

Executive Limitation 3.C
Treatment of Faculty/Staff/Volunteers

To: Board of Education

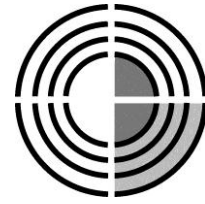
From: Dr. Chris Fiedler, Superintendent of Schools

Re: Internal Monitoring Report – 3.C Treatment of Faculty/Staff/Volunteers

I hereby present my monitoring report on our Treatment of Faculty/Staff/Volunteers, Executive Limitation 3.C, in accordance with the monitoring schedule as set forth in Board policy. I certify the information in this report is true.

Signed:
Superintendent, School District 27J

Date: January 22, 2013



Policy 3.C – TREATMENT OF FACULTY/STAFF/ VOLUNTEERS

Date Adopted/Last Revised: January 27, 2009

Management Limitations

With respect to the treatment of faculty, staff and volunteers, the Superintendent will not cause or allow conditions that are unclear, unfair, unsafe, untimely, undignified or unnecessarily intrusive.

I interpret faculty as all persons with an appointment to the faculty with authorization granted by a statutory authority CRS §22-32-109(1)(f). The faculty consists of any person that holds a license or letter of authorization issued by the Colorado Department of Education.

I interpret staff as employees who perform a service under an express or implied agreement and who do not have control, or the right to control, over the manner and means of performing the services.

I interpret volunteers as people who perform acts for the benefit of a public entity at its request, who do not receive remuneration for their time and who are subject to its control. CRS §24-10-103(4)(a).

I interpret conditions as not creating personnel policies that are discriminatory or and not tolerating work environments that are hostile for our employees.

I interpret unclear as policies not being presented in an easy-to-understand manner.

I interpret unfair as any fraudulent, deceptive, or dishonest organizational practice that is prohibited by statute, regulation, or that would be considered as disparate treatment from previous practices.

I interpret unsafe as physical safety and how our staff believes their work environment is free from harm, and how they feel about being exposed to a threatening situation in their work environment.

I interpret untimely as a manner in which information presented conflicts with the need of the end user.

I interpret undignified as not respecting our employees and volunteers and not treating them in a professional manner.

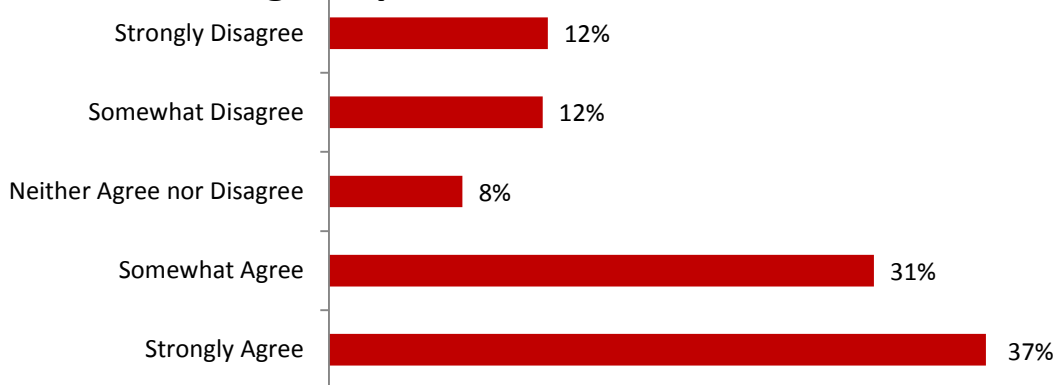
I interpret unnecessarily intrusive as probing into the personal life of an employee or volunteer without just cause. Reasonableness would encompass workplace monitoring, internet privacy, data collection, and other means of gathering information.

Data Reported

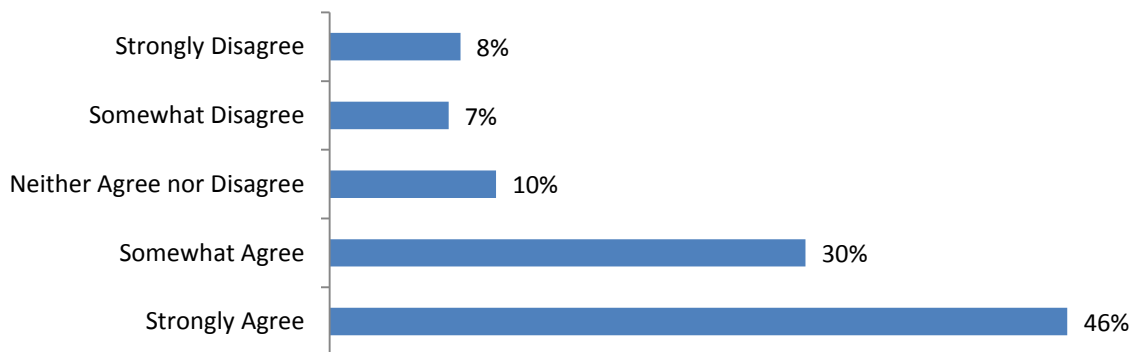
Multiple data sources indicate that School District 27J faculty, staff, and volunteers are generally satisfied with their working conditions in the District.

School climate surveys were conducted in December 2012. These internal surveys for both certified and classified staff have been designed to protect respondents from being identified, securing anonymity and alleviating any fear of reprisal for expressing their views. The results of the survey are summarized below.

Certified Staff - Overall, my school/department is a good place to work and learn

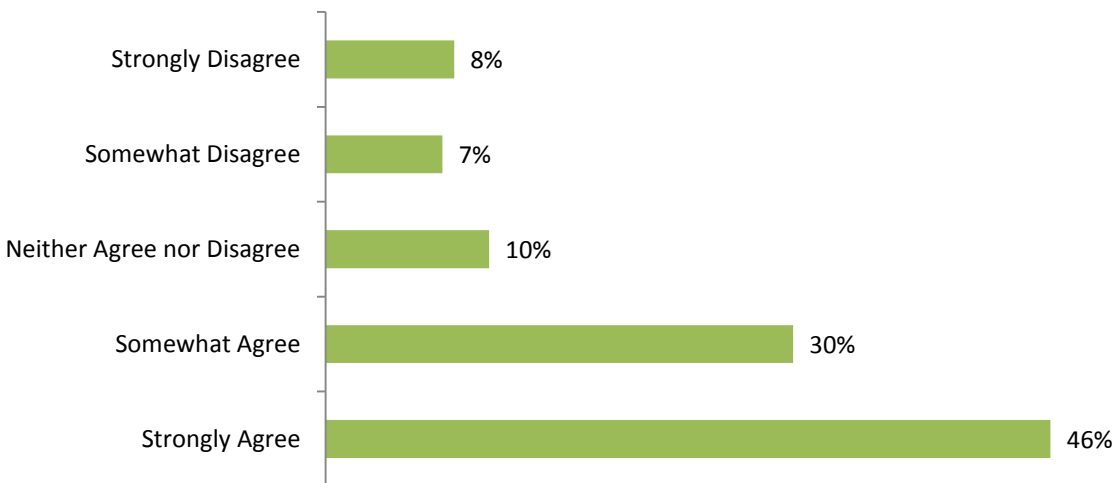


Classified Staff - Overall, my school/department is a good place to work and learn

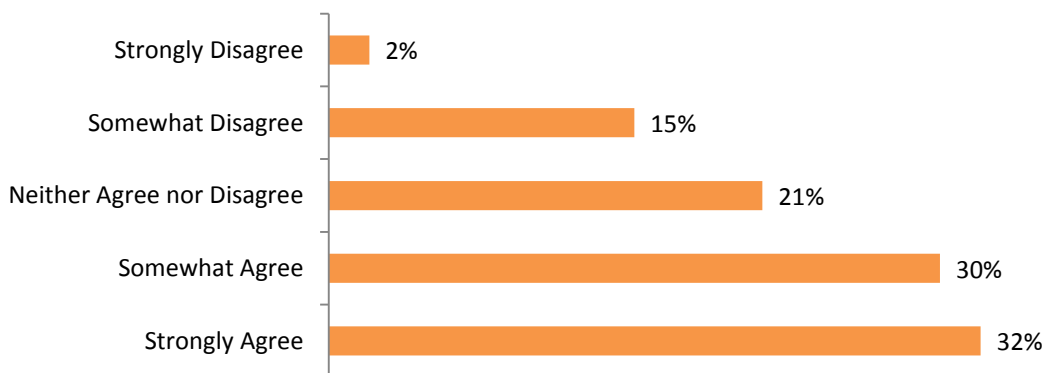


Sixty-eight percent of certified staff somewhat or strongly agree with the statement that their work site is a good place to work and learn. This number is above the national average of 44% who report being satisfied with their work as reported in the MetLife Survey of the American Teacher, March 2012, www.metlife.com/teachersurvey. Seventy-six of classified staff somewhat or strongly agree with the statement that their work site is a good place to work and learn.

**Substitutes -
Overall, my school/department is a
good place to work and learn**

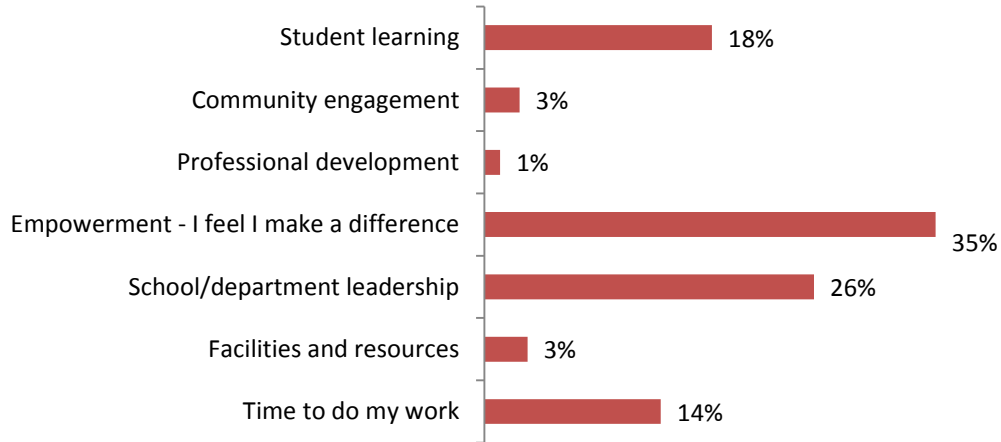


**Volunteers -
Overall, this district is a
good place to work and learn**

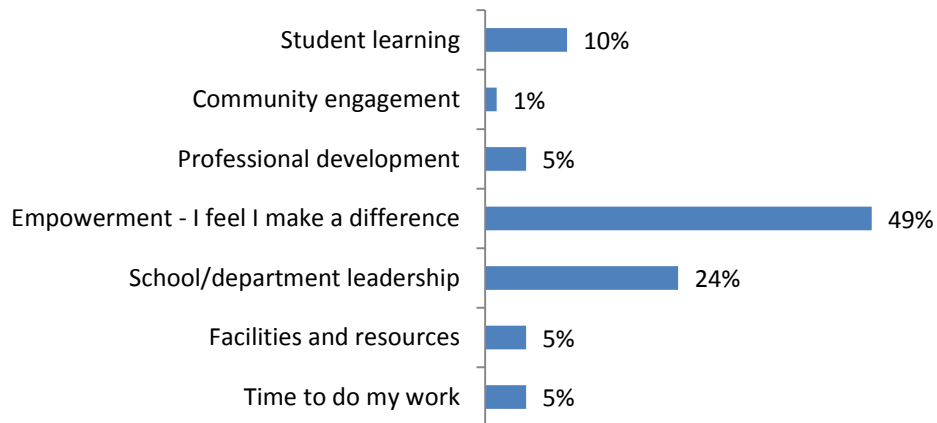


Seventy-six percent of substitute staff somewhat or strongly agree with the statement that their work site is a good place to work and learn, while 62% of volunteer staff somewhat or strongly agree with the statement.

Certified Employees - Factors affecting job satisfaction

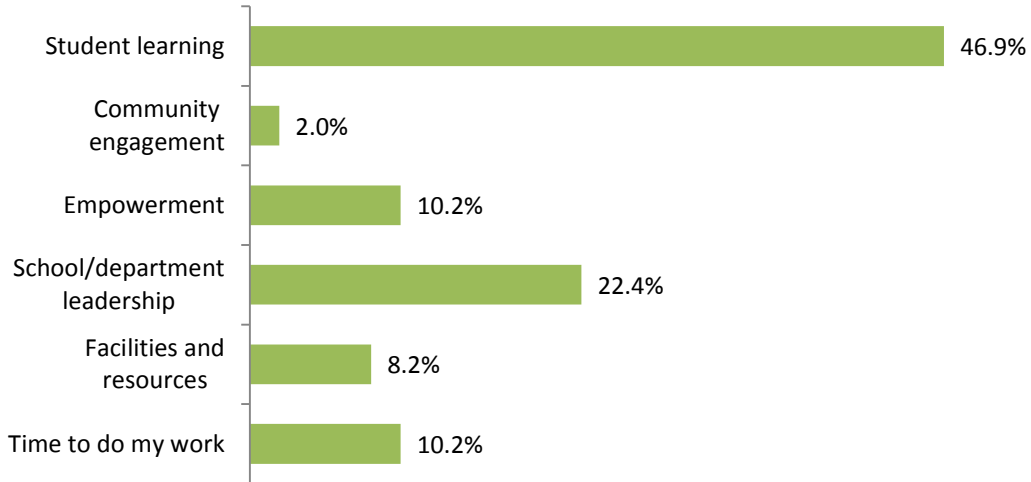


Classified Employees - Factors affecting job satisfaction



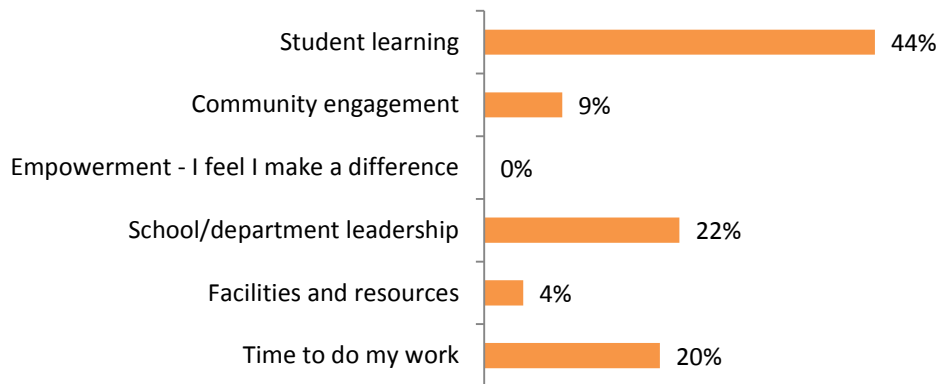
A feeling of empowerment was identified by both certified and classified groups as the leading reason for satisfaction with their current assignment. The quality of school or department leadership and student learning were cited as strong contributing factors to job satisfaction for both groups.

Substitutes - Factors affecting job satisfaction



For our substitute employees, 76% felt positively toward the schools at which they work. They also cited school leadership as a significant contributor to their satisfaction, but they were most motivated by affecting student learning.

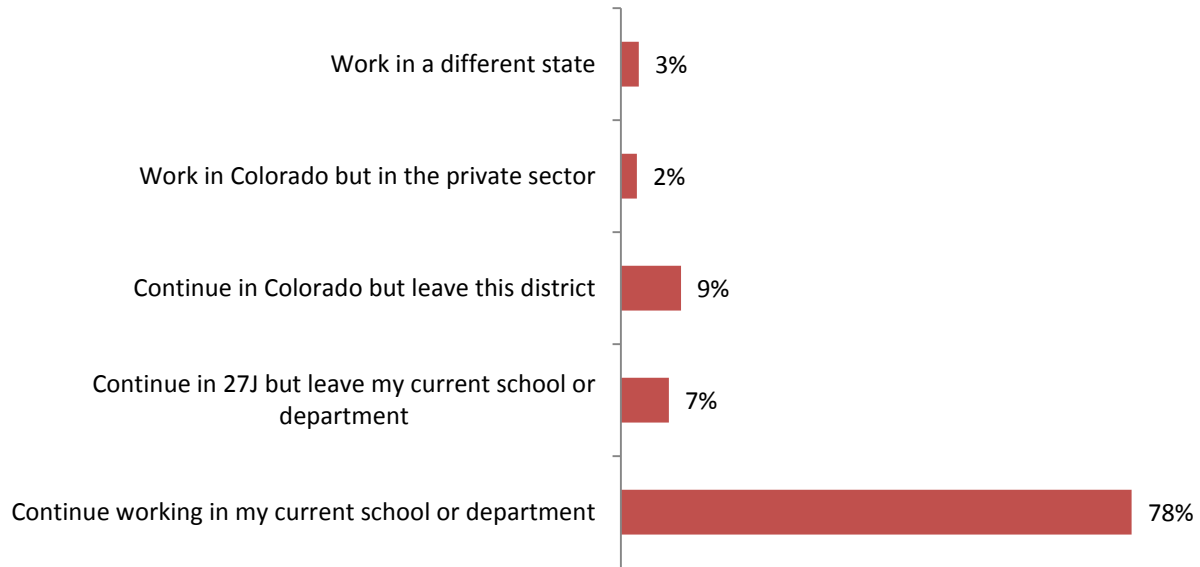
Volunteers - Factors affecting job satisfaction



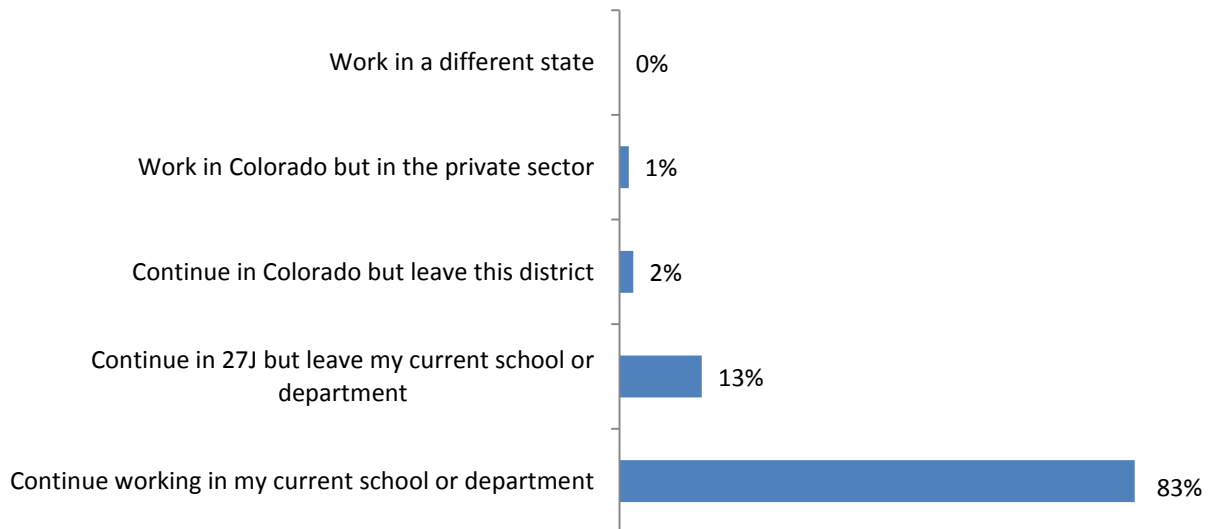
As with our substitutes, volunteers felt their satisfaction was most closely tied to a feeling of contributing to student learning.

All of our employee groups and volunteers were asked about their future work plans.

Certified Employees - What best describes your career plans?

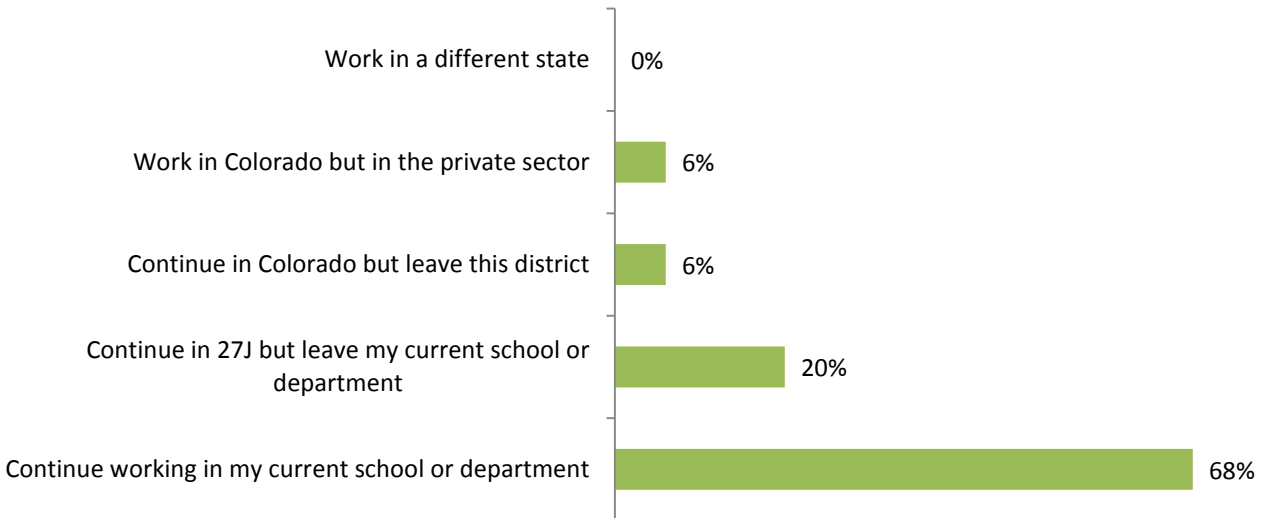


Classified Employees - What best describes your career plans?

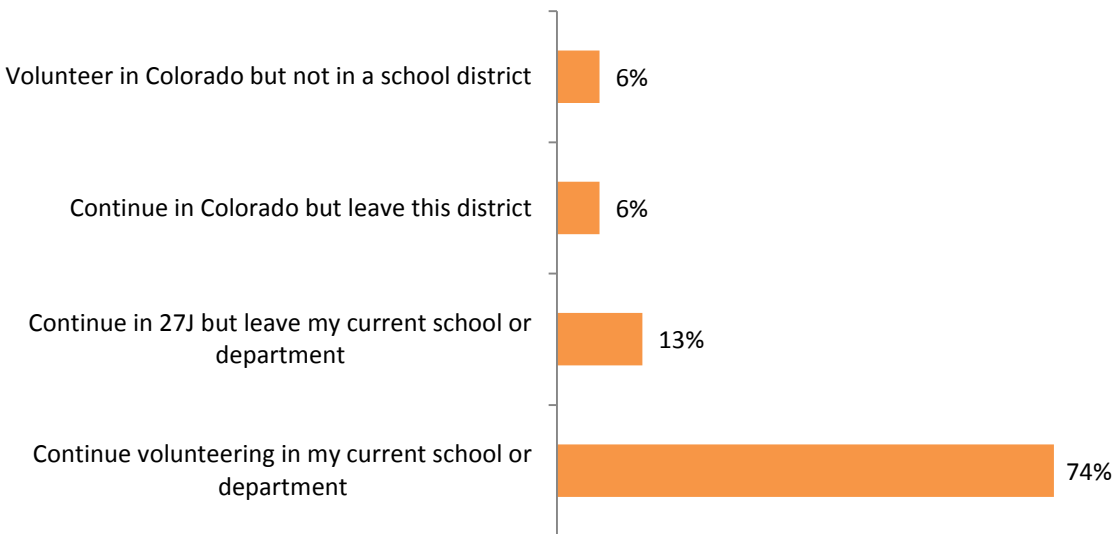


The results of the survey show that 85% of certified staff and 96% of classified staff hope to remain employed with the District. Seventy-eight percent of certified and 83% of classified staff hope to remain employed at their current job location.

Substitutes - What best describes your career plans?



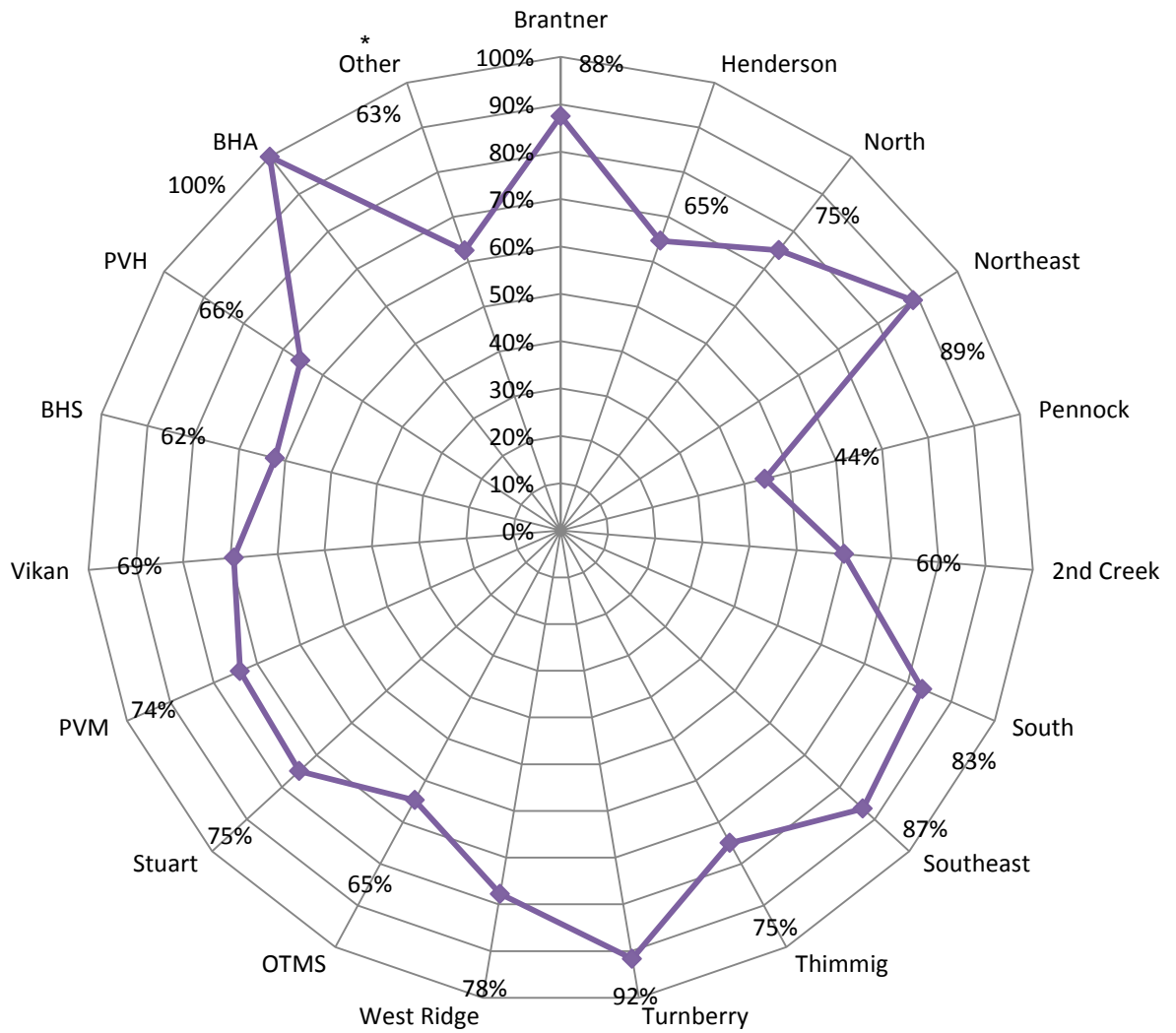
Volunteers - What best describes your career plans?



Of substitutes, 88% hope to remain working or volunteering within the District, and 87% of volunteers hope to do so. Sixty-eight percent of substitutes and 74% of volunteers hope to remain working or volunteering at their current job location.

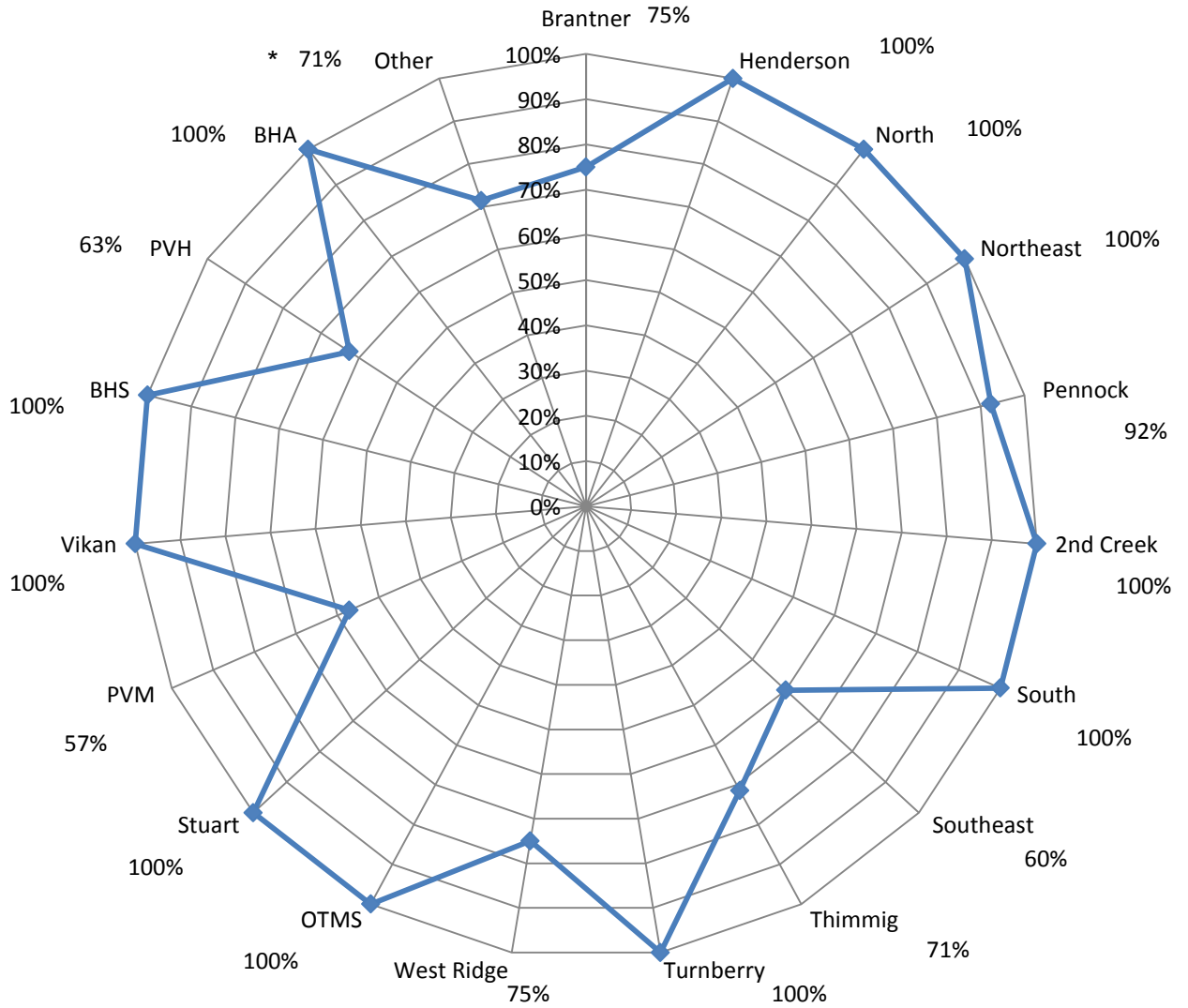
The results by site for regular employees are contained in the radar graphs below.

Percentage of Certified respondents who wish to remain at their current location



**Other: No site indicated.*

Percentage of classified respondents who want to stay at their current location

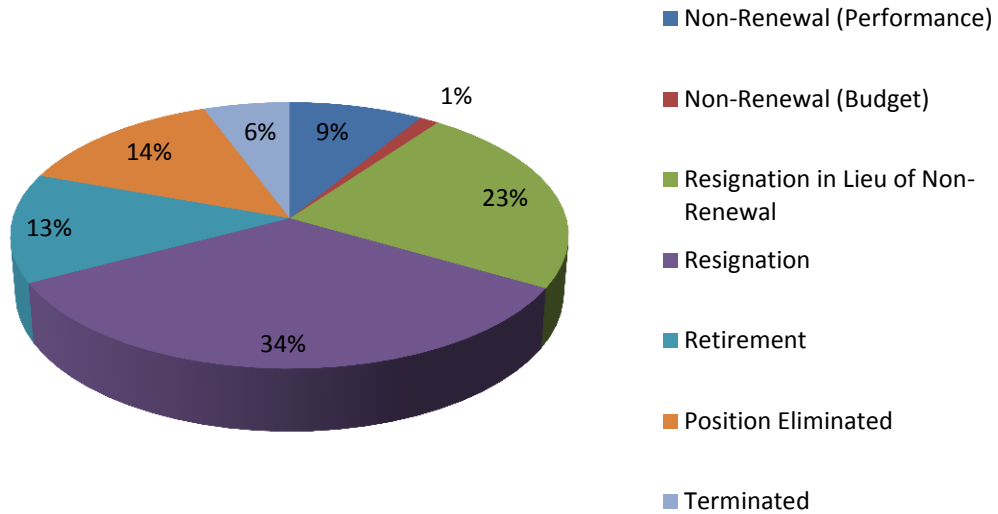


**Other: No site indicated.*

An additional source of satisfaction data is employee turnover rate. Our employee retention data indicates that over the past five years we have experienced approximately a 12% turnover in total staff.

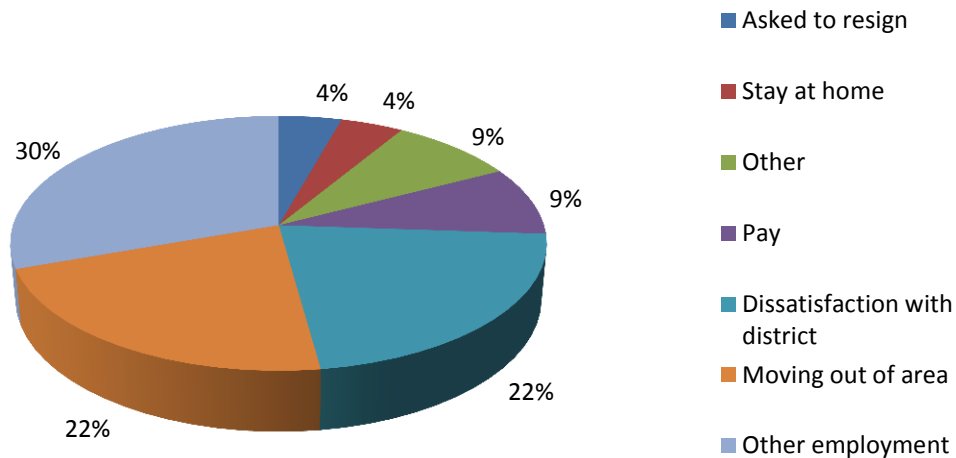
Reasons Employees Left School District 27J in 2011-2012

Employee Turnover



As the chart above illustrates, of the 12% of employees who left the District, 47% left of their own volition through resignations and retirements. Teacher turnover rate for SD27j was 6% as compared to 8% nationally as reported by the National Center for Education Statistics, *The Condition of Education 2011: Teacher Turnover: Stayers, Leavers and Movers*.

Reason for leaving 27J



Of those who left the District by choice, fewer than ¼ (22%) were dissatisfied with the District. These survey data indicate that our faculty, staff, and volunteers are generally satisfied in the District, and it is therefore reasonable to infer that they do not feel that they have been treated in a manner that is unclear, unfair, untimely, undignified or unnecessarily intrusive.

As for safety, the District and the Colorado Department of Education track and background check all 1623 employees and 1224 volunteers who work in each school.

Conclusion: I report compliance.

Pertaining to faculty and staff, the Superintendent will not:

1. Operate without ensuring faculty and staff members are provided with written personnel policies, approved by legal counsel, which clarify personnel rules for faculty and staff, provide for effective handling of grievances, and protect against wrongful conditions.
 - a) Faculty and staff may not be uninformed of this policy, and the Superintendent’s interpretations of their protections under this policy.

I interpret faculty and staff as those employees who have entered into an express contract governing the employment relationship, and those who are covered under a union collective bargaining agreement.

I interpret provided with written personnel policies to be that the employee has knowledge of and access to Board of Education and Superintendent of Schools policies that affect their employment.

Data Reported

The District Chief Legal Officer reports that Superintendent Policy, Section G – Personnel, is available to all staff at their respective work sites as well as on the District web page. In addition, paper copies of the Master Agreements for certified and classified employees are distributed to each work site annually. These agreements are posted internally on the District’s shared drive, which is accessible by all employees. Superintendent Policy, Section G - Personnel, as well as all other sections, are reviewed on an annual and ongoing basis through the District’s Policy Council. The District Policy Council is comprised of administrators, certified employees, classified employees, and parent or community members.

The grievance process is outlined in the certified and classified master agreements, as well as in Superintendent Policy, Section G - Personnel, and allows for a clearly defined process to be followed in the event of grievances. The one-year administrator contract indicates that due

process is to be followed when disputes arise. All four documents are models of best practice in education and business settings.

Protection against harmful working conditions can be found in Superintendent Policy, Sections E and F, which include Safety and Security and Facility Development. In addition, Superintendent Policy, Section G - Personnel, protects against harmful working conditions in areas such as the hiring and evaluation process.

Human Resources provided a written executive summary to all Administrators and Supervisors on Master Agreement contract changes in late July 2012 once the Master Agreement was ratified. Future changes will be disseminated in a similar manner.

Master Agreement language and policy changes have been updated on our shared drive and on the website as well as amended in the version that is on file with the Colorado Department of Education.

Our District Policy Council was established by the Superintendent in School Year 2008-09 and is currently chaired by our Chief Legal Officer. Policy Council is made up of representatives from the certified, classified, and administrative employee groups and among them are representatives from elementary, middle, high school, and support services. Policy changes, additions, or deletions go before this group and they, in turn, make recommendations to the Superintendent. This process enables any and all policies that come before the Policy Council to be reviewed by staff and reviewed and approved by both legal counsel as well as the Superintendent of Schools prior to changes being made.

Conclusion: I report compliance

Pertaining to faculty and staff, the Superintendent will not:

2. Retaliate against any faculty or staff member for non-disruptive, internal expression of dissent, or for reporting to management or to the Board of Education (per the grievance process in the personnel manual) acts or omissions by faculty, staff or the Board of Education that the employee believes, in good faith and based on credible information, constitutes a violation of state or federal law or a governing policy of the Board.
 - a) Faculty and staff members may not be prevented from grieving to the Board when (i) internal grievance procedures have been exhausted and (ii) the employee alleges that Board policy has been violated.

I interpret retaliate to be an adverse action taken in response to a protected activity of an employee within the realm of his/her professional responsibilities.

I interpret personnel manual as those Board of Education and Superintendent of School

policies that dictate specific areas of responsibility on behalf of both the organization as well as the employee.

I interpret acts or omissions by faculty, staff or the Board of Education that the employee believes, in good faith and based on credible information, constitutes a violation of state or federal law or a governing policy of the Board as standards and procedures that are reasonably capable of reducing the prospect of criminal conduct by employees or persons associated with School District 27J.

Data Reported

Our Master Agreements detail clearly defined grievance procedures. There have been zero allegations that the grievance process is not being followed. Meetings are facilitated by Human Resources staff with our administrative employees to hear and resolve due process issues. During this reporting cycle there were no appeals to the Superintendent and/or the Board of Education regarding violations of due process. Supervisors are trained on grievance and due diligence process procedures on an annual basis as a part of pre-service trainings.

As impermissible as it is to restrict a district employee's right to speak on a matter of public concern, it is equally impermissible to retaliate against that employee when he or she does so. With over 1,300 regular employees, over the course of the past 12 months there have been no grievances filed by any employee, as provided by Superintendent Policies, as well as the Master Agreements, with regards to retaliation in the workplace.

During School Year 2011-12, there have been zero reported incidents to the Board, the Superintendent, BEA, or CCSEA by employees expressing a fear of reprisal for stating their views in a non-disruptive manner.

Personnel Rules

Frequently collective bargaining agreements contain specific timelines and other requirements that are more burdensome than statutory requirements. Below is a list of current policies that are in place. These provide a consistent internal process that, in the best interests of both the employee and the employer, ensure legitimate treatment of employees. These policies are compliant with state and federal statutes.

Master Agreements

GBAA	Sexual Harassment
GBEA	Staff Conflicts of Interest and Ethics
GBEB	Staff Conduct
GBEBA	Staff Dress Code
GBEC	Drug Free Work Place
GBECA	Controlled Substance and Alcohol Testing

GBED	Tobacco on School Premises by Staff
GBGB	Employee Protection
GBGD	Worker's Compensation
GBH	Staff Participation in Community Activities
GCC	Employee Leaves and Absences
GCCAA	Employee Temporary Leave
GCCAC	Maternity Leave
GCCAD	Military Leave
GCCAF-E	Sabbatical Leave
GCC-E	Extended Leave Request
GCGB	Arrangement for Substitutes
GCH	Professional Staff Orientation
GCL	Professional Staff Time Schedules
GCM	Professional Staff Workload
GCOA	Evaluation of Instructional Staff
GCQF	Suspension/Dismissal Professional Staff
GDO	Evaluation of Support Staff
GDQD	Suspension/Dismissal Classified Staff

Grievance Procedures

Master Agreements

GBKE-1	Certified Staff Complaints and Grievances
GBK-1-R	Staff Complaints and Grievances
GBK-2	Classified Staff Grievances

Wrongful Conditions

Master Agreements

FA	Facilities Development
EB	Safety Program
EBAB	Hazardous Materials
EBB	Accident Prevention and Safety Procedures
EBBA	Fluid Handling
EBBB-R	Accident Reports
EBCA	Disaster Plan
EBCA-1	Emergency Plans
EBCB-R	Fire Drills
EBCC	Bomb Threats
EBCE	Emergency Closings
ECA	Building and Ground Security
ECAC	Vandalism

ECB	Buildings and Ground Maintenance
EEAE	School Bus Safety Program
EI	Insurance Management
EIB	Liability Insurance

We do not currently have a specific “whistle blower” policy in place that directly relates to not allowing retaliation. However, a number of policies contain language that prohibits retaliation for reporting potentially dangerous or offensive actions.

Conclusion: I report compliance

The Superintendent shall not:

3. Allow faculty, staff and volunteers to be unprepared to deal with emergency situations.

I interpret unprepared to deal with emergency situations as not possessing knowledge of professional responsibilities and/or knowledge of the information necessary to protect the health and safety of students or other individuals in the event of unpredictable or unavoidable occurrences.

Data Reported

Faculty and Staff

School districts across the country are re-evaluating their preparedness for active shooter incidents following the tragic attack in Newtown, Connecticut last month. As more details are released from the official investigation, we will consider the lessons learned that could help make our campuses safer. While we know the emergency response actions our schools practice saved lives at Sandy Hook Elementary School, prevention will be our main focus in evaluating all aspects of school safety.

All personnel in schools participate in emergency drills for all hazards, including evacuation, shelter, lockout and lockdown. Schools are required to conduct, at a minimum, monthly fire drills, a Shelter for Hazmat drill in the fall, a Shelter for Tornado drill in the spring, and a Lockdown drill each semester. The Colorado Division of Fire Safety now requires local fire districts to collect information on these drills during their routine fire inspections. All 18 schools were joined by Belle Creek, Bromley East and Eagle Ridge Academy charter schools in implementing Lockdown on October 24, 2012 for the third annual All School Drill, scheduled in conjunction with Colorado Safe Schools Week. Sites were asked to also practice the “unlock” protocol during this drill to reinforce for students and staff that they should not respond to a public address announcement to unlock doors during an active shooter scenario. Community

partners from the Brighton, Commerce City and Thornton Police Departments, Brighton Fire Rescue, and Adams County Office of Emergency Management assisted with the drill. Many schools recruited parents as observers this year, and members of the 27J executive leadership team and Transportation Department were also at sites.

Site-specific emergency plans are updated for all schools. Plans were also developed this year for two other locations with students, the BLRC Preschool and the Transitional Learning Center. A hard copy is kept at each school, and the plans are maintained on the district shared drive, accessible to principals, assistant principals, deans and designated district staff. The school plans follow the four phases of emergency management: Prevention-Mitigation, Preparedness, Response and Recovery. Principals are provided with site-specific training presentations before school starts in the fall to assist them in training their staffs on emergency procedures. The Adams County School Emergency Plan was completed last year, and 27J continues to participate on the team of representatives from school districts and emergency response agencies that will be reviewing and updating the plan to keep it current.

The District is complying with requirements of the School Safety Act, Colorado Revised Statute 22-32-109.1(4) (4) “School response framework - school safety, readiness, and incident management plan.” Progress is being tracked in a district action plan. Training is an important element of the regulations, requiring “key emergency school personnel, including but not limited to safety teams and backups” to complete courses provided by FEMA. More than 150 employees, including School Safety Team members, have completed FEMA’s online Incident Command Training module for schools. Personnel receive practical experience in using incident command during drills and, as Incident Action Plans are prepared and implemented jointly with agencies for graduations, the Superintendent’s Cup football game, and other activities that draw large crowds.

Fifteen school administrators, including representatives from Belle Creek Charter School and Eagle Ridge Academy, attended a one-day 27J Mini Safety Conference on June 5th, 2012. Presentations included:

- Suspicious Packages and Improvised Explosive Devices by the Commander of the Adams County Bomb Squad;
- Indicators of School Violence by the CU Center for the Study and Prevention of Violence;
- Gang Recognition and Prevention by The Link;
- Safe2Tell training provided by their Executive Director;
- Drug Recognition, including “club drugs” and “legal highs” by a drug recognition expert from the Thornton Police Department; and
- Brighton Fire Rescue’s Fire Starter Intervention Program for students.

In August, Campus Supervisors and Deans from Brighton High School and Prairie View High

Schools received an 8-hour safe physical intervention training session. The Emergency Response and Crisis Specialist conducted training in hazardous materials and the DOT's Emergency Response Guidebook in December for the Transportation Department staff, and provided Lockdown training in October for Belle Creek Charter School teachers and administrators on a staff development day.

Adams County BOCES provides districts with SafeSchools, an online training and compliance management system specifically designed for schools that contains many emergency and safety courses. The Human Resources Department has implemented SafeSchools for new hires, and the use of the comprehensive training library available will be expanded over time.

The Adams County Youth Initiative (ACYI) conducted a follow-up survey in 2012, interviewing staff and School Resource Officers from Adams County school districts to gauge the impact of crisis response activities since the original survey was conducted in 2008. While results were not disaggregated by district, the countywide results showed a widespread positive impact at a school, district, and county level. Here are several highlights from the follow-up survey:

- The development of the current Adams County School Emergency Plan standardized the emergency protocols for schools and emergency responders.
- The protocols for Lockdown and Lockout were the most improved.
- A designated crisis response team (or School Safety Team) for each school has become the norm.
- Since 2008, School crisis plans have been improved for all four phases of emergency management.
- The new threat assessment protocol is effective and useful.
- School staffs reported increased confidence in their school's preparation for an emergency or crisis.
- Partnerships have been greatly enhanced, if not newly created, through the work of ACYI.

Additionally, 27J's automated external defibrillator (AED) program was completed this year as the Kick Start My Heart Foundation supplied the remaining AEDs under the partnership initiated with a Platte Valley Medical Center Community Health Investment Program (CHIP) grant. All schools, including Belle Creek, Bromley East, Eagle Ridge Academy, Foundations and Landmark charter schools, now have an AED mounted outside their offices, and a set of training pads that convert the AED into a training unit. An AED was also recently purchased for the 27J swimming pool. Staff is tracking training to ensure that designated school employees are current in CPR and First Aid training, including health paraprofessionals, office backups to the health paras, head custodians, special education teachers and paras for students with significant support needs, and high school coaches. Courses provided by the nursing staff and Transportation

Trainers were augmented with sessions provided by a trainer funded by Kick Start My Heart, and courses taught by Platte Valley Ambulance staff. Platte Valley Ambulance continues to schedule Hands Only CPR with AED sessions at secondary schools.

Information on many safety topics will again be available to 27J students, family members and staff at the 27J Wellness Fair on January 26th, including distribution of free gun locks; a presentation for parents on preventing child abductions by the Adams County Search and Rescue Team; lead testing of dishes, toys, cosmetics and other items by Tri-County Health Department; prevention of substance abuse including the 27J Civil Air Patrol Squadron activity booth with alcohol impairment simulation glasses and much more.

Volunteers

The training of volunteers is a responsibility left to each school. A 27J volunteer training presentation is available to schools in English and Spanish. The results of the March 2012 survey show that 79% of volunteers feel that they work in a safe environment. Sixty-three percent of volunteers feel prepared in case of an emergency.

School volunteers are subject to background checks under a program managed by the Human Resources Department. To date, 1224 volunteers have completed applications, had their backgrounds checked, and been approved to work in our schools.

Future Efforts

Workplace violence training sessions for the Board of Education and employees from the ESC, Technology and Facilities will be repeated in early 2013 utilizing an excellent new video developed by the City of Houston with federal funding making it available at no charge. Work continues on the implementation of a district Emergency Operations Center. Strong partnerships continue with law enforcement, fire, city and county emergency management staffs, emergency medical services and other agencies at both the school and district level.

I report compliance.