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 25, 2022
          Superintendent, School District 27J

27J SCHOOLS
GOVERNING POLICY OF THE BOARD OF EDUCATION
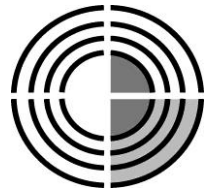
Policy 3.C – TREATMENT OF FACULTY/STAFF/ VOLUNTEERS

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 2021.   These surveys included 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 hope, the Board. 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
Total Respondents 2020-2021: 1533
Total Respondents 2021-2022: 1382

Culture Survey	Category Average 16-17	Category Average 17-18	Category Average 18-19	Category Average 19-20	Category Average 20-21	Category Average 21-22
Clear Vision/Focus	3.02	3.11	3.17	3.29	3.30	3.27
Clear, Strong, Meaningful Values	3.09	3.20	3.29	3.34	3.44	3.35
Shared Sense of Commitment, Community, Cohesion	2.97	3.05	3.14	3.26	3.32	3.26
Engagement/Empowerment	2.94	3.06	3.12	3.21	3.28	3.19
Transparency, Openness, Trust, Honest Truth Telling, Safe	2.89	3.01	3.10	3.20	3.25	3.19
Performance Driven	3.09	3.20	3.26	3.35	3.40	3.31

Overall 2021-2022 (2 Sections)

Overall 2021-2022		1	2	3	4	Total	Average
1a. We have a shared vision of what our school/department will be like in the future.	Certified	33	96	388	383	900	3.25
	Classified	17	54	143	164	378	3.2
	Administration	2	5	38	59	104	3.48
	Total	52	155	569	606	1382	3.25
1b. Our school/department has clear short term goals that give meaning and direction to our work this year.	Certified	28	107	363	402	900	3.27
	Classified	15	51	156	156	378	3.2
	Administration		11	25	68	104	3.55
	Total	43	169	544	626	1382	3.27
1c. I know how I help achieve these goals.	Certified	18	122	351	409	900	3.28
	Classified	15	43	151	169	378	3.25
	Administration	1	5	27	71	104	3.62
	Total	34	170	529	649	1382	3.3
2a. There is a clear and consistent set of values in our school/department that governs the way that we do business.	Certified	35	136	296	433	900	3.25
	Classified	19	33	133	193	378	3.32
	Administration	1	4	19	80	104	3.71
	Total	55	173	448	706	1382	3.31
2b. My colleagues model these values, behaviors, and expectations.	Certified	23	132	376	369	900	3.21
	Classified	11	45	147	175	378	3.29
	Administration	1	5	34	64	104	3.55
	Total	35	182	557	608	1382	3.26
2c. I model these values, behaviors, and expectations.	Certified	8	36	370	486	900	3.48
	Classified	9	11	141	217	378	3.5
	Administration	1		34	69	104	3.64
	Total	18	47	545	772	1382	3.5
3a. Working in this school/department is like being part of a team, all for one and one for all.	Certified	56	154	298	392	900	3.14
	Classified	27	42	121	188	378	3.24
	Administration	2	9	21	72	104	3.57
	Total	85	205	440	652	1382	3.2
3b. I care for others, and others care for me.	Certified	14	69	284	533	900	3.48
	Classified	8	24	121	225	378	3.49
	Administration	1	3	20	80	104	3.72
	Total	23	96	425	838	1382	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	49	156	350	345	900	3.1
	Classified	15	50	156	157	378	3.2
	Administration	1	7	32	64	104	3.53
	Total	65	213	538	566	1382	3.16

Overall 2021-2022 (Section 2)

3d. We follow through on our promises and hold one another to our commitments.	Certified	47	155	367	331	900	3.09
	Classified	17	40	152	169	378	3.25
	Administration	1	4	36	63	104	3.55
	Total	65	199	555	563	1382	3.17
4a. Everyone in this school/department is engaged and motivated in their work.	Certified	49	164	363	324	900	3.07
	Classified	18	72	134	154	378	3.12
	Administration	1	8	35	60	104	3.48
	Total	68	244	532	538	1382	3.11
4b. Everyone in our school/department believes that s/he can have a positive impact.	Certified	29	143	352	376	900	3.19
	Classified	13	43	152	170	378	3.27
	Administration	1	7	26	70	104	3.59
	Total	43	193	530	616	1382	3.24
4c. Everyone in our school/department has a voice in the decisions that impact our school.	Certified	103	184	325	288	900	2.89
	Classified	27	74	139	138	378	3.03
	Administration	1	8	30	65	104	3.53
	Total	131	266	494	491	1382	2.97
4d. I feel responsible for our school's/department's success.	Certified	18	94	309	479	900	3.39
	Classified	15	28	137	198	378	3.37
	Administration	1	1	13	89	104	3.83
	Total	34	123	459	766	1382	3.42
5a. Diversity of opinions and perspectives are encouraged at my school/department.	Certified	63	132	321	384	900	3.14
	Classified	16	50	145	167	378	3.22
	Administration	2	3	23	76	104	3.66
	Total	81	185	489	627	1382	3.2
5b. Our school/department has the expectation of taking care of issues at meetings, and not in parking lots.	Certified	55	137	341	367	900	3.13
	Classified	12	36	131	199	378	3.37
	Administration		8	27	69	104	3.59
	Total	67	181	499	635	1382	3.23
5c. We work together to confront and resolve problems, issues, and concerns.	Certified	70	159	331	340	900	3.05
	Classified	17	46	144	171	378	3.24
	Administration	1	7	30	66	104	3.55
	Total	88	212	505	577	1382	3.14
6a. Our school/department continually adopts new and improved ways to do work.	Certified	41	120	348	391	900	3.21
	Classified	14	52	132	180	378	3.26
	Administration	1	5	27	71	104	3.62
	Total	56	177	507	642	1382	3.26
6b. We continuously track our progress against our stated goals.	Certified	22	112	366	400	900	3.27
	Classified	15	48	159	156	378	3.21
	Administration	1	10	35	58	104	3.44
	Total	38	170	560	614	1382	3.27
6c. We view failure as an opportunity for learning and improvement.	Certified	25	68	342	465	900	3.39
	Classified	14	26	158	180	378	3.33
	Administration	1	4	21	78	104	3.69
	Total	40	98	521	723	1382	3.39
6d. Student needs directly influence our school's/department's decisions.	Certified	45	118	301	436	900	3.25
	Classified	10	28	151	189	378	3.37
	Administration		3	24	77	104	3.71
	Total	55	149	476	702	1382	3.32

Overall 2020-2021 (2 sections)

Overall 2020-2021		1	2	3	4	Average
1a. We have a shared vision of what our school/department will be like in the future.	Certified	2.40%	10.48%	42.03%	45.09%	3.3
	Classified	2.99%	11.75%	41.83%	43.43%	3.26
	Administration	0.87%	8.70%	24.35%	66.09%	3.56
	Total	2.48%	10.76%	40.64%	46.12%	3.3
1b. Our school/department has clear short term goals that give meaning and direction to our work this year.	Certified	2.18%	11.57%	44.65%	41.59%	3.26
	Classified	2.99%	11.16%	38.45%	47.41%	3.3
	Administration	3.48%	5.22%	35.65%	55.65%	3.43
	Total	2.54%	10.96%	41.94%	44.55%	3.29
1c. I know how I help achieve these goals.	Certified	2.40%	12.12%	43.12%	42.36%	3.25
	Classified	2.19%	10.36%	38.25%	49.20%	3.34
	Administration	1.74%	4.35%	30.43%	63.48%	3.56
	Total	2.28%	10.96%	40.57%	46.18%	3.31
2a. There is a clear and consistent set of values in our school/department that governs the way that we do business.	Certified	2.18%	10.15%	32.75%	54.91%	3.4
	Classified	3.39%	7.77%	33.27%	55.58%	3.41
	Administration	2.61%	3.48%	21.74%	72.17%	3.63
	Total	2.61%	8.87%	32.09%	56.43%	3.42
2b. My colleagues model these values, behaviors, and expectations.	Certified	1.97%	10.92%	40.83%	46.29%	3.31
	Classified	2.59%	10.36%	40.84%	46.22%	3.31
	Administration	0.87%	6.09%	39.13%	53.91%	3.46
	Total	2.09%	10.37%	40.70%	46.84%	3.32
2c. I model these values, behaviors, and expectations.	Certified	0.87%	1.86%	38.43%	58.84%	3.55
	Classified	1.00%	2.59%	33.86%	62.55%	3.58
	Administration	1.74%	2.61%	33.04%	62.61%	3.57
	Total	0.98%	2.15%	36.53%	60.34%	3.56
3a. Working in this school/department is like being part of a team, all for one and one for all.	Certified	4.69%	15.72%	33.08%	46.51%	3.21
	Classified	3.98%	12.75%	29.68%	53.59%	3.33
	Administration	1.74%	5.22%	28.70%	64.35%	3.56
	Total	4.24%	13.96%	31.64%	50.16%	3.28
3b. I care for others, and others care for me.	Certified	1.31%	6.88%	30.90%	60.92%	3.51
	Classified	1.59%	5.58%	29.68%	63.15%	3.54
	Administration	1.74%	3.48%	24.35%	70.43%	3.63
	Total	1.44%	6.20%	30.01%	62.36%	3.53
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	4.04%	15.72%	42.03%	38.21%	3.14
	Classified	3.39%	9.96%	40.64%	46.02%	3.29
	Administration	0.87%	6.96%	45.22%	46.96%	3.38
	Total	3.59%	13.18%	41.81%	41.42%	3.21

Overall 2020-2021 (Section 2)

3d. We follow through on our promises and hold one another to our commitments.	Certified	3.17%	14.41%	40.61%	41.81%	3.21
	Classified	3.59%	9.56%	38.25%	48.61%	3.32
	Administration	1.74%	4.35%	44.35%	49.57%	3.42
	Total	3.20%	12.07%	40.12%	44.62%	3.26
4a. Everyone in this school/department is engaged and motivated in their work.	Certified	2.84%	14.30%	41.70%	41.16%	3.21
	Classified	4.38%	11.95%	38.84%	44.82%	3.24
	Administration	2.61%	5.22%	43.48%	48.70%	3.38
	Total	3.33%	12.85%	40.90%	42.92%	3.23
4b. Everyone in our school/department believes that s/he can have a positive impact.	Certified	1.75%	10.04%	39.41%	48.80%	3.35
	Classified	1.79%	9.96%	37.85%	50.40%	3.37
	Administration	0.87%	6.09%	29.57%	63.48%	3.56
	Total	1.70%	9.72%	38.16%	50.42%	3.37
4c. Everyone in our school/department has a voice in the decisions that impact our school.	Certified	8.73%	18.45%	36.57%	36.24%	3
	Classified	7.97%	15.94%	38.25%	37.85%	3.06
	Administration	2.61%	6.09%	29.57%	61.74%	3.5
	Total	8.02%	16.70%	36.59%	38.68%	3.06
4d. I feel responsible for our school's/department's success.	Certified	1.86%	7.86%	34.93%	55.35%	3.44
	Classified	1.59%	8.37%	38.05%	51.99%	3.4
	Administration	2.61%	2.61%	17.39%	77.39%	3.7
	Total	1.83%	7.63%	34.64%	55.90%	3.45
5a. Diversity of opinions and perspectives are encouraged at my school/department.	Certified	5.57%	14.30%	35.81%	44.32%	3.19
	Classified	4.38%	11.75%	36.85%	47.01%	3.26
	Administration	1.74%	4.35%	31.30%	62.61%	3.55
	Total	4.89%	12.72%	35.81%	46.58%	3.24
5b. Our school/department has the expectation of taking care of issues at meetings, and not in parking lots.	Certified	4.26%	14.19%	37.34%	44.21%	3.22
	Classified	3.78%	8.57%	35.46%	52.19%	3.36
	Administration	2.61%	6.09%	34.78%	56.52%	3.45
	Total	3.98%	11.74%	36.53%	47.75%	3.28
5c. We work together to confront and resolve problems, issues, and concerns.	Certified	3.71%	15.61%	39.30%	41.38%	3.18
	Classified	3.98%	12.75%	35.26%	48.01%	3.27
	Administration	1.74%	7.83%	36.52%	53.91%	3.43
	Total	3.65%	14.09%	37.77%	44.49%	3.23
6a. Our school/department continually adopts new and improved ways to do work.	Certified	2.29%	9.06%	39.41%	49.24%	3.36
	Classified	2.19%	8.17%	37.25%	52.39%	3.4
	Administration	0.00%	7.83%	20.00%	72.17%	3.64
	Total	2.09%	8.68%	37.25%	51.99%	3.39
6b. We continuously track our progress against our stated goals.	Certified	1.31%	10.26%	41.16%	47.27%	3.34
	Classified	2.39%	10.36%	39.84%	47.41%	3.32
	Administration	1.74%	9.57%	40.00%	48.70%	3.36
	Total	1.70%	10.24%	40.64%	47.42%	3.34
6c. We view failure as an opportunity for learning and improvement.	Certified	1.53%	7.75%	35.04%	55.68%	3.45
	Classified	2.19%	5.78%	39.84%	52.19%	3.42
	Administration	1.74%	6.09%	21.74%	70.43%	3.61
	Total	1.76%	6.98%	35.62%	55.64%	3.45
6d. Student needs directly influence our school's/department's decisions.	Certified	4.59%	9.17%	34.93%	51.31%	3.33
	Classified	1.39%	4.58%	33.67%	60.36%	3.53
	Administration	1.74%	3.48%	25.22%	69.57%	3.63
	Total	3.33%	7.24%	33.79%	55.64%	3.42

Overall 2019-2020 (2 Sections)

Overall 2019-2020		1	2	3	4	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
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
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

Overall 2019-2020 (Section 2)

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
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
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

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%		

B. 27J SURVEY - SCHOOL LEVEL - CATEGORY

2021-2022

Survey Category	Elementary Average Rating	Middle School Average Rating	High School Average Rating
Clear Focus/Vision	3.40	3.32	3.02
Clear, Strong, Meaningful Values	3.44	3.37	3.15
Shared sense of commitment, community, and cohesion	3.35	3.30	3.03
Engagement/ Empowerment	3.31	3.22	2.89
Transparency, openness, trust, honest truth telling, safe	3.28	3.23	2.95
Performance Driven	3.44	3.35	3.04

2020-2021

Survey Category	Elementary Average Rating	Middle School Average Rating	High School Average Rating
Clear Focus/Vision	3.32	3.43	3.17
Clear, Strong, Meaningful Values	3.48	3.56	3.28
Shared sense of commitment, community, and cohesion	3.34	3.46	3.17
Engagement/ Empowerment	3.33	3.42	3.08
Transparency, openness, trust, honest truth telling, safe	3.29	3.36	3.08
Performance Driven	3.43	3.51	3.24

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

C. 27J SURVEY – ALL SCHOOLS - CATEGORY

Category:	Average 2017	Average 2018	Average 2019	Average 2020	Average 2021
Clear Focus/ Shared Vision	3.24	3.12	3.18	3.29	3.24
Clear, strong, meaningful values	3.25	3.20	3.28	3.33	3.32
Shared sense of commitment, community, and cohesion	3.08	3.02	3.11	3.23	3.22
Engagement/ Empowerment	3.07	3.06	3.11	3.19	3.14
Transparency, openness, trust, honest truth telling, safe	3.01	3.00	3.08	3.16	3.15
Performance Driven	3.27	3.19	3.25	3.34	3.27

D. 27J SURVEY – INDIVIDUAL SCHOOLS & DEPARTMENTS - CATEGORY
2021-2022

	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	3.27	3.35	3.26	3.19	3.19	3.31
PVYSC	3.44	3.67	3.75	3.50	3.33	3.46
I and O	3.37	3.37	3.42	3.31	3.23	3.31
BHS	2.63	2.85	2.67	2.41	2.49	2.60
Bright Beg	3.56	3.48	3.33	3.22	3.29	3.54
Brantner	2.85	2.95	2.83	2.83	2.49	2.95
Finance	3.33	3.37	3.43	3.25	3.43	3.35
Henderson	3.80	3.74	3.74	3.68	3.71	3.74
Human Res.	3.67	3.70	3.64	3.69	3.67	3.58
Northeast	3.31	3.23	3.10	3.12	3.18	3.28
Nutrition	3.40	3.57	3.45	3.40	3.33	3.48
Online	3.57	3.67	3.61	3.82	3.90	3.68
Operations	2.63	2.72	2.64	2.54	2.33	2.44
OTMS	2.95	3.23	3.14	3.01	3.13	3.13
Padilla	3.51	3.56	3.42	3.48	3.55	3.58
Pennock	3.22	3.35	3.18	3.07	3.01	3.20
PVHS	2.98	3.16	3.00	2.88	3.02	3.06
PVMS	3.65	3.67	3.56	3.55	3.41	3.63
Quist	3.40	3.37	3.30	3.25	3.29	3.43
Reunion	3.59	3.65	3.60	3.57	3.56	3.6
RRHS	3.42	3.40	3.34	3.30	3.28	3.40
2nd Creek	3.27	3.41	3.36	3.27	3.34	3.46
SMS	3.32	3.42	3.38	3.27	3.32	3.42
South	3.37	3.41	3.32	3.32	3.07	3.39
Southeast	3.84	3.77	3.77	3.74	3.73	3.82
Student Ach	3.34	3.63	3.53	3.57	3.53	3.58
Technology	3.00	2.83	2.86	2.64	2.74	2.96
Thimmig	3.40	3.41	3.29	3.28	3.19	3.41
Transport.	2.87	2.91	2.93	2.67	2.71	2.95
Turnberry	3.28	3.37	3.16	3.02	3.08	3.35
Vikan	3.20	3.13	3.06	2.96	2.97	3.08
West Ridge	3.29	3.51	3.38	3.26	3.26	3.36

2020-2021

	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	3.30	3.44	3.32	3.28	3.25	3.40
AYSC	3.22	3.28	3.58	3.5	3.56	3.42
I and O	3.41	3.52	3.59	3.44	3.37	3.56
BHS	3.02	2.98	2.97	2.84	2.81	3.05
Bright Beg	3.4	3.63	3.57	3.51	3.44	3.54
Brantner	3.54	3.61	3.49	3.45	3.43	3.65
Finance	3.18	3.15	3.30	2.93	3.21	3.16
Henderson	3.59	3.62	3.56	3.58	3.72	3.68
Human Res.	3.73	3.73	3.65	3.53	2.6	3.75
North	3.46	3.51	3.34	3.43	3.27	3.47
Northeast	3.13	3.23	3.06	3.13	3.08	3.25
Nutrition	3.33	3.59	3.49	3.35	3.41	3.54
Operations	2.82	2.73	2.62	2.7	2.62	2.98
OTMS	3.01	3.43	3.28	3.27	3.21	3.31
Pennock	3.15	3.26	3.15	3.14	3.17	3.29
PVHS	3.18	3.36	3.2	3.11	3.13	3.25
PVMS	3.29	3.7	3.63	3.58	3.49	3.7
Quist	3.40	3.54	3.47	3.37	3.32	3.47
Reunion	3.65	3.79	3.68	3.71	3.74	3.78
RRHS	3.28	3.31	3.25	3.26	3.28	3.36
Schools	3.29	3.33	3.23	3.19	3.16	3.34
2nd Creek	3.05	3.27	3.05	3.11	2.87	3.06
SMS	3.61	3.66	3.59	3.53	3.52	3.65
South	2.85	2.97	2.95	2.96	2.64	3.09
Southeast	3.72	3.86	3.81	3.77	3.88	3.94
Student Ach	3.48	3.67	3.5	3.5	3.53	3.62
Thimmig	3.15	3.35	3.26	3.14	3.13	3.27
Transport.	2.96	3.06	3.02	2.83	2.81	3.15
Turnberry	3.38	3.56	3.30	3.32	3.26	3.41
Vikan	3.36	3.4	3.27	3.29	3.18	3.34
WR	3.17	3.5	3.28	3.23	3.23	3.32

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	2020-2021	2021-2022
Strongly Agree	39.7%	40%	44%	60%	39.6%
Agree	46.6%	40%	38%	35.6%	42.5%
Neutral	10.3%	18.5%	15.9%	4.4%	12.1%
Disagree	1.7%	-	1.6%	-	-
Strongly Disagree	1.7%	1.5%	-	-	5.5%

Volunteers

PARENT PARTNERSHIP - I feel welcome at the school.	2018-2019	2019-2020	2020-2021	2021-2022
4 - Excellent	75%	75%	NA	71%
3	19%	16%	NA	19%
2	4%	4%	NA	6%
1 – Poor	2%	4%	NA	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%

E. 27J TURNOVER STATISTICS & FUTURE PLANS

CDE - Overall Turnover Rates

Year	Teacher	All Staff
2020-2021	10%	13%
2019-2020	13%	15%
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 2021-2022

Future Plans (Staff Count)	Certified	Classified	Exempt/Ad	Total
I am undecided at this time.	168	88	8	264
I plan on retiring.	7	6	0	13
I plan on returning to my current position.	638	237	88	963
I will be changing careers.	15	6	0	21
I will seek a position or promotion outside of 27J.	25	6	1	32
I will seek a promotion within the 27J organization.	14	15	4	33
I will seek another opportunity within the district.	7	7	0	14

Culture Survey - Future Plans 2020-2021

Future Plans (Staff Count)	Certified	Classified	Exempt/Ad	Total
I am undecided at this time.	155	56	5	218
I plan on retiring.	6	8	1	15
I plan on returning to my current position.	680	367	102	1149
I will be changing careers.	6	7	0	13
I will seek a position or promotion outside of 27J.	16	6	0	22
I will seek a promotion within the 27J organization.	14	33	5	52
I will seek another opportunity within the district.	14	7	1	22

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 27J.	17	1	1	19
I will seek a promotion within the 27J 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 27J.	8	2	4	14
I will seek a promotion within the 27J 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 27J.	6	15	9	30
I will seek a promotion within the 27J 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 – 2021-2022	No.
110 day ended	0
Leaves of absence	3
Nonrenewed for staffing	1
Nonrenewed performance	5
One Year Positions	1
Position was eliminated	0
Resignations	122
Retirements	17

Classified – 2021-2022	No.
Background Check	0
Dismissals	11
Exhausted FMLA	2
Job Abandonment	0
No-call No-Shows	0
One Year Positions	0
Resignations	195
Probationary Period Resignation in lieu of termination	9
Layoff List	10
Retirements	21

Certified – 2020-2021	No.
110 day ended	2
Leaves of absence	6
Nonrenewed for staffing	2
Nonrenewed performance	12
One Year Positions	2
Position was eliminated	0
Resignations	75
Retirements	11

Classified – 2020-2021	No.
Background Check	0
Dismissals	3
Exhausted FMLA	2
Job Abandonment	1
No-call No-Shows	0
One Year Positions	0
Resignations	164
Probationary Period Resignation in lieu of termination	14
Layoff List	30
Retirements	5

Certified - 2019-2020	No.
110 day ended	2
Leaves of absence	5
Nonrenewed for staffing	5
Nonrenewed performance	14
One Year Positions	1
Position was eliminated	0
Resignations	99
Retirements	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
Nonrenewed for staffing	7
Nonrenewed performance	16
One Year Positions	8
Position was eliminated	1
Resignations	111
Retirements	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
Nonrenewed for staffing	4
Nonrenewed performance	15
One Year Positions	5
Position was eliminated	1
Resignations	94
Retirements	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

F. REASONS FOR LEAVING – 27J EXIT SURVEY

2021

Answer Options	Response Percent
Retirement	10.2%
Stay at Home	3.4%
Location/Moving out of the area	17.5%
Salary and Benefits	17%
Career Change	6.8%
Promotion	.5%
Seeking New Organizational Values	2.4%
Change in working conditions/Leadership	5.8%
Seeking a strong voice	-
Working Closer to Home	2.9%
Stress	7.3%
4 Day Work Week (Did 4 day week factor into your leaving)? (Separate question)	9.3%

2020

Answer Options	Response Percent
Retirement	7.4%
Stay at Home	8.4%
Location/Moving out of the area	11.6%
Salary and Benefits	15.8%
Career Change	3.2%
Promotion	3.2%
Seeking New Organizational Values	1.1%
Change in working conditions/Leadership	9.5%
Seeking a strong voice	0%
Working Closer to Home	4.2%
Stress	4.2%
4 Day Work Week (Did 4 day week factor into your leaving)? (Separate question)	7.4%

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%

G. TEACHING & LEARNING CONDITIONS COLORADO (TLCC)
CDE - Every 2 Years
Staff included: Teachers, School Leaders, Education Professional or Service Provider

Respondents: 873

TLCC Survey Summary 2020-2021 – "Overall Favorability" by Category	%
Report Overall Favorability	76%
New Teacher Question	70%
School Leadership	85%
Teacher Leadership	80%
Managing Student Conduct	75%
Instructional Practices and Support	80%
Professional Development	70%
Time	59%
Facilities and Resources	74%
Community Support and Involvement	73%
District Supports	92%
Overall Reflection	83%

TLCC Survey 2020-2021 – Areas of Interest by Question	%
Facilities and Resources – Our school is a safe place to work productively.	91%
Managing Student Conduct – This school is a good place for students to learn.	86%
Overall Reflection – I would recommend this school as a good place to work.	87%

Respondents: 783

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 <u>faculty and staff</u> 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 <u>provided with written personnel policies</u> 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 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 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.

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 <u>retaliate</u> 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 <u>personnel manual</u> 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 <u>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</u> 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 no 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 workplace have been filed in the past 12 months.

During School Year 2020-2021, 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   Staff Conflicts of Interest
GBEBA   Staff Dress Code
GBEB   Staff Responsibilities
GBEB-R   Staff Conduct
GBEB-R2   Staff Conduct
GBEC   Drug Free Work Place
GBECA   Controlled Substance and Alcohol Testing
GBGB   Employee Protection
GBGD   Worker's Compensation
GBGG   Staff Sick Leave
GCGB   Arrangement for Professional Staff Substitutes
GCL   Professional Staff Schedules and Calendars

Grievance Procedures
Master Agreements – BEA and CCSEA

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. This 2021 school year the trainings and drills were held in person with layers of protection taken into consideration. For example, exits during evacuations were closely monitored for number of classes exiting at the same time. Accountability was the key component to successful evacuations. In addition to monthly drills to practice emergency Standard Response Protocols the Emergency Response and Preparedness Team hold monthly safety presentations for school staff. These monthly trainings and presentations, include Standard Response Protocol training for Lockdown, Secure (Lockout), Shelter, Evacuate, and Hold and also cover the school's emergency operation plan, Safe2Tell, physical security and systems, emergency communications and updates on new requirements.

For district staff, the Emergency Response & Preparedness Team 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. Emergency Operation Plans continue to be developed and assessed throughout the year.

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. The district strongly encouraged police involvement in Lockdown drills administration teams and school staff. This year many schools were allowed and took advantage of law enforcement and fire departments active involvement in conducting their drills.

An Emergency Operations Center tabletop exercise was held this year in place of the Annual All School Drill held in the Fall. Due to the pandemic the 2020 All School Drill was cancelled. Due to it's absence last year and the opportunity to meet in person for a training the District Emergency Response (DERT) the team felt it more beneficial to have an EOC training. The training included local law enforcement, local jurisdictional public safety administrators and district leadership personnel.

The 27J Communications Team and Emergency Response and Preparedness team have been working alongside public safety agencies on messaging during an emergency. Safety protocol messages, personal emergency messages and other large scale emergency event messaging has been developed and continues to develop as new events arise.

Monthly district wide radio bridging tests are conducted to ensure the SchoolSafe interoperability equipment is functional at all campuses. This fall the SchoolSAFE software was heavily monitored by region and wide spread repeaters to provide users greater security and access to the server from anywhere. In addition to the software all radios at the high school level were programmed to have a telemetry button that allows quick access to bridge to the district emergency radio during an emergency. In addition to the High Schools telemetry button all schools and all school district have at least one radio with interoperability capabilities.

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.

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.

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.

Survey

A 2021 Emergency Preparedness Survey was conducted in November. This survey was sent to all school-based staff. 498 staff members responded to this survey.

- 80.72% of respondents agreed or strongly agreed with the statement "I feel safe when I am on my school's campus."
- 98.6% of respondents say they have completed a drill at their school to practice Standard Response Protocol (SRP) actions.
- Implementing <u>shelter</u> procedures scored (4.26); <u>lockdown</u> (4.25); <u>secure</u> (4.22); <u>hold</u> (4.18); <u>evacuate</u> (4.04).

Conclusion: I report compliance.