Panorama Education originally launched a “School Climate & Culture Survey” for Adams 12 Five Star Schools in January 2017. This is the sixth consecutive year that our employees have participated in a Panorama survey. Significant revisions to the survey occurred in 2018 and remained largely unchanged in 2019 - 2022, allowing trend data for this four year period to be utilized. This year employees of Adams 12 were provided the opportunity to complete the survey during late January and early February 2022.

Of the 3,275 school-based employees surveyed, 2,391 completed the survey, a 73% response rate. The response rate of the survey ensures that validity and reliability of the data reflected in this report are high, with a minimal margin of error.

As part of the survey, staff were asked to answer Adams 12 custom questions as well as non-custom questions coming directly from Panorama Education. Survey questions reside within broader categories which are measured against national benchmarks. National benchmark data include staff and teacher member survey results from more than 3,000 schools across diverse geographic areas, school types, and achievement levels each school year.

Chris Gdowski, Superintendent
April 15, 2022
2.2.1 Policy Wording

Further, without limiting the scope of the foregoing by this enumeration, he or she shall not operate without written personnel rules which: (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions, such as nepotism and preferential treatment for personal reasons.

Interpretation:
I interpret this policy wording to mean:

1. District policies for personnel are updated and available for all staff.
2. Supervisory staff receives policy information, training, updates and reminders of their responsibility for knowing, understanding and complying with district policies.
3. The Certified and Classified contracts coupled with district personnel policies have a defined grievance and/or appeal process.
4. District policy provides staff with guidance to ensure fair treatment of staff and that work place decisions are not influenced by personal or family relationships.
5. School Climate & Culture survey responses shall yield a percentage equal to or above the national benchmark within the topic of School Climate. Year to year trend data will show improvement.
6. Custom Questions do not have a national benchmark. Steady or increasing favorable response percentages in year over year trend data will show:
   a. their rights as employees are not violated by their supervisory team and
   b. their supervisory team does not display unfair unemployment practices through nepotism or preferential treatment for personal reasons.

Data Reported:

District Policies, 4000 Series – Personnel, are updated and available to all staff through the district website page. Staff is provided formal notification annually through salary/compensation letters, as well as upon approval/modification of an individual policy, that policies are available and staff are responsible to remain current in their knowledge of these policies. Updated policies are distributed by e-mail throughout the year following final approval by the Superintendent.

Supervisory staff received trainings related to personnel policies during the monitoring period including Nondiscrimination (Policy 8400) and Reporting Child Abuse/Neglect (Policy 5540) during the 2021-22 school year.

The grievance process is outlined in the Certified (August 2021) and Classified (January 2022) contracts.

District Policy 4130, Staff Ethics/Conflicts of Interest/Nepotism, provides specific guidance and prohibition from conflicts of interest including nepotism and preferential treatment.

79% of school-based employees responded positively to the questions related to staff-leader relations, a decrease of 5% over last year’s survey. This places us in the 60th percentile compared to Panorama’s national dataset.

Our custom question results were as follows:
- 46% of school-based staff responded favorably to the question, “How connected are you to the larger vision and mission of the district?” This is a decrease of 10% favorable responses compared to last year.

- 87% of school-based staff responded favorably to the question, “My rights as an employee are not violated by my supervisory team (person(s) who formally evaluate my performance).” This is a 4% decrease of favorable responses compared to last year.
85% of school-based staff responded favorably to the question, “My supervisory team (person(s) who formally evaluate my performance) displays fair employment practices and does not use nepotism or preferential treatment for personal reasons.” This is a 4% decrease of favorable responses compared to last year.

**Compliance Statement:**
Although our percentage is above the national benchmark within the topic of School Climate, our year to year trend data did not increase. In all other areas, District performance complies with the policy standard.

### 2.2.2 Policy Wording
*Further, without limiting the scope of the foregoing by this enumeration, he or she shall not fail to communicate clear expectations to staff prior to required compliance; including performance expectations, authority limitations, standards of performance and evaluation timelines.*

**Interpretation:**
I interpret this policy wording to mean:

1. Staff receive information regarding performance expectations and evaluation timelines.

**Data Reported:**
The certified staff evaluation performance standards and evaluation timelines are published on the staff website in the APEX, Advancing Professional Excellence Guide. APEX Online training is provided through Schoology every year and it stays open all year for new staff. Professional Development provided APEX Lead Team training on August 10, 2021, so they could provide training to staff in their building. New administrator training for APEX was held on August 5, 2021.

Certified Progressive Discipline Guidelines are published on the staff website. Training available to all evaluators occurred on September 30, 2021 and October 28, 2021.

The classified staff evaluation performance standards and evaluation timelines are published in the Classified Master Agreement (January 2022) and the Classified Employee Performance Evaluation Procedures handbook, published on the staff website. Training available to all evaluators occurred on September 28, 2021 and November 16, 2021. BASE and Nutrition supervisors were trained on October 19, 2021 and October 20, 2021.

**Compliance Statement:**
District performance complies with the policy standard.

### 2.2.3 Policy Wording
*Further, without limiting the scope of the foregoing by this enumeration, he or she shall not prevent staff from grieving to the Board when (a) internal grievance procedures have been exhausted and (b) the staff member alleges Board policy has been violated to his, her or the district’s detriment.*

**Interpretation:**
I interpret this policy wording to mean:

1. Staff are aware that if complaints are not resolved by administration and/or their supervisor they have the option of bringing their issue to the Board of Education.
2. They have not been denied the opportunity to take a grievance to the Board if they feel that Board policy has been violated to their detriment.
3. The percentage of favorable ratings will remain steady or increase year over year.
Data Reported:
82% of school-based staff responded favorably to the custom survey question, “If I had a complaint which was not resolved by my supervisory team (person(s) who formally evaluate my performance), or if I feel a Board policy has been violated, I know that I have the option to take a grievance to the Board of Education after exhausting the internal complaint process.” This is a decrease of 4% over last year’s results.

No employee has been prevented from grieving to the Board.

The Board added two new custom questions this year.

1. If you had a reason to take a grievance to the Board of Education, how likely are you to file a complaint?

   The responses were:
   Extremely likely = 5%
   Very likely = 18%
   Moderately likely = 42%
   Slightly likely = 19%
   Not at all likely = 12%

2. If you marked not at all likely or slightly likely, what barriers could we remove that would make you more likely to file a complaint?

   687 people responded, which is about 22% of those who took the survey. I have compiled the responses into the following general categories:

   • Fear of reprisal = 19% of those who responded
   • Miscellaneous comments such as "it's not my style to complain," "I don't like conflict," or "I don't know" = 17% of those who responded
   • N/A = 17% of those who responded wrote “N/A”
   • Clarification of the process needed = 15% of those who responded
   • Lack of trust in the Board or the district = 12% of those who responded
   • I would use other methods to handle a complaint = 11% of those who responded
   • Perceived waste of time = 7% of those who responded

   The two parts of these responses that we have some ability to influence are the fear of reprisal and the clarification of the process. The processes for making concerns known to the BOE or the District include public comment, District Policies and negotiated agreements. District Policy 8400 (Nondiscrimination), Article 10 of the CSEA Master Agreement and Article 10 of the DTEA Master Agreement allow employees the opportunity to file a complaint and, if not resolved at a lower level, have it brought before the Board. Other policies designed to resolve employee concerns include 4300 (Employee/Authorized Volunteer Protection) and 8410 (Sexual Harassment (Title IX)).

   Every new employee is introduced to the District Policies and Master Agreements as a part of new employee orientation. Annual trainings for all staff members occur at the start of each school year and Policy 8400 Nondiscrimination including the prohibition of retaliation is highlighted each year.

   In order to ensure the questions elicit the desired information, ongoing refinement of the custom survey questions should occur in preparation for next year’s survey.
Compliance Statement:
Although the percentage of favorable ratings did not increase year over year, in all other areas District performance complies with the policy standard.

2.2.4 Policy Wording

Further, without limiting the scope of the foregoing by this enumeration, he or she shall not allow reprisal against staff:

a. for non-disruptive internal expression of dissent; or
b. for reporting to management or the board (per district policy and establish complaint and grievance processes) acts or omissions by staff or the board; and

c. that the staff member believes in good faith and based on credible information, constitutes a violation of state or federal law or governing policy of the board.

Interpretation:
I interpret this policy wording to mean:

1. District policies state that reprisal is not permitted and such policies have been shared with staff as published through the district website.
2. Established processes are in place in the event a staff member believes that reprisal has occurred.
3. Using the established processes, no reports of reprisal will go uninvestigated and unaddressed. Corrective action will be implemented for any founded reports of reprisal.

Data Reported:

District Policy 8400, section 8.1 states:
“...that the staff member believes in good faith and based on credible information, constitutes a violation of state or federal law or governing policy of the board.

Interpretation:
I interpret this policy wording to mean:

1. District policies state that reprisal is not permitted and such policies have been shared with staff as published through the district website.
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1. District policies state that reprisal is not permitted and such policies have been shared with staff as published through the district website.
2. Established processes are in place in the event a staff member believes that reprisal has occurred.
3. Using the established processes, no reports of reprisal will go uninvestigated and unaddressed. Corrective action will be implemented for any founded reports of reprisal.

Data Reported:

District Policy 8400, section 4.5 states:
“Retaliation can take many forms, including abuse or violence, threats, harassment, and intimidation. Actions in response to a good faith report or response under this policy are considered retaliatory if they have a materially adverse effect on the academic or working environment of an individual or if they hinder or prevent the individual from accessing the District’s educational programs or from carrying out the staff member’s work responsibilities.”

Other public complaint, grievance or report of reprisal reported to the Human Resources Department.

Annual Title IX and sexual harassment training is conducted for all staff at the start of each school year. The Title IX/Nondiscrimination Coordinator facilitates this training at all new hire orientation meetings after the start of the year. Many charter and district school staff members have participated in the Title IX investigator and decision-maker training to date; the remainder will do so next school year or as needed.

The grievance process is outlined in the Certified (August 2021) and Classified (January 2022) contracts.

Compliance Statement:
District performance complies with the policy standard.
2.2.5 Policy Wording

Further, without limiting the scope of the foregoing by this enumeration, he or she shall not fail to appropriately train and equip staff to respond to foreseeable emergency situations.

Interpretation:
I interpret this policy wording to mean:

1. Staff are trained and equipped to respond to emergency situations.
2. Crisis management and prevention processes are in place.

Data Reported:
In accordance with District Policy 3510, Emergency Response Plan, the District has established standard emergency procedures, trained supervisors in FEMA courses, and conducted annual school safety training. Students have received annual training through annual lockdown drills and other safety drills.

A three-phased training curriculum was developed to focus on building understanding and competencies around student engagement, positive youth development, and trauma-informed practices. In December 2020, deans and campus supervisors finished phase one by completing 10 online courses through the Colorado Safety Resource Center. The 10 courses completed were:

- Interpersonal Communications & Emergency Management
- Emergency Management
- Observations and Report Writing
- Professional Conduct and Ethics
- Proactive School Discipline
- Front Office Staff: School Gatekeepers
- Mental Health Awareness for Educators
- Incident Command for Schools
- Crisis Planning for an Off-Campus Event
- Preparing and Conducting a Tabletop Exercise for Your School

Phase two training involved scheduling synchronous learning according to early release days and began in August 2021 with a three-day orientation training program. The three-day training provided a specific curriculum that focuses on student interactions with SROs, campus supervisors, and administration. Some of the topics taught were:

- Implicit Bias/Equity Training
- RP/RJ 101
- Positive Youth Development
- Trauma Informed Practices
- Bullying Prevention/Intervention
- Juvenile Sexting
- New Mandated Reporting of Sexual Abuse for School Staff
- Assisting with Proactive School Discipline
- Bomb Threats
- Drug Awareness
- Recognizing Gang Affiliation

Phase three will involve scenario-based training to reinforce the foundational practices that were taught in phase one and phase two. This will be accomplished through tabletop exercises and regular meetings with the safety and security teams.
The Standard Response Protocol (SRP) is a set of research-based actions/drills designed to prepare students, staff, and parents for emergency situations. Adams 12 Five Star Schools are required to conduct emergency drills throughout the year to practice the tools outlined in the SRP. These drills are supported by the Safety and Security Services team members and our local School Resource Officers. Once a drill is completed, the drill components are reviewed and debriefed. The information is then shared with staff to improve the overall execution of the drills in the future.

In the summer of 2021, two new SRP videos were developed to support the recent changes to the SRP from the I Love You Guys Foundation.

During the 2020-2021 school year, the District implemented one-page guidance tools for all the Standard Response Actions. These guidelines include new expectations that include the following:

- Families will be notified by school messenger that a drill will be conducted prior to the execution of the drill.
- Staff and students will be notified prior to the execution of the all drills. Unannounced drills were replaced with announcing all drills to help alleviate any vicarious trauma that may result in conducting drills.
- Teachers are encouraged to show the new SRP video and discuss expectations prior to a drill.

The annual report below includes data around SRP directives and SRP drills for the 2021-2022 year: [https://docs.google.com/document/d/14bB0dty2NpNxoXnpJYteD5y17QQn_U1oVCnUKboR6TM/edit](https://docs.google.com/document/d/14bB0dty2NpNxoXnpJYteD5y17QQn_U1oVCnUKboR6TM/edit)

Threat assessment processes are utilized throughout the district to assess and avoid crisis or emergency situations. A threat assessment is conducted with the intent to better understand what is going on with a student, identify possible factors influencing the situation (risks and protective measures), and create a plan to support the safety of the individual, school, and community as best as possible.

Threat Assessment Outcomes conducted through Intervention Strategies:
Interventions are created to foster a safe and secure learning environment for the community and individual students. Interventions are measured for success by reducing identified risk factors and seeking to enhance protective factors in any given situation. Interventions implemented should match the level of concern and individual student needs. These interventions are facilitated by various partners including, but not limited to:

- School Administration and Staff
- Student Engagement Initiatives
- Student Support Services
- Prevention & Crisis Support
- Counseling
- Whole Child Initiatives
- Charter Liaisons
- Security Services
- City and County Law Enforcement
- Adams County Youth Services

In 2020-2021 we had 174 threat assessments completed. This is about half of our average number of threat assessments (approx. 330). Between 8/1/20-4/1/21, Adams 12 schools have submitted 367 threat assessments. In a traditional school year, we average approximately 330 threat assessments. Around 25% of these are full-level threat assessments. This school year, we are tracking closer to 15% or fewer of all threat assessments being full-level threat assessments.
School threat assessment team training returned to an in-person training platform and we continue to maintain two level offerings based on experience (Level One - new members and Level Two - returning members). In Fall 2021, we had 53 administrators who completed Level One training and 181 administrators who completed Level Two.

The 2021-2022 threat assessment report can be viewed at: https://drive.google.com/file/d/1e3jTSPGeT15B738h-kcNWt8IlNpDknR/view?usp=sharing

The 2018 mill levy override is supporting the additional positions for campus security, social workers, counselors, social/emotional learning specialists and a district crisis response team member. The mill levy override also supported updating card access and secure high school campuses. Proceeds from the 2016 bond are being utilized to improve secured entryways at school sites. In addition to the secured entryways, funding from the bond is being used to improve the camera system and card access throughout the district.

Secured vestibules have been completed at all of our 51 schools.

The camera installations funded by the 2016 bond were completed at the end of summer 2021.

**Compliance Statement:**
District performance complies with the policy standard.

### 2.2.6 Policy Wording

*Further, without limiting the scope of the foregoing by this enumeration, he or she shall not fail to acquaint staff with the Superintendent’s interpretation of their protections under this policy.*

**Interpretation:**

I interpret this policy wording to mean:

1. Staff is acquainted with the Superintendent’s interpretation of their protections under this policy as explained in items 2.2.1, 2.2.2, 2.2.3, and 2.2.4.

**Compliance Statement:**

District performance complies with the policy standard.

### 2.2.7 Policy Wording

*Further, without limiting the scope of the foregoing by this enumeration, he or she shall not fail to assess the climate and culture of the district by obtaining staff input, publishing findings, and developing a plan to utilize the findings to improve operations and practices.*

**Interpretation:**

I interpret this policy wording to mean:

1. Staff will have the opportunity to participate in an annual climate and culture survey.
2. Staff will have an opportunity to view the results and to participate in the development of a site-based plan to improve their climate and culture and, when District performance has declined, to participate in the development of a District improvement plan. Site-base climate/culture improvement plans are monitored as a part of principal/supervisor evaluation processes.
3. The percentage of favorable ratings will remain steady or increase year over year and meet or exceed Panorama national data in each topic area.
Data Reported:
Overall, every domain area on the Instructional Staff Survey but one declined when compared to data from the 2020-21 survey administration. The areas that declined 8% or more were:
- District Environment (decreased by 12% from 78% to 66%, with no national norm data available due to custom questions);
- School Climate (decreased by 10% from 71% to 61%, now at approximately the 50th percentile nationally);
- Evaluation (decreased by 8% from 54% to 46%, now at approximately the 50th percentile nationally);
- Feedback and Coaching (decreased by 8% from 54% to 46%, now at approximately the 50th percentile nationally); and
- School Leadership (decreased by 8% from 73% to 65%, now at approximately the 60th percentile nationally).

The only domain on the Instructional Staff Survey that improved when compared to data from the 2020-21 survey administration was School Resource Officer, which increased 6% from 63% to 69%, with no national norm data available.

82% of Principals and Assistant Principals report that “there is an atmosphere of trust and mutual respect within Adams 12 Five Star Schools.” This is a 2% increase over last year.

All staff members have been encouraged to complete the Panorama climate and culture survey for the past five years. The response rates are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>School Based Staff</th>
<th>Non-Instructional Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>81.8% (3677/4496)</td>
<td>81.8% (3677/4496)</td>
</tr>
<tr>
<td>2018-19</td>
<td>76.9% (2341/3043)</td>
<td>47.4% (742/1565)</td>
</tr>
<tr>
<td>2019-20</td>
<td>71.4% (2375/3325)</td>
<td>59% (911/1544)</td>
</tr>
<tr>
<td>2020-21</td>
<td>73.4% (2471/3365)</td>
<td>66.9% (813/1216)</td>
</tr>
<tr>
<td>2021-22</td>
<td>73% (2391/3275)</td>
<td>58% (785/1353)</td>
</tr>
</tbody>
</table>

Principals and assistant principals completed a survey providing feedback to the ESC during the past four years. The response rates are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>86</td>
</tr>
<tr>
<td>2018-19</td>
<td>63</td>
</tr>
<tr>
<td>2019-20</td>
<td>83</td>
</tr>
<tr>
<td>2020-21</td>
<td>106 (40 Principal, 66 AP)</td>
</tr>
<tr>
<td>2021-22</td>
<td>84 (37 Principal, 47 AP)</td>
</tr>
</tbody>
</table>

Principals and department supervisors received a district protocol for analyzing survey results and developing action plans for addressing areas in need of growth and for recognizing areas of strength. These processes occur at each school and department prior to the end of the school year.

The superintendent and cabinet members share the results of these surveys with principals as well as their plans for improving operations and practices in the spring of each year.

Compliance Statement:
District performance complies with the policy standard with regard to having the opportunity to participate in an annual climate and culture survey and having an opportunity to view the results and to participate in
the development of a site-based plan to improve their climate and culture. Additionally, due to the decline in District performance, staff will have the opportunity to participate in the development of a District improvement plan through initiatives that stem from our ELEVATE plan and our equity review. Further, site-based climate/culture improvement plans continue to be monitored as a part of principal/supervisor evaluation processes. Although the percentage of favorable ratings decreased year over year, the percentage of favorable scores met or exceeded the Panorama national data in each topic area.

The Board acknowledged receipt of a monitoring report as of April 20, 2022, for the period April 22, 2021 through April 20, 2022, of the Superintendent concerning Board Policy 2.2 Treatment of Staff, and found the superintendent’s interpretations were reasonable and supported by data that was relevant, justified and complete.