

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

To: Board of Education

From: Dr. Chris Fiedler, Superintendent of Schools

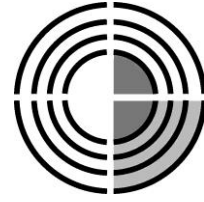
Re: Expectations of the Board Report – 3.C Treatment of Faculty/Staff/Volunteers

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, 2018



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

Date Adopted/Last Revised: Last Revised: June 25, 2013

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 November 2017. These surveys included a survey to volunteers, a survey to substitutes, and a survey to regular staff.

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

Total Respondents 2016-2017: 902

Total Respondents 2017-2018: 1069

Culture Survey	Category Average 2016-2017	Category Average 2017-2018
Clear Vision/Focus	3.02	3.11
Clear, Strong, Meaningful Values	3.09	3.20
Shared Sense of Commitment, Community, Cohesion	2.97	3.05
Engagement/Empowerment	2.94	3.06
Transparency, Openness, Trust, Honest Truth Telling, Safe	2.89	3.01
Performance Driven	3.09	3.20

Overall 2017-2018

27J Overall Survey Ratings - Jan. 2018									
	1	2	3	4	Total	Average	3/4%	Category	Average
1a. We have a shared vision of what our school/department will be like in the future.	55	171	481	362	1069	3.08	78.86%	Clear Focus/Vision	3.11
1b. Our school/department has clear short term goals that give meaning and direction to our work this year.	55	156	462	396	1069	3.12	80.26%		
1c. I know how I help achieve these goals.	48	170	434	417	1069	3.14	79.61%		
school/department that governs the way that we do business.	69	169	386	445	1069	3.13	77.74%	Clear, Strong, Meaningful Values	3.2
2b. My colleagues model these values, behaviors, and expectations.	50	192	467	360	1069	3.06	77.36%		
2c. I model these values, behaviors, and expectations.	14	57	466	532	1069	3.42	93.36%		
3a. Working in this school/department is like being part of a team, all for one and one for all.	99	200	362	408	1069	3.01	72.03%	Shared sense of commitment, community	3.05
3b. I am cared for by others, and others care for me.	44	125	401	499	1069	3.27	84.19%		
3c. Work is sensibly organized in my school/department, so that each person can see the relationship between his/her work and our goals.	74	214	486	295	1069	2.94	73.06%		
3d. We follow through on our promises and hold one another to our commitments.	67	199	479	324	1069	2.99	75.12%		
4a. Everyone in this school/department is engaged and motivated in their work.	72	214	447	336	1069	2.98	73.25%	Engagement Empowerment	3.06
4b. Everyone in our school/department believes that s/he can have a positive impact.	33	175	439	422	1069	3.17	80.54%		
4c. Everyone in our school/department has a voice in the decisions that impact our school.	150	255	378	286	1069	2.75	62.11%		
4d. I feel responsible for our school's/department's success.	21	122	386	540	1069	3.35	86.62%		
5a. Diversity of opinions and perspectives are encouraged at my school/department.	108	185	402	374	1069	2.97	72.59%	Transparency, openness, trust, honest truth telling, safe	3.01
5b. Our school/department has the expectation of taking care of issues at meetings, and not in parking lots.	79	163	429	398	1069	3.07	77.36%		
5c. We work together to confront and resolve problems, issues, and concerns.	86	200	413	370	1069	3	73.25%		
6a. Our school/department continually adopts new and improved ways to do work.	51	163	429	426	1069	3.15	79.98%	Performance Driven	3.2
6b. We continuously track our progress against our stated goals.	48	161	449	411	1069	3.14	80.45%		
6c. We view failure as an opportunity for learning and improvement.	33	120	426	490	1069	3.28	85.69%		
6d. Student needs directly influence our school's/department's decisions.	50	152	368	499	1069	3.23	81.10%		

Overall 2016-2017

	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%		

By School Level 2017-2018

Survey Category	Elementary Average Rating	Middle School Average Rating	High School Average Rating
Clear Focus/Vision	3.23	3.24	2.88
Clear, Strong, Meaningful Values	3.32	3.23	3.03
Shared sense of commitment, community, and cohesion	3.13	3.17	2.82
Engagement/ Empowerment	3.18	3.17	2.84
Transparency, openness, trust, honest truth telling, safe	3.10	3.07	2.82
Performance Driven	3.29	3.34	2.97

B. 27J SURVEY – ALL SCHOOLS

Category:	Average 2017	Average 2018
Clear Focus/ Shared Vision	3.24	3.12
Clear, strong, meaningful values	3.25	3.20
Shared sense of commitment, community, and cohesion	3.08	3.02
Engagement/ Empowerment	3.07	3.06
Transparency, openness, trust, honest truth telling, safe	3.01	3.00
Performance Driven	3.27	3.19

C. 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

School Data - Category 3: Shared sense of commitment, community, and cohesion				
2017		2016		
School	Average	School	Classified	Certified
BOLT	3.43	BOLT	3.25	3.25
BHS	2.45	BHS	2.66	3.08
BHA	3.09	BHA	2.88	2.81
BLARC	3.79	BLRC	2.88	3.21
Brantner	3.55	Brantner	3.45	3.57
Henderson	2.91	Henderson	3.5	3.4
North	3.02	North	2.92	2.5
Northeast	2.40	Northeast	2.6	2.67
OTMS	2.97	OTMS	2.25	2.62
Pennock	3.02	Pennock	3.42	2.96
PVHS	2.97	PVHS	3.05	3.02
PVMS	3.30	PVMS	3.17	3.08
Reunion	3.58			
2nd Creek	2.83	Second Creek	2.66	2.63
SMS	3.22	Stuart	3.36	3.38
South	2.67	South	2.5	2.85
Southeast	3.45	Southeast	3.17	3.02
Thimmig	3.26	Thimmig	3.29	2.93
Turnberry	3.27	Turnberry	3.21	2.99
Vikan	3.34	Vikan	3.78	3.65
West Ridge	2.95	West Ridge	3.21	3.39

D. ESC STAFF

Category:	2016	2017
Clear Focus/ Shared Vision	2.81	3.07
Clear, strong, meaningful values	2.92	3.21
Shared sense of commitment, community, and cohesion	2.86	3.14
Engagement/ Empowerment	2.80	3.08
Transparency, openness, trust, honest truth telling, safe	2.77	3.11
Performance Driven	2.92	3.27

E. 27J SURVEY – SUBSTITUTE STAFF & VOLUNTEERS

Substitutes

My Substitute Work is Meaningful to the Success of Students	2017-2018
Strongly Agree	31%
Agree	53%
Neutral	13.8%
Disagree	1.7%
Strongly Disagree	0%

Substitutes

I am Valued by the Schools I Substitute In	2017-2018
Strongly Agree	39.7%
Agree	46.6%
Neutral	10.3%
Disagree	1.7%
Strongly Disagree	1.7%

Volunteers

I am Valued by the Schools I Volunteer In	2017-2018
Strongly Agree	41.7%
Agree	44.4%
Neutral	5.6%
Disagree	2.8%
Strongly Disagree	5.6%

F. 27J TURNOVER STATISTICS & FUTURE PLANS

Overall Turnover Rates – Reported by CDE

Year	Teacher	All Staff
2016-2017	12%	14%
2015-2016	22%	24%
2014-2015	14%	16%
2013-2014	14%	21%
2012-2013	18%	20%

Culture Survey - Future Plans 2017-2018

Future Plans (Staff Count)	1 to 3 years of service	4 to 10 years of service	10+ years of service	Total
I am undecided at this time.	80	71	80	231
I plan on retiring.	0	1	9	10
I plan on returning to my current position.	259	214	197	670
I will be changing careers.	5	3	3	11
I will seek a position or promotion outside of SD27J.	6	15	9	30
I will seek a promotion within the SD27J organization.	18	24	8	50
I will seek another opportunity within the district.	13	11	11	35

G. REASONS FOR LEAVING – 27J EXIT SURVEY

Reasons for Leaving – HR Categories

Certified – 2017-2018	No.
110 day ended	6
Leaves of absence	4
Nonrenewals for staffing	4
Nonrenewals performance	15
One Year Positions	5
Position was eliminated	1
Resignations	94
Retired	19

Classified – 2017-2018	No.
Background Check	1
Dismissals	8
Exhausted FMLA	5
Job Abandonment	1
No-call No-Shows	4
One Year Positions	6
Resignations	147
Probationary Period Resignation in lieu of termination	1
Retirements	5

Reasons for Leaving - Exit Survey

We changed this question to allow respondents to choose multiple factors.

“What factors caused you to look for a new job?”

2017-2018

Answer Options	Response Percent
Retirement	0%
Stay at Home	9%
Moving out of the area	27.3%
Salary and Benefits	36.4%
Career Change	0%
Promotion,	0%
Seeking New Organizational Values	0%
Change in working conditions/Leadership	27.3%
Seeking a strong voice	9.1%
Working Closer to Home	27.3
Stress	18.2%
Personal - Family	18.1%

2016 -2017

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%

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 2016-2017, 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
GCGB	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	
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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:

1. 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

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. 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.

School personnel practice the Standard Response Protocols for different hazards by participating in school emergency drills. 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. Brighton Fire Rescue implemented a monitored fire drill schedule for this school year to ensure they are present for at least one fire drill at each Brighton school during the year. We strongly encourage police involvement in Lockdown drills, and the Thornton and Commerce City police departments especially make it a priority to have multiple officers at schools during Lockdown drills. The involvement of agencies during drills reinforces the common terminology and standardized procedures we have agreed on in Adams County, and makes the drills more realistic for students and staff.

The focus of the 8th Annual All School Drill on October 24th was Evacuation Assistance. Each school was asked to develop and practice three different scenarios for evacuation assistance during a fire drill, including use of the evacuation “stair” chairs located on the second floor of all two story schools. Sites developed site specific scenarios including student seizures, a teacher that uses an oxygen tank, students or staff in wheelchairs or crutches, students with autism, and many more. Schools were also challenged to ensure that the 27J form for evacuation assistance during different hazards were up to date for current students and staff. Belle Creek Charter School and Eagle Ridge Academy participated this year. The All School Drill is an opportunity for parents and guardians to observe an emergency drill, and we always assign agency observers at each site. At some schools the observers were recruited to role play for evacuation assistance.

Before the All School Drill, Brighton Fire Rescue, Platte Valley Ambulance, South Adams County Fire and Northglenn Ambulance/South Adams County Paramedics partnered with the district to present hands-on training sessions in October using our evacuation chairs and Megamover (handled) blankets. Sessions were held at Pennock Elementary, North Elementary and Belle Creek Charter School (open to personnel from all schools) and another session is being held this month at Thimmig Elementary.

Late spring a final Interoperable Radio Workshop was presented by SchoolSafe at Prairie View Middle School for representatives from schools. That afternoon, a group training session was held for new School Safety Team members that needed to take online FEMA courses in Incident Command for Schools or All Hazards Emergency Planning for Schools. Approximately 175 employees, including current School Safety Team members, have completed FEMA’s online Incident Command Training module for schools and we have a goal for all principals to complete the All Hazards course in addition to the district staff personnel that have taken it.

During Leadership training in July, there were six break-out sessions of the Safety and Security presentation. Each school was required to have at least one administrator attend one of the sessions. The sessions covered required training, drills, Safe2Tell, Raptor, video surveillance, Go Kits, the interoperable radio system and other updates. Safety and Security items were also presented to secretaries during their group training session for the new school year.

At the Nutrition Department’s staff training session in August for approximately 120 employees, Security and Safety training including active shooter and control the bleed training was provided. Also in August, at the Transportation Department’s in-service training for all their employees, a NOAA trainer provided them all with the weather service’s Weather Spotter training course.

Intervention Services has taken the lead on threat assessment training in the Adams County protocol, with ongoing assistance from the Colorado School Safety Resource Center. Several opportunities for this training were available to school threat assessment team members, other interested staff and our School Resource Officers.

The School Nurses continued to offer training to keep designated SPED and office personnel up to date with First Aid, CPR and AED certifications. Staff turnover has been a challenge to their efforts this year. Staff can take online training and then be tested in person with the nurses to complete their certifications. Several live sessions were also offered during the school year. In addition to these personnel, we must ensure a minimum of 10 per school are fully certified under our grant commitments. High school athletic trainers are certified teachers and the middle schools plan joint training sessions with an outside trainer for their coaches. All custodians are certified every other year during summer custodian training sessions. We continue to augment full certification courses Hands Only CPR, AED and Control the Bleed training at every opportunity for employees.

Strong partnerships that benefit all employees continue with law enforcement, fire districts, city and county emergency management staffs, emergency medical services, Safe2Tell staff and the Colorado School Safety Resource Center at both the school and district level.

Volunteers

Volunteers during the school day are required to be processed and screened via Raptor. Volunteers for after school activities and overnight field trips are required to have information submitted to HR for a commercial background check. A narrated 27J volunteer training presentation is available to schools in English and Spanish for them to show their volunteers.

Future Efforts

Many safety and security improvements are underway with bond funding, and the modern systems designed into newly constructed and remodeled schools drive more training for staff. There is excellent online training in the new video management and access control system chosen for the district, and we have the option of scheduling live webinars for key school staff as sites are converted to the system. Other aspects of new security and safety improvements require the development of our own documentation and training in their use.

Conclusion: I report compliance.