Demonstrates regular daily attendance, arrives promptly and departs no earlier than scheduled.				
3. Demonstrates initiative and participates in professional growth and training.				
4. Maintains professional/ethical behavior and conduct in the workplace.				
<b>Total</b>				

C. Interpersonal Skills and Relationships	3	2	1	Comments
1. Works cooperatively with colleagues.				
2. Maintains effective working relationships with administrators, and staff.				
3. Manages conflict constructively and sets a positive example for others to follow.				
4. Communicates effectively (verbal and written) and honestly.				
<b>Total</b>				

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## Employee Performance Evaluation Form

D. Performance	3	2	1	Comments
1. Shows willingness to accept job related responsibilities.				
2. Meets job standards effectively and efficiently.				
3. Utilizes established procedures in completing job assignments.				
4. Exhibits sound decision-making skills.				
<b>Total</b>				

**e-VALUE TOTAL SCORE:** \_\_\_\_\_

<input type="checkbox"/> EXCEEDS EXPECTATIONS	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> NEEDS IMPROVEMENT
48 - 32	31 - 15	14 - 0

Employee Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Employee Signature: _____	Date: _____
Evaluator Signature: _____	Date: _____
Reviewer Signature: _____	Date: _____

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964 as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA) as amended** - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963 as amended** - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)** - Prohibits discrimination against employees or applicants because of genetic information.

**School Board Rules 6Gx13- 5D- 1.10, 6Gx13- 4A 1.01, and 6Gx13- 4A- 1.32** prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

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