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.
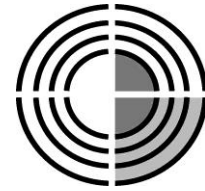
Signed: _____   Date: January 28, 2020
        Superintendent, School District 27J

COLORADO SCHOOL DISTRICT 27J
GOVERNING POLICY OF
THE BOARD OF EDUCATION

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 <u>faculty</u> 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 <u>staff</u> 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 <u>volunteers</u> 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 <u>conditions</u> as not creating personnel policies that are discriminatory or and not tolerating work environments that are hostile for our employees.*
>
> *I interpret <u>unclear</u> as policies not being presented in an easy-to-understand manner.*
>
> *I interpret <u>unfair</u> 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 <u>unsafe</u> 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 <u>untimely</u> as a manner in which information presented conflicts with the need of the end user.*
>
> *I interpret <u>undignified</u> as not respecting our employees and volunteers and not treating them in a professional manner.*
>
> *I interpret <u>unnecessarily intrusive</u> 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 27J Schools faculty, staff, and volunteers are generally satisfied with their working conditions in the District.

27J Human Resources and Student Achievement administered surveys to all staff in the fall of 2019. 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. 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 executive leadership for use.

A. 27J SURVEY ALL STAFF – OVERALL
Total Respondents 2016-2017: 902
Total Respondents 2017-2018: 1069
Total Respondents 2018-2019: 923
Total Respondents 2019-2020: 1283

Culture Survey	Category Average 2016-2017	Category Average 2017-2018	Category Average 2018-2019	Category Average 2019-2020
Clear Vision/Focus	3.02	3.11	3.17	3.29
Clear, Strong, Meaningful Values	3.09	3.20	3.29	3.34
Shared Sense of Commitment, Community, Cohesion	2.97	3.05	3.14	3.26
Engagement/Empowerment	2.94	3.06	3.12	3.21
Transparency, Openness, Trust, Honest Truth Telling, Safe	2.89	3.01	3.10	3.20
Performance Driven	3.09	3.20	3.26	3.35

Overall 2019-2020

Clear Focus/Vision

		1 (Strongly Disagree)	2	3	4 (Strongly Agree)	Average
1a. We have a shared vision of what our school/department will be like in the future.	Certified	2.65%	11.63%	39.32%	46.40%	3.29
	Classified	3.77%	12.06%	42.46%	41.71%	3.22
	Administration	3.19%	3.19%	32.98%	60.64%	3.51
	Total	3.04%	11.15%	39.83%	45.99%	3.29
1b. Our school/department has clear short term goals that give meaning and direction to our work this year.	Certified	2.28%	10.37%	42.73%	44.63%	3.3
	Classified	3.27%	11.56%	44.72%	40.45%	3.22
	Administration	2.13%	2.13%	35.11%	60.64%	3.54
	Total	2.57%	10.13%	42.79%	44.51%	3.29
1c. I know how I help achieve these goals.	Certified	2.40%	12.01%	39.57%	46.02%	3.29
	Classified	4.02%	10.80%	42.46%	42.71%	3.24
	Administration	2.13%	2.13%	26.60%	69.15%	3.63
	Total	2.88%	10.91%	39.52%	46.69%	3.3

Clear, strong, meaningful values

		1 (Strongly Disagree)	2	3	4 (Strongly Agree)	Average
2a. There is a clear and consistent set of values in our school/department that governs the way that we do business.	Certified	3.92%	10.49%	34.13%	51.45%	3.33
	Classified	3.77%	11.81%	37.19%	47.24%	3.28
	Administration	2.13%	1.06%	23.40%	73.40%	3.68
	Total	3.74%	10.21%	34.29%	51.75%	3.34
2b. My colleagues model these values, behaviors, and expectations.	Certified	2.91%	13.91%	44.75%	38.43%	3.19
	Classified	2.26%	15.33%	43.47%	38.94%	3.19
	Administration	3.19%	5.32%	43.62%	47.87%	3.36
	Total	2.73%	13.72%	44.27%	39.28%	3.2
2c. I model these values, behaviors, and expectations.	Certified	1.01%	2.40%	42.98%	53.60%	3.49
	Classified	1.76%	2.51%	40.20%	55.53%	3.49
	Administration	2.13%	2.13%	41.49%	54.26%	3.48
	Total	1.33%	2.42%	42.01%	54.25%	3.49

Shared sense of commitment, community, and cohesion

		1 (Strongly Disagree)	2	3	4 (Strongly Agree)	Average
3a. Working in this school/department is like being part of a team, all for one and one for all.	Certified	5.06%	17.45%	33.25%	44.25%	3.17
	Classified	5.03%	13.32%	30.90%	50.75%	3.27
	Administration	2.13%	7.45%	27.66%	62.77%	3.51
	Total	4.83%	15.43%	32.11%	47.62%	3.23
3b. I care for others, and others care for me.	Certified	1.77%	6.57%	32.36%	59.29%	3.49
	Classified	2.26%	6.53%	31.91%	59.30%	3.48
	Administration	2.13%	2.13%	20.21%	75.53%	3.69
	Total	1.95%	6.24%	31.33%	60.48%	3.5
3c. Work is sensibly organized in my school/department, so that each person can see the relationship between his/her work and our goals.	Certified	5.06%	19.22%	40.96%	34.77%	3.05
	Classified	2.51%	12.06%	42.46%	42.96%	3.26
	Administration	2.13%	5.32%	42.55%	50.00%	3.4
	Total	4.05%	15.98%	41.54%	38.43%	3.14
3d. We follow through on our promises and hold one another to our commitments.	Certified	4.30%	15.80%	41.97%	37.93%	3.14
	Classified	3.77%	13.07%	40.20%	42.96%	3.22
	Administration	2.13%	6.38%	40.43%	51.06%	3.4
	Total	3.98%	14.26%	41.31%	40.45%	3.18

Engagement/Empowerment

		1 (Strongly Disagree)	2	3	4 (Strongly Agree)	Average
4a. Everyone in this school/department is engaged and motivated in their work.	Certified	3.92%	17.57%	40.58%	37.93%	3.13
	Classified	3.52%	16.08%	42.21%	38.19%	3.15
	Administration	2.13%	7.45%	41.49%	48.94%	3.37
	Total	3.66%	16.37%	41.15%	38.82%	3.15
4b. Everyone in our school/department believes that s/he can have a positive impact.	Certified	1.90%	13.65%	41.09%	43.36%	3.26
	Classified	3.52%	11.06%	42.46%	42.96%	3.25
	Administration	1.06%	6.38%	36.17%	56.38%	3.48
	Total	2.34%	12.31%	41.15%	44.19%	3.27
4c. Everyone in our school/department has a voice in the decisions that impact our school.	Certified	9.86%	22.00%	35.90%	32.24%	2.91
	Classified	6.53%	23.12%	38.69%	31.66%	2.95
	Administration	1.06%	4.26%	37.23%	57.45%	3.51
	Total	8.18%	21.04%	36.87%	33.90%	2.96
4d. I feel responsible for our school's/department's success.	Certified	1.39%	8.60%	33.12%	56.89%	3.46
	Classified	2.26%	8.29%	40.95%	48.49%	3.36
	Administration	2.13%	1.06%	8.51%	88.30%	3.83
	Total	1.71%	7.95%	33.75%	56.59%	3.45

Transparency, openness, trust, honest truth telling, safe

		1 (Strongly Disagree)	2	3	4 (Strongly Agree)	Average
5a. Diversity of opinions and perspectives are encouraged at my school/department.	Certified	7.46%	15.80%	34.77%	41.97%	3.11
	Classified	4.02%	15.33%	39.70%	40.95%	3.18
	Administration	3.19%	3.19%	24.47%	69.15%	3.6
	Total	6.08%	14.73%	35.54%	43.65%	3.17
5b. Our school/department has the expectation of taking care of issues at meetings, and not in parking lots.	Certified	4.93%	16.56%	36.92%	41.59%	3.15
	Classified	3.27%	10.80%	32.16%	53.77%	3.36
	Administration	1.06%	3.19%	36.17%	59.57%	3.54
	Total	4.13%	13.80%	35.39%	46.69%	3.25
5c. We work together to confront and resolve problems, issues, and concerns.	Certified	5.31%	18.84%	36.41%	39.44%	3.1
	Classified	3.52%	14.82%	33.17%	48.49%	3.27
	Administration	2.13%	4.26%	41.49%	52.13%	3.44
	Total	4.52%	16.52%	35.78%	43.18%	3.18

Performance Driven

		1 (Strongly Disagree)	2	3	4 (Strongly Agree)	Average
6a. Our school/department continually adopts new and improved ways to do work.	Certified	2.40%	12.26%	41.47%	43.87%	3.27
	Classified	2.51%	11.81%	37.69%	47.99%	3.31
	Administration	2.13%	2.13%	31.91%	63.83%	3.57
	Total	2.42%	11.38%	39.59%	46.61%	3.3
6b. We continuously track our progress against our stated goals.	Certified	1.52%	8.98%	40.33%	49.18%	3.37
	Classified	2.76%	11.81%	43.22%	42.21%	3.25
	Administration	2.13%	4.26%	32.98%	60.64%	3.52
	Total	1.95%	9.51%	40.69%	47.86%	3.34
6c. We view failure as an opportunity for learning and improvement.	Certified	2.53%	7.46%	36.28%	53.73%	3.41
	Classified	2.51%	7.29%	41.96%	48.24%	3.36
	Administration	1.06%	5.32%	24.47%	69.15%	3.62
	Total	2.42%	7.25%	37.18%	53.16%	3.41
6d. Student needs directly influence our school's/department's decisions.	Certified	4.42%	12.14%	36.41%	47.03%	3.26
	Classified	3.77%	7.04%	35.93%	53.27%	3.39
	Administration	3.19%	4.26%	24.47%	68.09%	3.57
	Total	4.13%	9.98%	35.39%	50.51%	3.32

Overall 2018-2019

Survey Overall Results 2018-2019	1	2	3	4	Total	3/4%	Average	Category	Average
1a. We have a shared vision of what our school/department will be like in the future.	43	121	406	353	923	82%	3.16	Clear Focus/Vision	3.17
1b. Our school/department has clear short term goals that give meaning and direction to our work this year.	42	131	387	363	923	81%	3.16		
1c. I know how I help achieve these goals.	39	121	375	388	923	83%	3.2		
2a. There is a clear and consistent set of values in our school/department that governs the way that we do business.	40	107	352	424	923	84%	3.26	Clear, strong, meaningful values	3.29
2b. My colleagues model these values, behaviors, and expectations.	35	112	427	349	923	84%	3.18		
2c. I model these values, behaviors, and expectations.	22	33	388	480	923	94%	3.44		
3a. Working in this school/department is like being part of a team, all for one and one for all.	63	155	302	403	923	76%	3.13	Shared sense of commitment, community, and cohesion	3.14
3b. I care for others, and others care for me.	34	109	304	476	923	85%	3.32		
3c. Work is sensibly organized in my school/department, so that each person can see the relationship between his/her work and our goals.	65	167	384	307	923	75%	3.01		
3d. We follow through on our promises and hold one another to our commitments.	51	140	405	327	923	79%	3.09	Engagement Empowerment	3.12
4a. Everyone in this school/department is engaged and motivated in their work.	54	151	404	314	923	78%	3.06		
4b. Everyone in our school/department believes that s/he can have a positive impact.	40	112	393	378	923	84%	3.2		
4c. Everyone in our school/department has a voice in the decisions that impact our school.	107	195	334	287	923	67%	2.87		
4d. I feel responsible for our school's/department's success.	29	91	314	489	923	87%	3.37		
5a. Diversity of opinions and perspectives are encouraged at my school/department.	75	148	355	345	923	76%	3.05	Transparency, openness, trust, honest truth telling, safe	3.1
5b. Our school/department has the expectation of taking care of issues at meetings, and not in parking lots.	49	122	378	374	923	81%	3.17		
5c. We work together to confront and resolve problems, issues, and concerns.	54	164	364	341	923	76%	3.07		
6a. Our school/department continually adopts new and improved ways to do work.	29	116	385	393	923	84%	3.24	Performance Driven	3.26
6b. We continuously track our progress against our stated goals.	25	118	397	383	923	85%	3.23		
6c. We view failure as an opportunity for learning and improvement.	31	85	360	447	923	78%	3.33		
6d. Student needs directly influence our school's/department's decisions.	46	122	314	441	923	82%	3.25		

Overall 2017-2018

	1	2	3	4	Total	Average	3/4%	Category	Average
27J Overall Survey Ratings - Jan. 2018									
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%		

B. CERTIFIED/CLASSIFIED

2019-2020 – Breakdown of employee groups is included in Section A "Overall"

2018-2019

No. of responses per rating

Certified/Classified Results Per Question 18-19		1	2	3	4	Total	Average
1a. We have a shared vision of what our school/department will be like in the future.	Certified	24	67	253	229	573	3.2
	Classified	18	54	132	89	293	3
1b. Our school/department has clear short term goals that give meaning and direction to our work this year.	Certified	26	87	227	233	573	3.16
	Classified	16	39	138	100	293	3.1
1c. I know how I help achieve these goals.	Certified	23	72	233	245	573	3.22
	Classified	16	47	126	104	293	3.09
2a. There is a clear and consistent set of values in our school/department that governs the way that we do business.	Certified	24	71	214	264	573	3.25
	Classified	15	35	123	120	293	3.19
2b. My colleagues model these values, behaviors, and expectations.	Certified	20	74	268	211	573	3.17
	Classified	14	34	128	117	293	3.19
2c. I model these values, behaviors, and expectations.	Certified	14	19	241	299	573	3.44
	Classified	8	14	118	153	293	3.42
3a. Working in this school/department is like being part of a team, all for one and one for all.	Certified	39	104	193	237	573	3.1
	Classified	22	46	90	135	293	3.15
3b. I care for others, and others care for me.	Certified	19	68	191	295	573	3.33
	Classified	15	40	99	139	293	3.24
3c. Work is sensibly organized in my school/department, so that each person can see the relationship between his/her work and our goals.	Certified	47	114	246	166	573	2.93
	Classified	17	49	118	109	293	3.09
3d. We follow through on our promises and hold one another to our commitments.	Certified	30	90	266	187	573	3.06
	Classified	20	49	114	110	293	3.07
4a. Everyone in this school/department is engaged and motivated in their work.	Certified	34	100	242	197	573	3.05
	Classified	19	45	133	96	293	3.04

4b. Everyone in our school/department believes that s/he can have a positive impact.	*Certified*	27	72	237	237	573	3.19
	Classified	13	35	130	115	293	3.18
4c. Everyone in our school/department has a voice in the decisions that impact our school.	*Certified*	72	111	213	177	573	2.86
	Classified	34	78	100	81	293	2.78
4d. I feel responsible for our school's/department's success.	*Certified*	19	51	188	315	573	3.39
	Classified	10	39	118	126	293	3.23
5a. Diversity of opinions and perspectives are encouraged at my school/department.	*Certified*	49	94	213	217	573	3.04
	Classified	25	50	126	92	293	2.97
5b. Our school/department has the expectation of taking care of issues at meetings, and not in parking lots.	*Certified*	36	77	233	227	573	3.14
	Classified	13	37	125	118	293	3.19
5c. We work together to confront and resolve problems, issues, and concerns.	*Certified*	36	108	228	201	573	3.04
	Classified	16	51	113	113	293	3.1
6a. Our school/department continually adopts new and improved ways to do work.	*Certified*	16	70	244	243	573	3.25
	Classified	12	44	120	117	293	3.17
6b. We continuously track our progress against our stated goals.	*Certified*	15	66	242	250	573	3.27
	Classified	10	49	133	101	293	3.11
6c. We view failure as an opportunity for learning and improvement.	*Certified*	18	52	221	282	573	3.34
	Classified	13	29	127	124	293	3.24
6d. Student needs directly influence our school's/department's decisions.	*Certified*	33	79	202	259	573	3.2
	Classified	12	41	97	143	293	3.27

C. 27J SURVEY - SCHOOL LEVEL - CATEGORY

2019-2020

Survey Category	Elementary Average Rating	Middle School Average Rating	High School Average Rating
Clear Focus/Vision	3.29	3.36	3.21
Clear, Strong, Meaningful Values	3.34	3.39	3.27
Shared sense of commitment, community, and cohesion	3.23	3.27	3.19
Engagement/ Empowerment	3.22	3.19	3.14
Transparency, openness, trust, honest truth telling, safe	3.15	3.19	3.17
Performance Driven	3.34	3.40	3.27

2018-2019

Survey Category	Elementary Average Rating	Middle School Average Rating	High School Average Rating
Clear Focus/Vision	3.16	3.30	3.11
Clear, Strong, Meaningful Values	3.26	3.44	3.20
Shared sense of commitment, community, and cohesion	3.09	3.25	3.10
Engagement/ Empowerment	3.09	3.28	3.02
Transparency, openness, trust, honest truth telling, safe	3.02	3.19	3.08
Performance Driven	3.24	3.36	3.20

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

D. 27J SURVEY – ALL SCHOOLS - CATEGORY

Category:	Average 2017	Average 2018	Average 2019	Average 2020
Clear Focus/ Shared Vision	3.24	3.12	3.18	3.29
Clear, strong, meaningful values	3.25	3.20	3.28	3.33
Shared sense of commitment, community, and cohesion	3.08	3.02	3.11	3.23
Engagement/ Empowerment	3.07	3.06	3.11	3.19
Transparency, openness, trust, honest truth telling, safe	3.01	3.00	3.08	3.16
Performance Driven	3.27	3.19	3.25	3.34

E. 27J SURVEY – INDIVIDUAL SCHOOLS & DEPARTMENTS - CATEGORY

2019-2020

	Clear Focus/Vision	Clear, Strong, Meaningful Values	Shared sense of commitment, community, and cohesion	Engagement Empowerment	Transparency, openness, trust, honest truth telling, safe	Performance Driven
27J Average	3.29	3.34	3.26	3.21	3.20	3.35
2nd Creek	3.09	3.22	3.02	3.03	2.84	3.06
I and O	3.32	3.20	3.29	3.36	3.51	3.37
BHS	3.19	3.27	3.22	3.09	3.14	3.25
BLRC	3.67	3.17	2.88	3.25	3.33	3.5
Brantner	3.27	3.3	3.28	3.3	3.24	3.46
Finance	3.25	3.21	3.17	2.89	3.02	2.97
Henderson	3.65	3.48	3.51	3.43	3.56	3.59
Human Res.	3.59	3.63	3.47	3.44	3.56	3.47
North	3.14	2.9	2.69	2.76	2.53	2.91
Northeast	3.11	3.09	3.01	3.06	2.99	3.16
Nutrition	3.18	3.35	3.46	3.23	3.28	3.28
Operations	3.26	3.21	3.25	3.14	3.24	3.13
OTMS	3.13	3.24	3.09	3.03	3.10	3.17
Pennock	3.18	3.34	3.23	3.11	3.10	3.29
PVHS	3.12	3.27	3.15	3.03	2.99	3.20
PVMS	3.63	3.61	3.50	3.40	3.33	3.74
Quist	3.45	3.53	3.40	3.27	3.27	3.49
Reunion	3.63	3.73	3.65	3.62	3.67	3.68
RRHS	3.35	3.29	3.17	3.28	3.32	3.37
Schools	3.29	3.33	3.23	3.19	3.16	3.34
SMS	3.46	3.49	3.37	3.25	3.32	3.44
South	2.83	3.03	2.85	2.86	2.57	3.03
Southeast	3.75	3.82	3.81	3.77	3.84	3.87
Student Ach	3.6	3.63	3.54	3.62	3.56	3.69
Thimmig	3.38	3.37	3.38	3.31	3.35	3.43
Transport.	3.23	3.27	3.34	3.07	3.24	3.37
Turnberry	3.14	3.26	2.91	3.08	2.87	3.19
Vikan	3.02	3.00	2.88	2.91	2.86	3.07
WR	3.28	3.33	3.22	3.12	3.03	3.24

2018-2019

	Clear Focus/Vision	Clear, Strong, Meaningful Values	Shared sense of commitment, community, and cohesion	Engagement Empowerment	Transparency, openness, trust, honest truth telling, safe	Performance Driven
27J Average	3.17	3.29	3.14	3.12	3.1	3.26
2nd Creek	3.14	3.32	2.91	2.95	2.66	3.06
BHA	2.9	2.86	3.07	3.32	3.22	3.24
BHS	2.96	3.13	3.02	2.95	2.92	3.06
BLRC	3.27	3.57	3.35	3.43	3.47	3.45
BOLT	3.07	3.27	3.5	3.3	3.47	3.5
Brantner	3.41	3.54	3.58	3.72	3.47	3.6
Facilities	3.33	3.22	3.33	2.92	3.15	2.75
Finance	3.4	3.37	3.53	3.12	3.2	3.17
Henderson	2.74	3.1	2.88	2.81	2.59	2.93
Human Res.	3.37	3.23	3.13	3.18	3.1	3.23
North	3.49	3.45	3.24	3.31	3.2	3.4
Northeast	3.12	3.03	2.94	2.89	3.02	3.18
Nutrition	3.02	3.33	3.25	3.08	3.11	3.18
Operations	3.22	3.08	3.11	3.05	3.05	3.11
OTMS	3	3.2	2.93	3	2.89	3
Pennock	3.11	3.32	3.15	3.09	3.13	3.24
PVHS	3.12	3.24	2.99	2.88	3.01	3.17
PVMS	3.19	3.32	3.08	3.32	2.93	3.34
Quist	3.53	3.73	3.54	3.54	3.65	3.62
Reunion	3.58	3.6	3.6	3.68	3.63	3.63
RRHS	3.41	3.33	3.2	3.36	3.41	3.39
Schools	3.18	3.28	3.11	3.11	3.08	3.25
SMS	3.37	3.51	3.34	3.27	3.23	3.44
South	2.66	2.73	2.48	2.67	2.56	2.98
Southeast	3.8	3.69	3.63	3.61	3.68	3.83
Student Ach	3.45	3.55	3.5	3.53	3.46	3.63
Tech	3.28	3.31	3.25	3.33	3.25	3.27
Thimmig	3.05	3.12	3.01	2.96	2.93	3.09
Transport.	3.11	3.11	2.97	2.76	2.94	3.1
Turnberry	3.28	3.28	2.97	2.95	3.1	3.36
Vikan	3.28	3.41	3.22	3.32	3.23	3.17
West Ridge	2.82	3.06	2.83	2.86	2.6	2.8

27J SURVEYS – SUBSTITUTE STAFF & VOLUNTEERS

Substitute Staff

I am Valued by the Schools I Substitute In	2017-2018	2018-2019	2019-2020
Strongly Agree	39.7%	40%	44%
Agree	46.6%	40%	38%
Neutral	10.3%	18.5%	15.9%
Disagree	1.7%	-	1.6%
Strongly Disagree	1.7%	1.5%	-

Volunteers

PARENT PARTNERSHIP - I feel welcome at the school.	2018-2019	2019-2020
4 - Excellent	75%	75%
3	19%	16%
2	4%	4%
1 – Poor	2%	4%

Volunteers 2017-2018

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

CDE - Overall Turnover Rates

Year	Teacher	All Staff
2018-2019	16%	17%
2017-2018	17%	16%
2016-2017	12%	14%
2015-2016	22%	24%
2014-2015	14%	16%
2013-2014	14%	21%
2012-2013	18%	20%

Culture Survey - Future Plans 2019-2020

Future Plans (Staff Count)	Certified	Classified	Admin	Total
I am undecided at this time.	129	39	3	171
I plan on retiring.	4	1	1	6
I plan on returning to my current position.	581	203	76	860
I will be changing careers.	10	0	1	11
I will seek a position or promotion outside of SD27J.	17	1	1	19
I will seek a promotion within the SD27J organization.	22	15	8	45
I will seek another opportunity within the district.	18	12	0	30

Culture Survey - Future Plans 2018-2019

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.	40	47	56	143
I plan on retiring.	0	1	8	9
I plan on returning to my current position.	210	142	153	505
I will be changing careers.	1	2	2	5
I will seek a position or promotion outside of SD27J.	8	2	4	14
I will seek a promotion within the SD27J organization.	9	17	6	32
I will seek another opportunity within the district.	10	17	6	33

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

REASONS FOR LEAVING – HR CODED CATEGORIES

HR Term Coding - Reasons for Leaving

Certified - 2019-2020	No.
110 day ended	2
Leaves of absence	5
Nonrenewals for staffing	5
Nonrenewals performance	14
One Year Positions	1
Position was eliminated	0
Resignations	99
Retired	11

Classified - 2019-2020	No.
Background Check	2
Dismissals	0
Exhausted FMLA	1
Job Abandonment	1
No-call No-Shows	0
One Year Positions	3
Resignations	74
Probationary Period Resignation in lieu of termination	4
Layoff List	5
Retirements	11

Certified – 2018-2019	No.
110 day ended	4
Leaves of absence	4
Nonrenewals for staffing	7
Nonrenewals performance	16
One Year Positions	8
Position was eliminated	1
Resignations	111
Retired	8

Classified – 2018-2019	No.
Background Check	1
Dismissals	4
Exhausted FMLA	1
Job Abandonment	0
No-call No-Shows	0
One Year Positions	2
Resignations	194
Probationary Period Resignation in lieu of termination	13
Layoff List	10
Retirements	8

Certified – 2017-2018	No.
110 day ended	6
Leave 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

G. REASONS FOR LEAVING – 27J EXIT SURVEY
2019-2020

Answer Options	Response Percent
Retirement	10%
Stay at Home	7.6%
Location/Moving out of the area	20%
Salary and Benefits	34.8%
Career Change	13%
Promotion	7.6%
Seeking New Organizational Values	12%
Change in working conditions/Leadership	20.7%
Seeking a strong voice	12%
Working Closer to Home	13%
Stress	21.7%
4 Day Work Week	23.9%

2018-2019

Answer Options	Response Percent
Retirement	2%
Stay at Home	2%
Moving out of the area	7.8%
Salary and Benefits	19.6%
Career Change	5.9%
Promotion	3.9%
Seeking New Organizational Values	5.9%
Change in working conditions/Leadership	21.6%
Seeking a strong voice	2%
Working Closer to Home	7.8%
Stress	3.9%
4 Day Work Week	2%

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%

H. TEACHING & LEARNING CONDITIONS COLORADO (TLCC)

CDE - Every 2 Years
Respondents: 783
Staff included: Teachers, School Leaders, Education Professional or Service Provider

TLCC Survey Summary 2018-2019 – "Overall Favorability" by Category	%
Report Overall Favorability	73%
New Teacher Question	58%
School Leadership	79%
Teacher Leadership	77%
Managing Student Conduct	73%
Instructional Practices and Support	80%
Professional Development	66%
Time	53%
Facilities and Resources	68%
Community Support and Involvement	70%
District Supports	87%
Overall Reflection	87%

TLCC Survey 2018-2019 – Areas of Interest by Question	%
Facilities and Resources – Our school is a safe place to work productively.	94%
Managing Student Conduct – This school is a safe place for students to learn.	91%
Overall Reflection – I would recommend this school as a good place to work.	85%

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 polices that affect their employment.

Data Reported

CHRO 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 and on the HR webpage, which are accessible by all employees. Superintendent Policy, Section G - Personnel, as well as all other sections, are reviewed on an ongoing basis through the Executive Leadership.

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 Executive Leadership to be reviewed by staff and reviewed and approved.

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 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:

1.   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 27J Schools.*

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 has been one allegation 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 workplace have been filed in the past 12 months.

During School Year 2018-2019, there were 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
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.