

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.

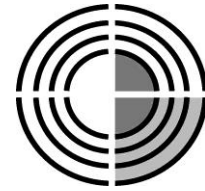


Signed: _____
Superintendent, School District 27J

Date: March 10, 2020



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 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 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 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 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

271 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 shortterm goals that give meaning and direction to our workthis 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 waythat 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 byothers, and others care for me.	44	125	401	499	1069	3.27	84.19%		
3c. Work is sensiblyorganized 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 thatimpactour 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 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.	<i>Certified</i>	24	67	253	229	573	3.2
	<i>Classified</i>	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.	<i>Certified</i>	26	87	227	233	573	3.16
	<i>Classified</i>	16	39	138	100	293	3.1
1c. I know how I help achieve these goals.	<i>Certified</i>	23	72	233	245	573	3.22
	<i>Classified</i>	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.	<i>Certified</i>	24	71	214	264	573	3.25
	<i>Classified</i>	15	35	123	120	293	3.19
2b. My colleagues model these values, behaviors, and expectations.	<i>Certified</i>	20	74	268	211	573	3.17
	<i>Classified</i>	14	34	128	117	293	3.19
2c. I model these values, behaviors, and expectations.	<i>Certified</i>	14	19	241	299	573	3.44
	<i>Classified</i>	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.	<i>Certified</i>	39	104	193	237	573	3.1
	<i>Classified</i>	22	46	90	135	293	3.15
3b. I care for others, and others care for me.	<i>Certified</i>	19	68	191	295	573	3.33
	<i>Classified</i>	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.	<i>Certified</i>	47	114	246	166	573	2.93
	<i>Classified</i>	17	49	118	109	293	3.09
3d. We follow through on our promises and hold one another to our commitments.	<i>Certified</i>	30	90	266	187	573	3.06
	<i>Classified</i>	20	49	114	110	293	3.07
4a. Everyone in this school/department is engaged and motivated in their work.	<i>Certified</i>	34	100	242	197	573	3.05
	<i>Classified</i>	19	45	133	96	293	3.04
4b. Everyone in our school/department believes that s/he can have a positive impact.	<i>Certified</i>	27	72	237	237	573	3.19
	<i>Classified</i>	13	35	130	115	293	3.18

4c. Everyone in our school/department has a voice in the decisions that impact our school.	<i>Certified</i>	72	111	213	177	573	2.86
	<i>Classified</i>	34	78	100	81	293	2.78
4d. I feel responsible for our school's/department's success.	<i>Certified</i>	19	51	188	315	573	3.39
	<i>Classified</i>	10	39	118	126	293	3.23
5a. Diversity of opinions and perspectives are encouraged at my school/department.	<i>Certified</i>	49	94	213	217	573	3.04
	<i>Classified</i>	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.	<i>Certified</i>	36	77	233	227	573	3.14
	<i>Classified</i>	13	37	125	118	293	3.19
5c. We work together to confront and resolve problems, issues, and concerns.	<i>Certified</i>	36	108	228	201	573	3.04
	<i>Classified</i>	16	51	113	113	293	3.1
6a. Our school/department continually adopts new and improved ways to do work.	<i>Certified</i>	16	70	244	243	573	3.25
	<i>Classified</i>	12	44	120	117	293	3.17
6b. We continuously track our progress against our stated goals.	<i>Certified</i>	15	66	242	250	573	3.27
	<i>Classified</i>	10	49	133	101	293	3.11
6c. We view failure as an opportunity for learning and improvement.	<i>Certified</i>	18	52	221	282	573	3.34
	<i>Classified</i>	13	29	127	124	293	3.24
6d. Student needs directly influence our school's/department's decisions.	<i>Certified</i>	33	79	202	259	573	3.2
	<i>Classified</i>	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 policies 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
GCCGB	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.

Data Reported

Faculty and Staff

The District complies with the 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 training is updated for every school by the Emergency Response and Crisis Specialist. These presentations include Standard Response Protocol training for Lockdown, Lockout, Shelter, Evacuate, and Hold and also cover the school’s emergency operation plan, Safe2Tell, physical security and systems, and updates on new requirements.

For district staff, the Emergency Response & Crisis Specialist maintains Employee Emergency Guides for these buildings: Educational Services Center, Nutrition, Transportation and the Brighton Learning and Resource Center, as well as a general kitchen employee version for school-based Nutrition employees.

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. All three fire districts participated in “monitored” fire drills this year by being present at every 27J school in their jurisdiction for a fire drill. The district strongly encourages police involvement in Lockdown drills, and all three law enforcement jurisdiction are now making 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 10th Annual All School Drill on October 24th was a tabletop drill, which the

Colorado School Safety Act requires for schools. The 27J district-managed schools were joined by Belle Creek Charter School and Eagle Ridge Academy in the All School Drill this year. Each school was provided a drill packet by the Emergency Response and Crisis Specialist that included a realistic scenario for the School Emergency Response Teams (SERT) to work through for the drill. The All School Drill is an opportunity for parents and guardians to observe an emergency drill, and agency observers are recruited to participate at as many sites as possible. Communication about the drill is sent out through the district wide communication procedures via email and social media notification.

Monthly district wide radio bridging tests are conducted to ensure the SchoolSafe interoperability equipment is functional at all campuses. The October monthly test was conducted in conjunction with the All Schools Drill on October 24th. Four schools in our Thornton boundaries along with the district Emergency Operations Center (EOC) participated in a tabletop exercise using the interoperable radios. The School Emergency Response Teams for each school used the radios to actively engage with district operations and law enforcement in regard to their scenarios.

School Emergency Response Team (SERT) members and designated District Emergency Response Team (DERT) members are required to complete FEMA's online Introduction to Incident Command Training module. Members of emergency teams will also be required to further enhance their training and knowledge of the FEMA Emergency Management by completing IS-362.a Multi-Hazard Emergency Planning for Schools.

During Leadership training in July, there were six opportunities for school and district staff to attend a break-out session for a Safety and Security presentation. Each school was required to have at least one administrator attend a session. The sessions covered required training, drills, Safe2Tell, Raptor, video surveillance, the 27J interoperable radio system (SchoolSAFE), bond security project updates and more.

Intervention Services takes the lead on threat assessment training in the Adams County protocol, with ongoing assistance from the Colorado School Safety Resource Center. Ongoing training opportunities are available to school threat assessment team members, other interested staff and our School Resource Officers.

Contracted school nurses under the SPED department are tasked with ensuring the school health paraprofessionals and two office back-ups, are current in their First Aid, CPR and AED certifications. The nurses are also responsible for other SPED staff members that are required to be fully certified. Staff can take online training and then be tested in person with the nurses to complete their certifications. Several live sessions are also offered during the school year. In addition to these personnel, we must ensure a minimum of 10 per school are fully certified under grant commitments. Coaches also need to be certified, which is usually done by the high school athletic trainers, while middle schools plan joint training sessions with an outside trainer for their coaches. All custodians are certified every other year during the summer custodian training sessions, and 67 custodians attended in June, as well as Facilities personnel. 27J also promotes Hands Only CPR, AED and Control the Bleed training for staff and students.

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

Emergency Response & Crisis Management Preparedness

In the 2019-2020 school year a survey was conducted by the Safety and Security Department in regards to emergency preparedness for 27J staff working in school buildings. This survey was designed to gauge the preparedness and response levels of all 27J Schools staff. The results of this survey will provide the District Safety and Security Department data to appropriately analyze the overall safety and security of the schools in the district; thus, moving the district forward in making significant safety and security plans.

SURVEY RESULTS: 381 Respondents	0	1	2	3	4	5
How familiar are you with the Standard Response Protocols (Lockdown, Lockout, Evacuate, Shelter, hold) in your classroom/building			1.3%	9.2%	41.5%	47.8%
In a real event, how prepared do you believe you are to implement the Lockdown Standard Response Protocol in your building/classroom?			1.6%	11%	46.7%	40.2%
In a real event, how prepared do you believe you are to implement the Lockout Standard Response Protocol in your building/classroom?			1.6%	6.3%	36.2%	55.4%
In a real event, how prepared do you believe you are to implement the the Evacuate SRP in your building/classroom?		2.9%	7.3%	18.1%	33.9%	36.7%
In a real event, how prepared do you believe you are to implement the Shelter SRP in your building/classroom?	1.0%	2.9%	6.3%	17.1%	36.5%	36.2%
In a real event, how prepared do you believe you are to implement the HOLD Standard Response Protocol in your building/classroom?	11.3%	4.5%	4.2%	17.1%	27.8%	35.2%

Volunteers

Volunteers during the school day are required to be processed and screened via Raptor. The district upgraded its Raptor system to Version 6 last fall, and provided schools with updated security computers and Raptor scanners and barcode readers. 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 made available to schools in English and Spanish for them to show their volunteers.

Future Efforts

Many safety and security improvements are still underway with bond funding, and it has been challenging to ensure school staff are fully trained on new systems as they are commissioned during the school year. Additional technology support was added to the Operations and Construction Departments to assist with this effort.

Conclusion: I report compliance.