

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

To: Board of Education

From: Dr. Chris Fiedler, Superintendent of Schools

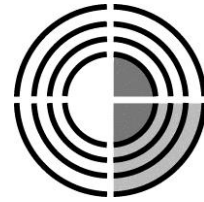
Re: Expectations of the Board Report – 3.C Treatment of Faculty/Staff/Volunteers

I hereby present my expectations of the board 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 24, 2017



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(f) (I). 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 work environments are free from harm, and how staff feels 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.

27J Human Resources administered surveys to all staff in December 2016/January 2017. These surveys included a survey to volunteers, a survey to substitutes, and a survey to regular staff.

The TELL survey, a CDE state-wide survey of all certified school employees, is administered in odd-numbered years. The latest TELL survey was conducted in February of 2015. CDE has reported that the TELL survey is on hold pending a review. CDE did not provide a timetable for the review.

The current 27J survey to regular staff (included in this report) is based on work by 27J Student Achievement and represents a change. The survey works on a 4 point scale, an answer choice of 1 equals “Strongly Disagree” to the question, 2 equals “Disagree”, 3 equals “Agree” and 4 equals “Strongly Agree”. The data provide scale averages across categories that will be used as baselines for future survey data.

Student Achievement used the work of Cornell University researchers Seung Cheon Bang and Jaewoo Kim related to High Performing Organizations (HPO) to create the survey. The survey categories include (1) clear vision/focus; (2) clear, strong, meaningful values; (3) shared sense of community/commitment; (4) engagement/empowerment; (5) transparency, openness, trust, honesty; (6) performance driven. The categories describe elements of an HPO – elements that are of interest to 27J leaders, and we anticipate and hope, the Board. 27J Executive Leadership and District Leadership previewed the survey. The categories speak to a work environment framed by our work for our students and provide a lens on how staff members see themselves in the work context. The data have been presented to principals and will be presented to all 27J leaders.

A. 27J SURVEY ALL STAFF – OVERALL

902 respondents

	District Total (Overall) - All 27J	1	2	3	4	Total	AVG	3/4%		
1a	We have a shared vision of what our school will be like in the future	46	119	369	368	902	2.99	82%	Clear Focus/ Shared Vision	3.02
1b	Our school has clear short term goals that give meaning and direction to our work this year	47	100	369	386	902	3.03	84%		
1c	I know how I help achieve these goals	39	139	358	366	902	3.05	80%		
2a	There is a clear and consistent set of values in our school that governs the way that we do business	66	115	325	396	902	3.01	80%	Clear, strong, meaningful values	3.09
2b	My colleagues model these values, behaviors, and expectations	41	170	414	277	902	2.89	77%		
2c	I model these values, behaviors, and expectations	16	43	379	464	902	3.36	93%		
3a	Working in this school is like being part of a team, all for one and one for all	77	166	338	321	902	2.91	73%	Shared sense of commitment, community, and cohesion	2.97
3b	I am cared for by others, and others care for me	31	124	325	422	902	3.16	83%		
3c	Work is sensibly organized in my school, so that each person can see the relationship between his/her work and our goals	61	174	404	263	902	2.88	74%		
3d	We follow through on our promises and hold one another to our commitments	43	181	423	255	902	2.93	75%		
4a	Everyone in this school is engaged and motivated in their work	48	194	415	245	902	2.86	73%	Engagement/ Empowerment	2.94
4b	Everyone in our school believes that s/he can have a positive impact	30	133	395	344	902	3.05	82%		
4c	Everyone in our school has a voice in the decisions that impact our school	106	243	322	231	902	2.63	61%		
4d	I feel responsible for our building's success	27	98	364	413	902	3.21	86%		
5a	Diversity of opinions and perspectives are encouraged at my school	75	161	362	304	902	2.88	74%	Transparency, openness, trust, honest truth telling, safe	2.89
5b	Our school has the expectation of taking care of issues at meetings, and not in parking lots	72	162	332	336	902	2.95	74%		
5c	We work together to confront and resolve problems, issues, and concerns	68	203	359	272	902	2.85	70%		
6a	Our school continually adopts new and improved ways to do work	43	120	373	366	902	3.04	82%	Performance Driven	3.09
6b	We continuously track our progress against our stated goals	36	130	354	382	902	2.99	82%		
6c	We view failure as an opportunity for learning and improvement	39	95	364	404	902	3.11	85%		
6d	Student needs directly influence our schools' decisions	44	109	322	427	902	3.22	83%		

B. 27J SURVEY CERTIFIED OVERALL

682 respondents

	Certified - All 27J	1	2	3	4	Total	AVG	3/4%		
1a	We have a shared vision of what our school will be like in the future	37	90	295	260	682	2.95	81%	Clear Focus/ Shared Vision	3.00
1b	Our school has clear short term goals that give meaning and direction to our work this year	39	71	279	293	682	3.02	84%		
1c	I know how I help achieve these goals	28	104	278	272	682	3.03	81%		
2a	There is a clear and consistent set of values in our school that governs the way that we do business	52	90	255	285	682	2.95	79%	Clear, strong, meaningful values	3.04
2b	My colleagues model these values, behaviors, and expectations	33	139	313	197	682	2.84	75%		
2c	I model these values, behaviors, and expectations	13	35	285	349	682	3.33	93%		
3a	Working in this school is like being part of a team, all for one and one for all	65	130	264	223	682	2.84	71%	Shared sense of commitment, community, and cohesion	2.91
3b	I am cared for by others, and others care for me	25	102	261	294	682	3.10	81%		
3c	Work is sensibly organized in my school, so that each person can see the relationship between his/her work and our goals	53	138	310	181	682	2.82	72%		
3d	We follow through on our promises and hold one another to our commitments	34	144	326	178	682	2.88	74%		
4a	Everyone in this school is engaged and motivated in their work	39	151	320	172	682	2.82	72%	Engagement/ Empowerment	2.89
4b	Everyone in our school believes that s/he can have a positive impact	25	101	308	248	682	3.02	82%		
4c	Everyone in our school has a voice in the decisions that impact our school	91	185	248	158	682	2.56	60%		
4d	I feel responsible for our building's success	18	72	289	303	682	3.18	87%		
5a	Diversity of opinions and perspectives are encouraged at my school	65	130	272	215	682	2.81	71%	Transparency, openness, trust, honest truth telling, safe	2.84
5b	Our school has the expectation of taking care of issues at meetings, and not in parking lots	63	132	255	232	682	2.90	71%		
5c	We work together to confront and resolve problems, issues, and concerns	53	171	266	192	682	2.80	67%		
6a	Our school continually adopts new and improved ways to do work	36	96	284	266	682	3.02	81%	Performance Driven	3.06
6b	We continuously track our progress against our stated goals	30	104	270	278	682	2.96	80%		
6c	We view failure as an opportunity for learning and improvement	32	76	280	294	682	3.08	84%		
6d	Student needs directly influence our schools' decisions	35	86	250	311	682	3.18	82%		

C. 27J SURVEY CLASSIFIED STAFF

177 respondents

	Classified - All 27J	1	2	3	4	Total	AVG	3/4%		
1a	We have a shared vision of what our school will be like in the future	8	23	65	81	177	3.24	82%	Clear Focus/ Shared Vision	3.20
1b	Our school has clear short term goals that give meaning and direction to our work this year	8	23	78	68	177	3.33	82%		
1c	I know how I help achieve these goals	11	30	70	66	177	3.04	77%		
2a	There is a clear and consistent set of values in our school that governs the way that we do business	14	21	59	83	177	3.46	80%	Clear, strong, meaningful values	3.45
2b	My colleagues model these values, behaviors, and expectations	8	28	74	67	177	3.31	80%		
2c	I model these values, behaviors, and expectations	3	8	79	87	177	3.58	94%		
3a	Working in this school is like being part of a team, all for one and one for all	12	33	60	72	177	3.41	75%	Shared sense of commitment, community, and cohesion	3.50
3b	I am cared for by others, and others care for me	6	19	60	92	177	3.66	86%		
3c	Work is sensibly organized in my school, so that each person can see the relationship between his/her work and our goals	8	29	78	62	177	3.54	79%		
3d	We follow through on our promises and hold one another to our commitments	9	32	83	53	177	3.38	77%		
4a	Everyone in this school is engaged and motivated in their work	9	39	73	56	177	3.24	73%	Engagement/ Empowerment	3.27
4b	Everyone in our school believes that s/he can have a positive impact	5	29	70	73	177	3.46	81%		
4c	Everyone in our school has a voice in the decisions that impact our school	14	53	61	49	177	3.15	62%		
4d	I feel responsible for our building's success	9	26	68	74	177	3.21	80%		
5a	Diversity of opinions and perspectives are encouraged at my school	10	28	76	63	177	3.41	79%	Transparency, openness, trust, honest truth telling, safe	3.39
5b	Our school has the expectation of taking care of issues at meetings, and not in parking lots	8	23	66	80	177	3.48	82%		
5c	We work together to confront and resolve problems, issues, and concerns	14	26	75	62	177	3.27	77%		
6a	Our school continually adopts new and improved ways to do work	4	22	73	78	177	3.38	85%	Performance Driven	3.52
6b	We continuously track our progress against our stated goals	5	18	67	87	177	3.54	87%		
6c	We view failure as an opportunity for learning and improvement	7	14	72	84	177	3.53	88%		
6d	Student needs directly influence our schools' decisions	9	21	59	88	177	3.63	83%		

D. 27J SURVEY ADMINISTRATION/LEADERSHIP

43 respondents

	Administration - All 27J	1	2	3	4	Total	AVG	3/4%		
1a	We have a shared vision of what our school will be like in the future	1	6	9	27	43	3.31	84%	Clear Focus/ Shared Vision	3.35
1b	Our school has clear short term goals that give meaning and direction to our work this year	0	6	12	25	43	3.28	86%		
1c	I know how I help achieve these goals	0	5	10	28	43	3.47	88%		
2a	There is a clear and consistent set of values in our school that governs the way that we do business	0	4	11	28	43	3.49	91%	Clear, strong, meaningful values	3.44
2b	My colleagues model these values, behaviors, and expectations	0	3	27	13	43	3.19	93%		
2c	I model these values, behaviors, and expectations	0	0	15	28	43	3.66	100%		
3a	Working in this school is like being part of a team, all for one and one for all	0	3	14	26	43	3.47	93%	Shared sense of commitment, community, and cohesion	3.43
3b	I am cared for by others, and others care for me	0	3	4	36	43	3.66	93%		
3c	Work is sensibly organized in my school, so that each person can see the relationship between his/her work and our goals	0	7	16	20	43	3.21	84%		
3d	We follow through on our promises and hold one another to our commitments	0	5	14	24	43	3.36	88%		
4a	Everyone in this school is engaged and motivated in their work	0	4	22	17	43	3.21	91%	Engagement/ Empowerment	3.37
4b	Everyone in our school believes that s/he can have a positive impact	0	3	17	23	43	3.30	93%		
4c	Everyone in our school has a voice in the decisions that impact our school	1	5	13	24	43	3.20	86%		
4d	I feel responsible for our building's success	0	0	7	36	43	3.76	100%		
5a	Diversity of opinions and perspectives are encouraged at my school	0	3	14	26	43	3.42	93%	Transparency, openness, trust, honest truth telling, safe	3.25
5b	Our school has the expectation of taking care of issues at meetings, and not in parking lots	1	7	11	24	43	3.22	81%		
5c	We work together to confront and resolve problems, issues, and concerns	1	6	18	18	43	3.11	84%		
6a	Our school continually adopts new and improved ways to do work	3	2	16	22	43	3.15	88%	Performance Driven	3.26
6b	We continuously track our progress against our stated goals	1	8	17	17	43	3.04	79%		
6c	We view failure as an opportunity for learning and improvement	0	5	12	26	43	3.34	88%		
6d	Student needs directly influence our schools' decisions	0	2	13	28	43	3.52	95%		

E. 27J SURVEY – ALL SCHOOLS

789 respondents

Category:	Average
Clear Focus/ Shared Vision	3.24
Clear, strong, meaningful values	3.25
Shared sense of commitment, community, and cohesion	3.08
Engagement/ Empowerment	3.07
Transparency, openness, trust, honest truth telling, safe	3.01
Performance Driven	3.27

F. 27J SURVEY – INDIVIDUAL SCHOOLS

The 27J survey does not ask specifically if a particular site is a “good place to work and learn.” The 27J survey does ask specific questions related to a staff member seeing himself or herself as part of a community. This monitoring report section attempts to bridge the new survey with a previous monitoring report section.

Category 3: Shared sense of commitment, community, and cohesion

Questions

- a. Working in this school/department is like being part of a team, all for one and one for all
- b. I am cared for by others, and others care for me
- c. Work is sensibly organized in my department/school, so that each person can see the relationship between his/her work and our goals
- d. We follow through on our promises and hold one another to our commitments

Responses by School and Employee Group

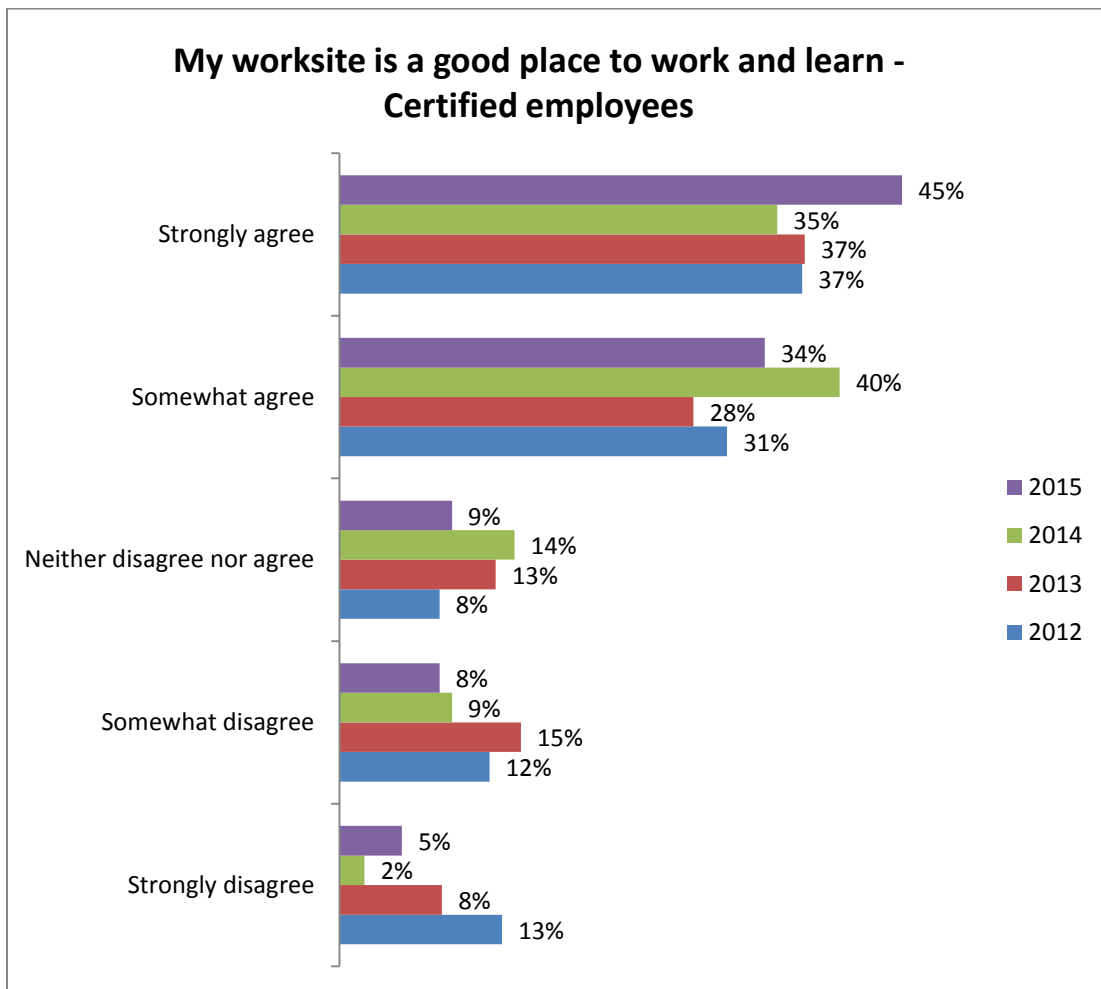
	<i>Average</i>		<i>Agree/Strongly Agree</i>		<i>Total Responses</i>	
	Classified	Certified	Classified	Certified	Class #	Cert #
Brighton Heritage	2.88	2.81	100%	69%	2	13
BLRC	2.88	3.21	50%	100%	4	6
BOLT	3.25	3.25	100%	100%	3	2
BHS	2.66	3.08	55%	73%	11	60
Henderson	3.50	3.40	100%	83%	5	24
North	2.92	2.50	100%	42%	6	26
Northeast	2.60	2.67	62%	41%	5	29
OTMS	2.25	2.62	0%	63%	1	24
Pennock	3.42	2.96	83%	68%	12	22
PVHS	3.05	3.02	73%	78%	15	72
PVMS	3.17	3.08	100%	70%	6	33
Second Creek	2.66	2.63	43%	61%	14	28
South	2.50	2.85	29%	72%	7	29
Southeast	3.17	3.02	62%	73%	13	26
Brantner	3.45	3.57	87%	88%	15	25
Stuart	3.36	3.38	85%	82%	11	34
Thimmig	3.29	2.93	71%	74%	14	34
Turnberry	3.21	2.99	85%	73%	13	37
Vikan	3.78	3.65	100%	96%	8	28
West Ridge	3.21	3.39	83%	92%	6	24

G. ESC STAFF

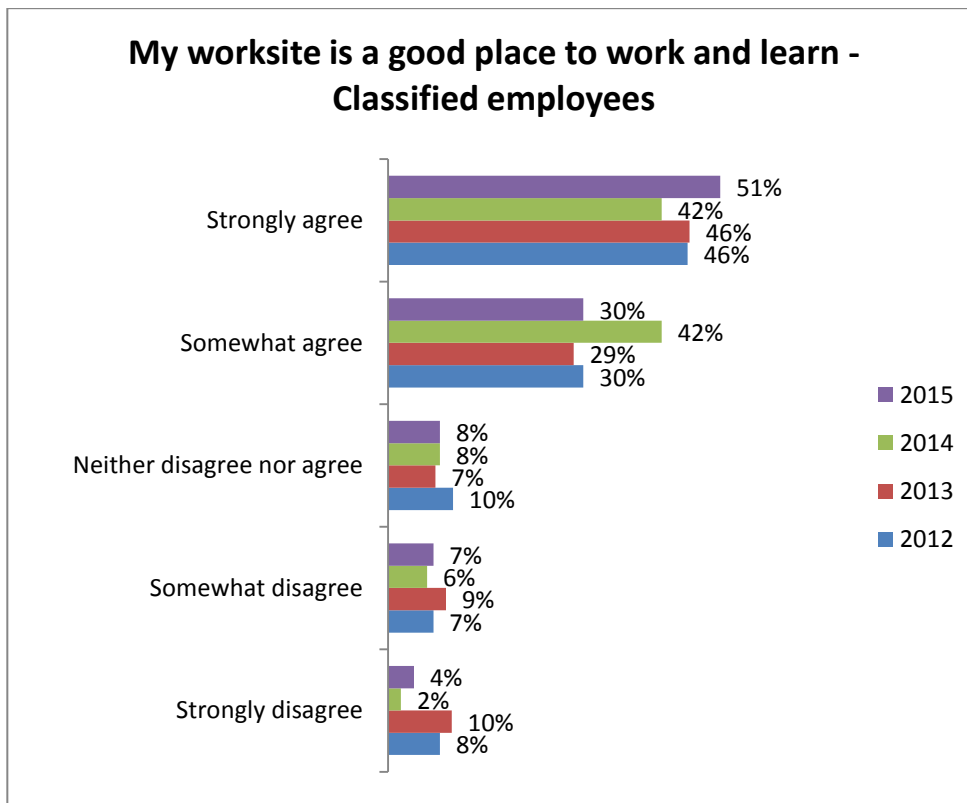
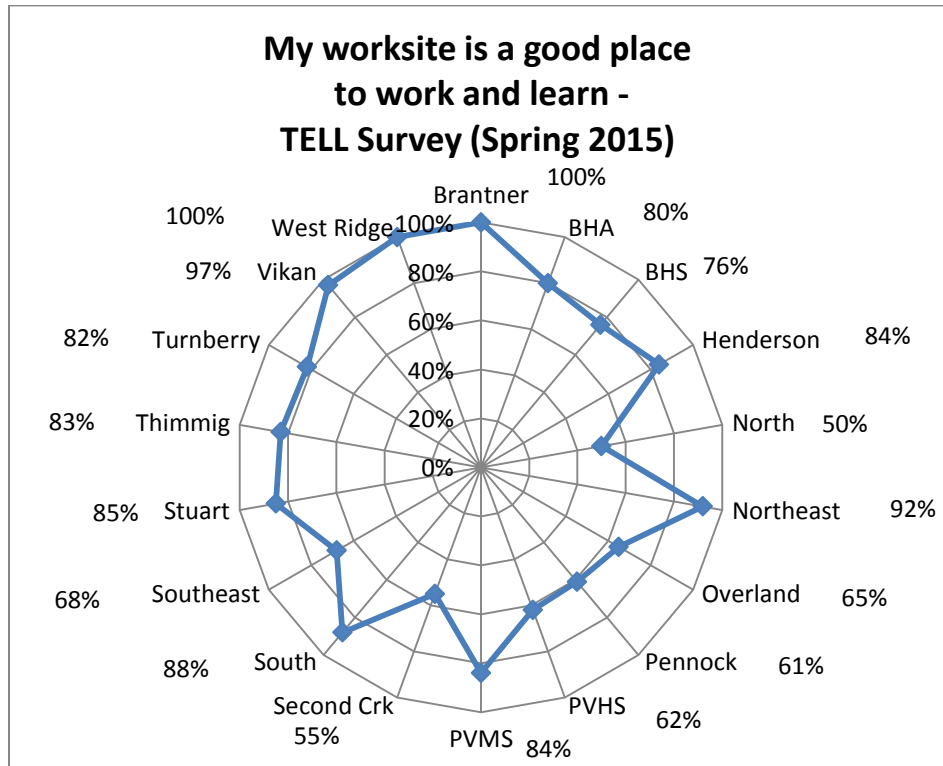
113 respondents

Category:	Average
Clear Focus/ Shared Vision	2.81
Clear, strong, meaningful values	2.92
Shared sense of commitment, community, and cohesion	2.86
Engagement/ Empowerment	2.80
Transparency, openness, trust, honest truth telling, safe	2.77
Performance Driven	2.92

H. HISTORICAL SURVEY INFORMATION

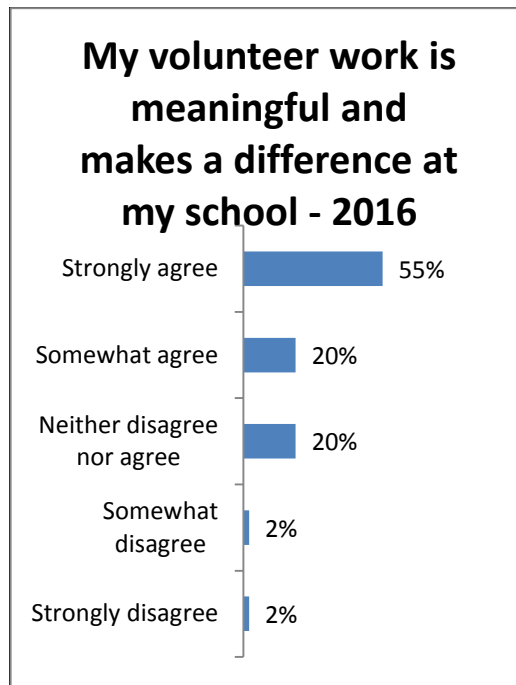
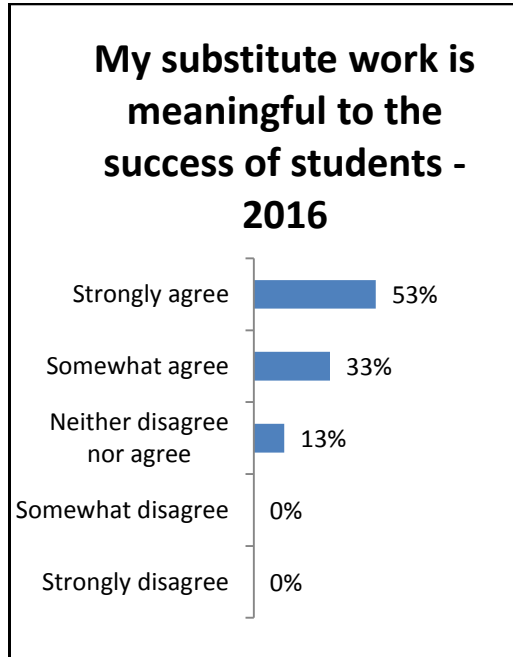


The following is the compilation of “somewhat agree” and “strongly agree” TELL responses at each school.



I. 27J SURVEY – SUBSTITUTE STAFF & VOLUNTEERS

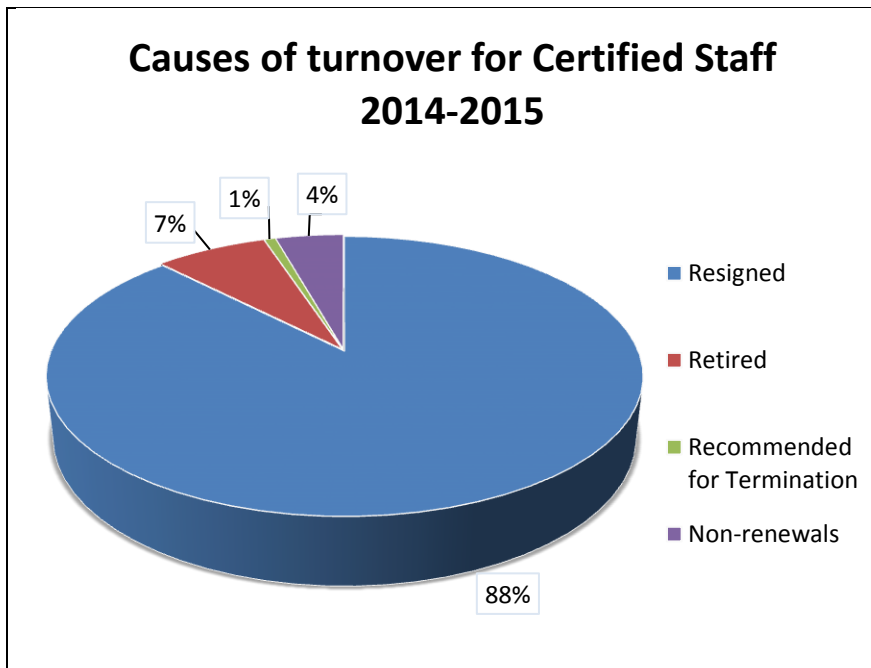
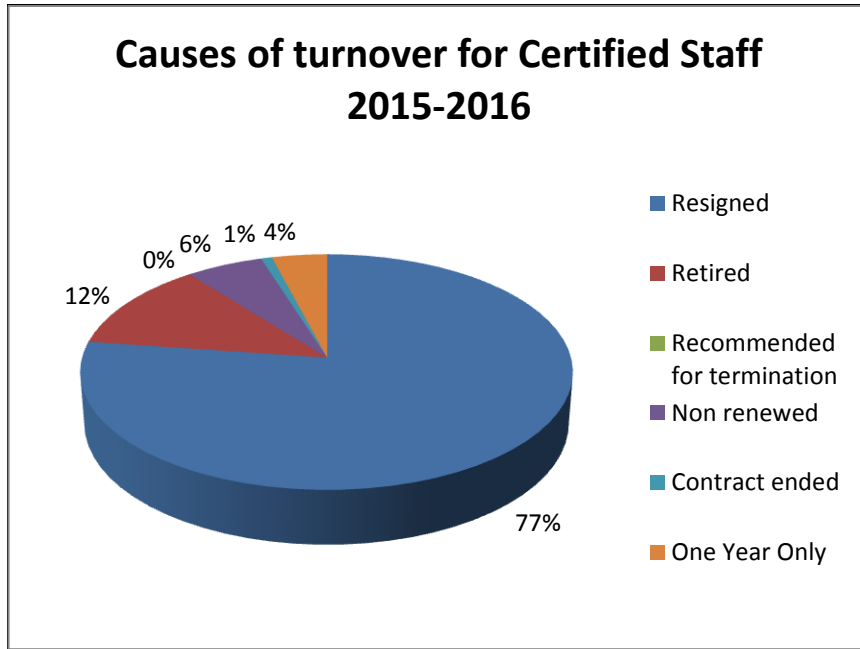
86% of substitute staff (14 total respondents) somewhat or strongly agree with the statement that their work site is a good place to work and learn, while 75% of volunteer staff (44 respondents) somewhat or strongly agree with the statement.



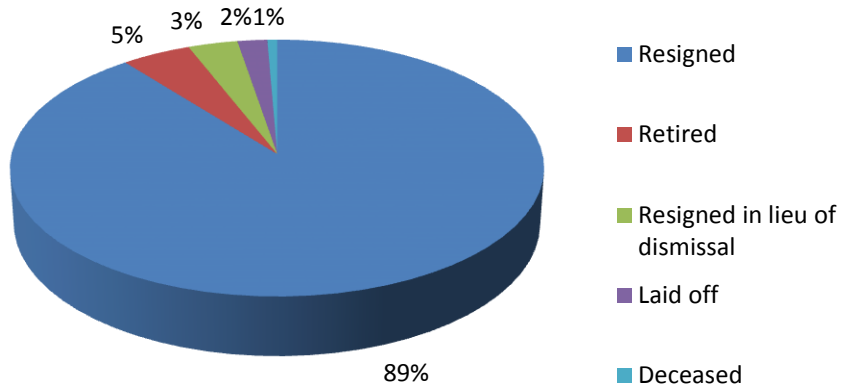
J. 27J TURNOVER STATISTICS

CDE Turnover

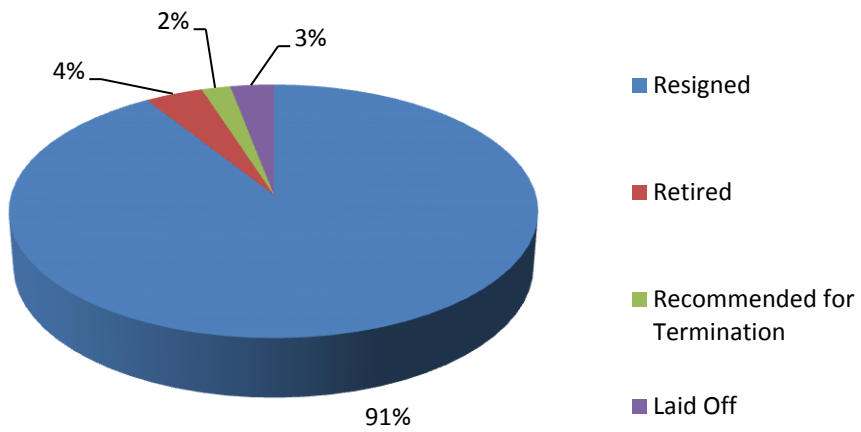
<i>Year</i>	<i>Teacher</i>	<i>All Staff</i>
2015-2016	22%	24%
2014-2015	14%	16%
2013-2014	14%	21%
2012-2013	18%	20%



Causes of turnover for Classified Staff 2015-2016



Causes of turnover for Classified Staff 2014-2015



K. REASONS FOR LEAVING – 27J EXIT SURVEY

Answer Options	Response Percent
Retirement	8.7%
Stay at home	6.5%
Moving out of area	28.3%
Salary & Benefits	4.3%
Growth Opportunity	8.7%
Change Careers	6.5%
Change of Working Conditions	4.3%
Couldn't make a difference	4.3%
Other, please specify	28.3%

An exit survey was reinstated for 2015-2016 and is sent to resigning staff to capture information about their reasons for departure. Resignations and retirements represented the highest percentages of turnover reasons – 95% of classified employees and 95% of certified employees left district through resignations and retirements. Of the responses labeled “Other,” 3 indicated causes related to family reasons, 5 supervisor relationship, 2 salary benefits, and 1 retirement.

Multiple data sources indicate that our faculty, staff, substitutes, 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 tracks and conducts background checks for all employees who work in the District.

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

General Counsel 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. Master Agreements for certified and classified employees 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 ongoing basis through the District’s Policy Council.

This Policy Council was established by the Superintendent in School Year 2008-09 and is currently chaired by General Counsel. 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 General Counsel as well as the Superintendent of Schools prior to changes being made.

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 presented an executive summary to all Administrators and Supervisors on Master Agreement contract changes in late July each year 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.

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. Supervisors are trained on grievance and due process procedures on an annual basis as a part of pre-service trainings. When issues arise, meetings are facilitated by Human Resources staff with our administrative employees to hear and resolve due process issues.

There have been zero allegations during this reporting cycle that the grievance process is not being followed. There were no appeals to the Superintendent and/or the Board of Education regarding violations of due process.

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. No grievances related to retaliation in the work place have been filed in the past 12 months.

During School Year 2015-2016, 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 – BEA and CCSEA	
GBAA	Sexual Harassment
GBEA/GBEB	Staff Conflicts of Interest and Ethics
GBEBA	Staff Dress Code
GBEC	Drug Free Work Place
GBECA	Controlled Substance and Alcohol Testing
GBGB	Employee Protection
GBGD	Worker’s Compensation
GCC	Employee Leaves and Absences
GCCG	Arrangement for Professional Staff Substitutes
GCH	Professional Staff Induction Program
GCL	Professional Staff Schedules and Calendars
GCM	Professional Staff Workload
GCOA	Evaluation of Instructional Staff
GCQF	Suspension/Dismissal of Professional Staff Members
GDO	Evaluation of Support Staff
GDQD	Suspension/Dismissal of Classified Staff Members

Grievance Procedures

Master Agreements – BEA and CCSEA	
GBKE-1	Classified Level 1 Grievance
GBK-2-E	Level 1 Grievance
GBK-2-E	Level 2 Grievance
GBK-2-E	Level 3 Grievance

Wrongful Conditions

Master Agreements – BEA and CCSEA	
FA	Facilities Development
EB	Safety Program
EBAB	Hazardous Materials
EBB	Accident Prevention Safety
EBBA	Prevention Disease Infection
EBBB-R	Accident Reports
EBCA	Disaster Plan
EBCA-1	Emergency Plans
EBCB-R	Fire Drills
EBCC	Bomb Threats
EBCE-R	Delay of Closing – Emergency School Closing – Delay Start Schedule

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

Principals are responsible for ensuring that all staff members in their schools view site-specific safety and security training presentations at the beginning of each school year. The trainings are updated for every school by the Emergency Response and Crisis Specialist at the beginning of the school year. These presentations include the Standard Response Protocol training for Lockdown, Lockout, Shelter and Evacuate, and also cover the school’s emergency plan, Safe2Tell, physical security and systems, and updates on new requirements.

The district continued its important active shooter training initiative, with the goal of reaching all 27J employees. The effort began in January of last year, when we reported Justin Baumgartner trained more than 230 staff members at Brighton High School and Prairie View High School in “Run, Hide, Fight, Treat,” about how to survive an active shooter event and treat casualties. Before students returned in the fall, additional 90-minute sessions were held for teachers and classified staff members from all other school sites:

Friday, April 22 nd	Bromley East Charter School
Wednesday, August 3 rd	Belle Creek Charter School
Friday, August 12 th	Brighton High Auditorium
Monday, August 15 th	Prairie View High Auditorium
Tuesday, August 16 th	Brighton High Auditorium

Wednesday, August 17th
Wednesday, August 31st

Prairie View High Auditorium
Brantner Elementary

This program is consistent with a nationwide campaign from the Department of Homeland Security called "Stop the Bleed," which is designed to empower individuals to act quickly and save lives. Carl Craigle, Chief Paramedic from Platte Valley Ambulance, attended all of these sessions to provide hands-on training in using tourniquets. Platte Valley Ambulance donated trauma kits that were placed in every district AED cabinet and in the seats of the evacuation chairs at two-story schools.

Versions of this training were also held for district staff groups, including three sessions at the Educational Services Center presented by Carl and Commander Frank Acosta of the Brighton Police Department. Carl trained the Board of Education at its study session in January. Justin and Carl also trained all bus drivers and other Transportation Department employees at two sessions in February and March, and this training was included in the summer training sessions for all custodians and Facilities employees. Handouts on emergency procedures specific to the ESC and Facilities Buildings, Nutrition Building, Transportation Building, and school kitchens were developed.

School personnel participate in emergency drills for all types of hazards, so they practice the Standard Response Protocols. Schools are required to conduct monthly fire drills plus a Shelter for Hazmat drill in the fall, a Shelter for Tornado drill in the spring, and Lockout and Lockdown drills each semester. State Fire allows two fire drills to be replaced with "all hazard" drills. New and substitute teachers receive handouts on the Standard Response Protocols during their orientation.

As the 27J Interoperable Radio System was implemented during 2016, SchoolSafe, Inc. held a 90-minute radio training session at every school during spring semester, and is providing a 30-minute refresher at each school, with the final session scheduled for next month. At Leadership training in July, the interoperable radio system was incorporated into the scenarios during a tabletop exercise. In the final step of the SchoolSafe training, each school sends representatives of their School Safety Team to participate in workshops presented by SchoolSafe. Brighton High School and Stuart Middle School hosted workshops for teams from many schools on the Jan. 9th teacher workday. The district is testing district wide interoperable radio communications with all schools on a monthly basis.

The 7th Annual 27J All School Drill was held on October 25th, during Colorado Safe Schools Month. In addition to training staff, the All School Drill is an opportunity for schools to invite parents/guardians to observe a drill and learn about school Standard Response Protocols. While Belle Creek Charter School, the BLRC Preschool and Bolt Academy joined the schools that participated, several sites were impacted by a Lockout event in downtown Brighton at the time of the drill. The district hosted two regional reunification trainings sessions at the District Training Room on Aug. 21st, and the Emergency Response and Crisis Specialist held several more prior to the All School Drill for additional district staff members that form a Reunification Support Team for the District. Members of this team and representatives from emergency response agencies were assigned to schools to observe and assist during the All School Drill.

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.” 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. Approximately 175 employees, including School Safety Team members, have completed FEMA’s online Incident Command Training module for schools.

It is a challenge to keep the office staff personnel (at least two per school are designated to back up the school health paraprofessional) up to date with First Aid, CPR and AED certifications. A minimum of 10 per school must be fully certified, and recent State requirements expanded coverage to all secondary coaches, and added that a trained staff person must attend all off-site events. While it has been helpful that approved training is now available online (with an in-person test with a qualified trainer), this area of training continues to be a challenge because of staff turnover and the length and cost of the course. We have augmented certification training with Hands Only CPR and AED training for many more employees with the assistance of Platte Valley Ambulance. Our goal is to have personnel that know about the AEDs in our buildings and will act to save a life.

Strong partnerships that benefit all employees continue with law enforcement, fire, city and county emergency management staffs, emergency medical services, Safe2Tell and the Colorado School Safety Resource Center at both the school and district level. The radio project has increased our partnerships with Adcom 911 and Thornton Dispatch.

Volunteers

Volunteers during the school day are required to be processed via Raptor. Volunteers for after school activities and overnight field trips are required to have information submitted to HR for a commercial background check.

Future Efforts

Many safety and security improvements are in process with bond funding, and that work has kept staff very busy. As a new video management system is implemented across the district, several training sessions on the new interface for school personnel have been held, and more will be scheduled as additional sites are converted.

We continue to work towards implementation of an Emergency Operations Center at the ESC to support schools during a serious crisis. Funding was included in the bond to add the technology to support this effort so district responders have access to phones, computers, video surveillance and other tools in the EOC.

Conclusion: I report compliance.