Internal Monitoring Report
April 16, 2025

POLICY: **2.2 Treatment of Staff**
POLICY CATEGORY: **Operating Limitations**
PERIOD MONITORED: **April 17, 2024 – April 16, 2025**

The following monitoring report pertains to the Board of Education's Operating Limitations policy "Treatment of Staff." I certify that the information contained in this report is true and complete. The report is presented in accordance with the routine monitoring report schedule. This report will monitor the policy starting at its more detailed provisions and end with the global prohibition.

Panorama Education originally launched a **"School Climate & Culture Survey"** for Adams 12 Five Star Schools in January 2017. This is the ninth consecutive year that our employees have participated in a Panorama survey. Although revisions to the survey occurred this year, a substantial portion of the survey remains unaltered, allowing trend data to be measured. This school year employees of Adams 12 were provided the opportunity to complete the survey in January, 2025.

Of the 3,398 school-based employees surveyed, 2,326 completed the survey, a 68.5% response rate. The response rate of the survey ensures that validity and reliability of the data reflected in this report are high, with a minimal margin of error.

As part of the survey, staff were asked to answer Adams 12 custom questions as well as non-custom questions coming directly from Panorama Education. Survey questions reside within broader categories which are measured against national benchmarks. National benchmark data include staff and teacher member survey results from more than 3,000 schools across diverse geographic areas, school types, and achievement levels each school year.

Chris Gdowski, Superintendent
April 16, 2025

2.2.1 Policy Wording

Further, without limiting the scope of the foregoing by this enumeration, he or she shall not operate without written personnel rules which: (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions, such as nepotism and preferential treatment for personal reasons.

Interpretation:

I interpret this policy wording to mean:

1. District policies for personnel are updated and available for all staff.
2. Supervisory staff receives policy information, training, updates and reminders of their responsibility for knowing, understanding and complying with district policies.
3. The Certified and Classified contracts coupled with district personnel policies have a defined grievance and/or appeal process.
4. District policy provides staff with guidance to ensure fair treatment of staff and that work place decisions are not influenced by personal or family relationships.
5. School Climate & Culture survey responses related to staff relationship to their leaders shall yield a percentage equal to or above the 50th percentile of Panorama's national benchmark within the topic of School Climate. Additionally, year to year trend data will remain steady or increase.
6. Custom Questions do not have a national benchmark. Steady or increasing favorable response percentages in year over year trend data will show:
   a. their rights as employees are not violated by their supervisory team and
   b. their supervisory team does not display unfair unemployment practices through nepotism or preferential treatment for personal reasons.

Data Reported:

District Policies, 4000 Series – Personnel, are updated and available to all staff through the district website page. Staff is provided formal notification annually through salary/compensation letters, as well as upon approval/modification of an individual policy, that policies are available and staff are responsible to remain current in their knowledge of these policies. Updated policies are distributed by e-mail throughout the year following final approval by the Superintendent.

Supervisory staff received trainings related to personnel policies during the monitoring period including Nondiscrimination (Policy 8400) and Reporting Child Abuse/Neglect (Policy 5540) during the 2024-25 school year.

The grievance process is outlined in the Certified (August 2024) and Classified (July 2024) contracts.

District Policy 4130, Staff Ethics/Conflicts of Interest/Nepotism, provides specific guidance and prohibition from conflicts of interest including nepotism and preferential treatment.

84% of school-based employees responded positively to the questions related to staff-leader relations. This places our district near the 80th percentile compared to Panorama's national dataset. The trend over time is shown in the following table.

Year	2025	2024	2023	2022	2021	2020	2019	2018	2017
favorable responses	84%	80%	82%	79%	84%	80%	80%	75%	69%

Our custom question results were as follows:

64% of school-based staff responded favorably to the question, "How connected are you to the larger vision and mission of the district?" The trend over time is shown in the following table.

Year	2025	2024	2023	2022	2021	2020	2019	2018	2017

favorable responses	64%	51%	52%	46%	56%	56%	50%	45%	n/a

93% of school-based staff responded favorably to the question, "My rights as an employee are not violated by my supervisory team (person(s) who formally evaluate my performance)." The trend over time is shown in the following table.

Year	2025	2024	2023	2022	2021	2020	2019	2018	2017
favorable responses	93%	88%	89%	87%	91%	89%	88%	85%	78%

90% of school-based staff responded favorably to the question**,** "My supervisory team (person(s) who formally evaluate my performance) displays fair employment practices and does not use nepotism or preferential treatment for personal reasons." The trend over time is shown in the following table.

Year	2025	2024	2023	2022	2021	2020	2019	2018	2017
favorable responses	90%	87%	87%	85%	89%	87%	85%	81%	76%

Compliance Statement:
District performance complies with the policy standard, given that all of the policy and procedures required in interpretation items 1-4 are in place, that the District's performance on the Panorama survey exceeds the compliance threshold in interpretation item 5, and improved trends in responses for the custom questions identified in interpretation item 6.

2.2.2 Policy Wording
*Further, without limiting the scope of the foregoing by this enumeration, he or she shall not fail to communicate clear expectations to staff prior to required compliance**;** including performance expectations, authority limitations, standards of performance and evaluation timelines.*

Interpretation:
I interpret this policy wording to mean:

1. Staff receive information regarding performance expectations and evaluation timelines.

Data Reported:
The certified staff evaluation performance standards and evaluation timelines are published on the staff website in the APEX, Advancing Professional Excellence Guide. APEX Online training is provided through Schoology every year and it is available all year for new staff. In lieu of an in-person training, the Educator Effectiveness Committee agreed to provide beginning of the year APEX information through our Leadership Update as well as the Learning Services Update at the start of the year since there were no significant changes to the APEX process this year for returning educators. New administrator training for APEX occurred in August and September 2024.

Certified Progressive Discipline Guidelines are published on the staff website. Training available to all evaluators occurred on October 2 and 30, 2024.

The classified staff evaluation performance standards and evaluation timelines are published in the Classified Master Agreement (July, 2024) and the Classified Employee Performance Evaluation Procedures handbook, published on the staff website. Training available to all evaluators occurred on September 10, 2024; October 8, 2024; January 22, 2025; and February 5, 2025.

APEX training for principals and APs took place via the CDE Required Evaluator Training per Senate Bill 22-070. Principals and APs are required to complete a two part training consisting of an online module and an in-person day of training. This training is required for anyone holding a Principal License

in order to be able to renew their license. Additionally, one of our Approved Training Providers (ATPs) completed the CDE Required Evaluator Training and the other had ongoing support as needed throughout the year. ATPs are those that are evaluating others but do not hold a principal license. Also, new administrators/evaluators were trained on August 27 and September 11, 2024. Training and support are provided individually on an as-needed basis for Executive Directors of Schools that are evaluating school administrators.

Compliance Statement:
District performance complies with the policy standard.

2.2.3 Policy Wording
Further, without limiting the scope of the foregoing by this enumeration, he or she shall not prevent staff from grieving to the Board when (a) internal grievance procedures have been exhausted and (b) the staff member alleges Board policy has been violated to his, her or the district's detriment.

Interpretation:
I interpret this policy wording to mean:

1. Staff are aware that if complaints are not resolved by administration and/or their supervisor they have the option of bringing their issue to the Board of Education.
2. They have not been denied the opportunity to take a grievance to the Board if they feel that Board policy has been violated to their detriment.
3. The percentage of favorable ratings will remain steady or increase year over year.

Data Reported:
87% of school-based staff responded favorably to the custom survey question**,** "If I had a complaint which was not resolved by my supervisory team (person(s) who formally evaluate my performance), or if I feel a Board policy has been violated, I know that I have the option to take a grievance to the Board of Education after exhausting the internal complaint process." The trend over time is shown in the following table.

Year	2025	2024	2023	2022	2021	2020	2019	2018	2017
favorable responses	87%	82%	83%	82%	86%	84%	84%	83%	78%

No employee has been prevented from grieving to the Board.

The Board asks these custom questions each year.

1. If you had a reason to take a grievance to the Board of Education, how likely are you to file a complaint?

   The responses were:
   Extremely likely = 18% (increase of 1%)
   Very likely = 42% (increase of 8%)
   Moderately likely = 27% (decrease of 6%)
   Slightly likely = 9% (decrease of 1%)
   Not at all likely = 4% (decrease of 2%)

2. If you marked not at all likely or slightly likely, what barriers could we remove that would make you more likely to file a complaint?

37 fewer people responded with a reason, 365 in total. We have compiled the responses into the following general categories:

- **N/A** = 43% of those who responded wrote “N/A” or a similar comment (increase of 16%) 157
- **Clarification of the process needed** = 17% of those who responded (decrease of 3%)
- **Fear of reprisal** = 12% of those who responded (decrease of 5%)
- Perceived **waste of tim**e = 3% of those who responded (decrease of 4%)
- **Lack of trust in the District or the Association** = 16% of those who responded (increase of 3%)
- **Miscellaneous** comments such as "it's not my style to complain,", "I don't like conflict," or "I don't know" = 8% of those who responded (no change)

Every new employee is introduced to the District Policies and Master Agreements as a part of new employee orientation. Annual trainings for all staff members occur at the start of each school year and Policy 8400 Nondiscrimination including the prohibition of retaliation is highlighted each year.

Compliance Statement:
District performance complies with the policy standard. No employee has been prevented from grieving to the Board and percentages of favorable responses have improved year over year.

2.2.4 Policy Wording

Further, without limiting the scope of the foregoing by this enumeration, he or she shall not allow reprisal against staff:

*a. for non-disruptive internal expression of dissent**;** or*
b. for reporting to management or the board (per district policy and establish complaint and grievance processes) acts or omissions by staff or the board; and
***c.** that the staff member believes in good faith and based on credible information, constitutes a violation of state or federal law or governing policy of the board.*

Interpretation:
I interpret this policy wording to mean:

1. District policies state that reprisal is not permitted and such policies have been shared with staff as published through the district website.
2. Established processes are in place in the event a staff member believes that reprisal has occurred.
3. Using the established processes, no reports of reprisal will go uninvestigated and unaddressed. Corrective action will be implemented for any founded reports of reprisal.

Data Reported:
District Policy 8400, section 8.1 states:
“It shall be a violation of this policy for any person to retaliate against a person who alleges discrimination/harassment or who testifies, assists or participates in an investigation, proceeding or hearing relating to discrimination/harassment allegations. A violation of this anti-retaliation provision may exist regardless of whether the underlying complaint of discrimination/harassment is substantiated.”

District Policy 8400, section 4.5 states:
“Retaliation can take many forms, including abuse or violence, threats, harassment, and intimidation. Actions in response to a good faith report or response under this policy are considered retaliatory if they have a materially adverse effect on the academic or working environment of an individual or if they hinder or prevent the individual from accessing the District’s educational programs or from carrying out the staff member’s work responsibilities.”

Annual Title IX, sexual harassment, training is provided for all staff members at the beginning of the school year. Additional Title IX training was provided to Assistant Principals in July, 2024; August, 2024; and January, 2025.

The grievance process is outlined in the Certified (August 2024) and Classified (July 2024) contracts.

The District investigated four complaints that District staff violated District Policy 8400, Nondiscrimination, for conduct involving students. Three of those complaints resulted in no finding of discrimination. One investigation is ongoing. The District is conducting one investigation into an allegation that a staff member violated District Policy 8410, Sexual Harassment, for alleged conduct involving a student.

Compliance Statement:
District performance complies with the policy standard.

2.2.5 Policy Wording
Further, without limiting the scope of the foregoing by this enumeration, he or she shall not fail to appropriately train and equip staff to respond to foreseeable emergency situations.

Interpretation:
I interpret this policy wording to mean:

1. Staff are trained and equipped to respond to emergency situations.
2. Crisis management and prevention processes are in place.

Data Reported:

In accordance with District Policy 3510, Emergency Response Plan, the District has implemented a comprehensive approach to ensure the safety and security of all students and staff. This includes the establishment of standard emergency procedures, continuous training for district leadership, and mandatory annual school safety training. Additionally, students participate in annual safety training through lockdown drills and other emergency preparedness drills.

The Standard Response Protocol (SRP) is a research-based framework that equips students, staff, and parents with the tools to respond effectively in emergencies. Adams 12 Five Star Schools conduct various drills throughout the year, supported by the Safety and Security Department and local School Resource Officers, to reinforce preparedness. Each drill is followed by a review, with feedback shared to improve future drills. This year, a handful of lockdown drills were held during lunch and passing periods, offering valuable insights for both students and staff. This training will continue, as we are finding valuable training moments in each situation.

The annual report below includes data around SRP directives and SRP drills for the 2024-25 year:
2024-2025 SRP/Drill Reporting

In the summer of 2022, the district formed a Crisis Response group to analyze past incidents and refine our emergency response strategies. Through yearly, multiple tabletop exercises involving this group and district Cabinet members, we have continued to enhance our crisis response capabilities, ensuring more efficient and effective support for our schools during emergencies.

Technological advancements remain a priority to enhance security. This year, we upgraded our security infrastructure with additional cameras and card readers, bringing the total to over 2,000 cameras. The Safety and Security Department, in collaboration with IT, is integrating security vendors into a unified

dashboard for real-time data, improving response times and coverage. Soon, door monitoring software will be implemented to ensure all exterior doors remain securely closed and locked across district schools. Upgrades have also been made to the lockdown panels and the AES Fire Systems and panels across all district schools. These updates included new hardware and software, ensuring that the district's security systems remain at the forefront of technological advancements.

The School Security Liaisons (SSLs) program remains a key asset, primarily supporting elementary schools with additional assistance to middle and high schools as needed. SSLs build relationships, provide training, and intervene in potential conflicts before escalation. This year, they responded to calls for service, addressing issues like disgruntled parents, eloped students, and medical incidents, in addition to their regular school visits and drills. Principals and Assistant Principals strongly affirm the valuable support SSLs and the Safety and Security team provide.

The Communication Center (Comm Center), a 24/7 operation, plays a critical role in managing the flow of information, monitoring security systems, and dispatching resources during incidents. So far this year, the Comm Center has logged over 3,500 incidents district-wide, including alarms, Safe2Tell reports, and building issues, in addition to tracking over 5,168 records for our guards and SSLs as they patrol district properties.

The district uses a comprehensive threat assessment process, managed by the Behavioral Threat Assessment Coordinator, to proactively identify and address potential crises. The goal is to understand factors influencing student behavior, assess risks and protective measures, and develop tailored safety plans. In January 2024, the district enhanced this process with the Raptor Student Safe system, improving documentation, efficiency, and data accuracy for timely follow-up and support for students in need.

Threat Assessment Outcomes and Intervention Strategies:
To promote a safe and supportive learning environment, interventions are designed to address and reduce identified risk factors while enhancing protective factors for individual students. The effectiveness of these interventions is measured by their ability to reduce risks and strengthen the protective factors in each unique situation. Interventions are carefully aligned with the level of concern and the specific needs of the student involved.

These interventions are implemented through collaboration with various stakeholders, including but not limited to:

- School Administration and Staff
- Student Engagement Initiatives
- Student Support Services
- Prevention and Crisis Support
- Counseling
- Whole Child Initiatives
- Charter Liaisons
- Security Services
- City and County Law Enforcement
- Adams County Youth Services

Through these coordinated efforts, the district strives to create a secure, supportive, and responsive environment that addresses the needs of each student while ensuring the safety and well-being of the entire school community.

Adams 12 continues to observe a rise in our threat assessment numbers when compared to this time last year. As of the current 2024-2025 school year, we have conducted 592 assessments, up from 417 at this time in the 2023-2024 school year. Of these 592 assessments, 550 are screen-level interventions addressing behaviors of concern in alignment with district policy 5510.

Elementary schools have experienced a 32% increase, middle schools a 33% increase, and high schools a 36% increase in assessments to date.

To support these efforts, school threat assessment team training is ongoing. With the introduction of our new system, training is now available both in-person at school buildings and online. This approach aims to ensure that every school can access the training they need while minimizing the impact on their time.

The 2024-2025 threat assessment report can be viewed at:
2024 - 25 Threat Assessment Data

Compliance Statement:
District performance complies with the policy standard.

2.2.6 Policy Wording
Further, without limiting the scope of the foregoing by this enumeration, he or she shall not fail to acquaint staff with the Superintendent's interpretation of their protections under this policy.

Interpretation:
I interpret this policy wording to mean:

1. Staff is acquainted with the Superintendent's interpretation of their protections under this policy as explained in items 2.2.1, 2.2.2, 2.2.3, and 2.2.4.

Compliance Statement:
District performance complies with the policy standard.

2.2.7 Policy Wording
Further, without limiting the scope of the foregoing by this enumeration, he or she shall not fail to assess the climate and culture of the district by obtaining staff input, publishing findings, and developing a plan to utilize the findings to improve operations and practices.

Interpretation:
I interpret this policy wording to mean:

1. Staff will have the opportunity to participate in an annual climate and culture survey.
2. Staff will have an opportunity to view the results and to participate in the development of a site-based plan to improve their climate and culture and, when District performance has declined, to participate in the development of a District improvement plan. Site-base climate/culture improvement plans are monitored as a part of principal/supervisor evaluation processes.
3. The percentage of favorable ratings will remain steady or increase year over year and meet or exceed Panorama national data in each topic area.

Data Reported:

Panorama survey
All staff members, classified, certified and administrators, have been encouraged to complete the Panorama climate and culture survey for the past five years. The response rates are as follows:

Response Rates

Year	School Based Staff	Non-Instructional Staff
2017-18	**81.8%** (3677/4496)	
2018-19	**76.9%** (2341/3043)	**47.4%** (742/1565)
2019-20	**71.4%** (2375/3325)	**59%** (911/1544)
2020-21	**73.4%** (2471/3365)	**66.9%** (813/1216)
2021-22	**73%** (2391/3275)	**58%** (785/1353)
2022-23	**74.2%** (2490/3358)	**57.7%** (768/1331)
2023-24	**75.6%** (2580/3414)	**64.2%** (889/1385)
2024-25	**68.5%** (2326/3398)	**38.3%** (450/1176)

	School-Based Staff Favorable Responses									
Topic	**2024 Nat'l %ile**	**2025**	**2024**	**2023**	**2022**	**2021**	**2020**	**2019**	**2018**	**2017**
Educating all Students	n/a	81%	75%	76%	75%	76%	78%	76%	76%	82%
Staff-Leadership Relationships	80	84%	80%	82%	79%	84%	80%	80%	75%	69%
District Environment	n/a	78%	71%	71%	66%	78%	76%	74%	72%	n/a
School Leadership	n/a	75%	67%	69%	65%	73%	67%	67%	61%	57%
Staff-Family Relationships	70	68%	61%	62%	59%	61%	62%	61%	61%	n/a
Faculty Growth Mindset	60	66%	58%	59%	56%	60%	60%	58%	59%	61%
School Climate	n/a	73%	63%	64%	61%	71%	65%	63%	59%	59%
Professional Learning	80	66%	56%	57%	52%	59%	58%	55%	53%	50%
Evaluation	--	--	51%	51%	46%	54%	50%	48%	43%	41%
Feedback and Coaching	70	60%	51%	52%	46%	54%	51%	48%	43%	39%
Resources	--	--	43%	45%	46%	50%	44%	35%	33%	n/a
Professional Learning About SEL	80	63%	53%	55%	51%	58%	50%	n/a	n/a	n/a
Teacher Self-Reflection	70	82%	74%	76%	74%	78%	73%	n/a	n/a	n/a
School Resource Officer	n/a	80%	73%	73%	69%	63%	n/a	n/a	n/a	n/a

Principals and Cabinet members/division supervisors received a district protocol for analyzing Panorama survey results and developing action plans for addressing areas in need of growth and for recognizing areas of strength. These processes occur at each school and department prior to the end of the school year.

Principal/AP Survey

Principals and assistant principals completed a survey providing feedback to the Superintendent and Cabinet members during the past six years. The response rates are as follows:

Year	Number of respondents
2017-18	86
2018-19	63
2019-20	83
2020-21	106 (40 Principal, 66 AP)
2021-22	84 (37 Principal, 47 AP)
2022-23	103 (42 Principal, 61 AP)
2023-24	87 (38 Principal, 49 AP)
2024-25	91 (46 Principal, 45 AP)

74% of Principals and Assistant Principals report that “there is an atmosphere of trust and mutual respect within Adams 12 Five Star Schools.” This is a 12% decrease over last year. The various departments received high levels of positive feedback for "effectively supports my school and my work,” with all except Learning Services receiving ratings higher than 89% agree or strongly agree. The Learning Services Department received approval ratings of 69% from principals and 89% from assistant principals.

The superintendent and cabinet members share the results of these surveys with principals as well as their plans for improving operations and practices in the spring of each year.

Compliance Statement:
District performance complies with the policy standard with regard to:

1. Having the opportunity to participate in an annual climate and culture survey and having an opportunity to view the results and to participate in the development of a site-based plan to improve their climate and culture.
2. Site-based climate/culture improvement plans continue to be monitored as a part of principal/supervisor evaluation processes.
3. The percentage of favorable ratings has increased year over year, with the exception of principal’s ratings of Learning Services support. The feedback from principals indicated concerns with Professional Learning and ED support. In anticipation and response to these areas, the Learning Services team implanted changes to professional learning in December 2024 which have been positively received. Additionally, greater coherence and alignment in their support of principals has been an area of focus this year for the EDs. Early indications are that these changes are responsive to the concerns expressed in the survey feedback.
4. The percentage of favorable ratings exceed Panorama national data in each topic area.