

Internal Monitoring Report

Date: August 8, 2017

Policy Title: Treatment of Employees
Type: Executive Limitation
Policy No.: EL 2.2
Period Monitored: August 2016 – July 2017

This report monitors the Board of Education's Executive Limitations Policy.

The Superintendent shall neither cause nor allow organizational circumstances or actions for employees that are unfair, undignified, disorganized or unclear.

Among other things, the Superintendent shall not:

1. *Operate without appropriate personnel rules that:*
 - a. *Communicate clear expectations to employees prior to required compliance, including expectations regarding job products or results, authority limitations, standards of performance, and evaluation schedules;*
 - b. *Provide for effective handling of grievances; and*
 - c. *Protect against wrongful conditions, such as nepotism and grossly preferential treatment for personal reasons.*
2. *Unlawfully discriminate against any employee for non-disruptive expression of dissent.*
3. *Prevent any employee from addressing complaints and concerns to the Board when:*
 - a. *Internal grievance procedures have been exhausted; and*
 - b. *The employee alleges that Board policy has been violated to his or her detriment.*
4. *Fail to acquaint employees with the Superintendent's interpretation of their protections under this policy.*
5. *Operation without written District Operating Principles, fail to assess the climate and culture of the District around the written District Operating Principles by obtaining employee input and publish findings, or fail to advise the Board of any revisions made to the written District Operating Principles.*

This report is presented in accordance with the Board's monitoring schedule. I certify that the information is true and complete.

Sandra Smyser, Ph.D.
Superintendent of Schools

Date: August 8, 2017

Executive Summary

This report monitors Executive Limitation 2.2 policy language as it deals with how district policies treating staff prevent organizational circumstances or actions that are considered unfair, undignified, disorganized or unclear.

The evidence included in this monitoring report indicates that:

- Human Resources reviews one-third of all classified job descriptions (50-60 positions) in depth annually. The job descriptions are then updated and published on the all-staff accessible *Document Library*. Job descriptions are also updated prior to posting an open position on the District's website.
- Some professional development is required of all employees. For example, *School Health and Blood-Borne Pathogens*, *Child Abuse and Child Protection*, *Sexual Harassment Awareness*, and *Diversity in the Workplace* trainings are required for all employees upon hire and at specific intervals throughout employment.
- Newly hired employees to Poudre School District may access the "New Employee Orientation" tab on the District's website which provides information on payroll, employee benefits, licensure, and contracts; a calendar of required trainings; and answers to frequently asked questions to help orient employees new to the District.
- During 2016-2017 school year there were 325 Probationary Year 1, Probationary Year 2, and Probationary 3 teachers and special service professionals receiving support from the Mentoring program. Mentors, guides, and protégés represent over 560 PSD educators actively engaged in learning, growing, and improving their craft. During 2016-2017, 81 teachers and special service professionals successfully completed induction.
- In the 2016-2017 school year, 162 new teachers and special service professionals attended the orientation and trainings over a three-day period.
- In the 2016-2017 school year school year, 153 classified employees new to Poudre School District attended the New Classified Employee Welcome Session, an orientation that introduces and familiarizes new classified employees with information and policies related to ten different departments in Poudre School District.
- For the third year in a row, training classes targeting supervisors and managers who supervise, hire, train, and evaluate classified staff were held. Topics that were part of the training series included: Communication; Difficult Conversations; Managing Personalities in the Workplace; Progressive Discipline; Compliance Issues; Classified Evaluations; and the Classified Hiring Process. Space was limited to only 25 individuals per trainings and all sessions were full.
- All new building administrators to PSD took part in the 5D+ Teacher Evaluation Rater Reliability trainings in 2016-2017.
- During the 2016-2017 school year, supervisors and administrators completed almost 600 evaluations of classified employees. Because of the requirements for licensed evaluations as established under SB 10-191, all licensed teachers and special service professionals and all

building administrators received formal evaluations during the 2016-2017 school year. The 2016-2017 school year marked the first year that all central office administrators received annual evaluations.

- In a district of approximately 27,000 students and 4,000 staff, it is reasonable to expect complaints will occur. The District sets the benchmark for meeting expectations as five formal grievances or five lawsuits, which would represent less than 1/10th of 1% of the total staff member population. In the 2016-2017 school year, no grievances were filed by a district employee for unlawful discrimination of non-disruptive expression of dissent or retaliation for expressing a complaint or suggestion. The District did receive two formal complaints from employees during the 2016-2017 school year; one alleging discrimination; and another alleging harassment. Both complaints were investigated and necessary corrective action was taken to resolve each situation.
- PSD was prepared to participate in the Colorado TELL Survey with the intent to assess district climate and culture. However, the TELL Survey was suspended by CDE this past year to revise the survey. In the interim, the District's New Employee On-Boarding survey and the Employee Exit survey data were utilized to measure the climate and culture within PSD. New PSD classified, licensed, and administrative staff are surveyed approximately 45 days into the new school year to measure PSD's orientation and on-boarding activities. Staff voluntarily leaving PSD are surveyed to gain understanding into why the employee is leaving PSD. Both surveys provide PSD with insight on climate and culture issues in the District, departments, and sites.

Policy Wording:

Among other things, the Superintendent shall not:

1. *Operate without appropriate personnel rules that:*
 - a. *Communicate clear expectations to employees prior to required compliance, including expectations regarding job products or results, authority limitations, standards of performance, and evaluation schedules.*

Interpretation:

The District interprets this policy to mean that the District needs to communicate proactively to employees the expectations for satisfactory and effective work or work outcomes, about the boundaries in which employees must act, and the timelines for performance evaluations. Employees must understand what is expected, how they can accomplish their work, and when and how they will be evaluated.

Evidence:

Human Resources staff members in Poudre School District play a large role in communicating clear expectations to staff. Regular communication with employees, supervisors, managers, principals, and department directors occurs in a variety of ways. Human Resources staff provides written updates on expectations, employment law compliance, evaluation schedules, and other HR-related information at department staff meetings, office manager meetings, and principal meetings. In addition, staff from the Human Resources department offers one-on-one, small group, or large group trainings on topics such as performance evaluations, Fair Labor Standards Act (FLSA) compliance, hiring, and performance management. Human Resources staff also create and facilitate specific trainings for groups of employees as requested by managers, principals, or department directors.

Human Resources administrators routinely provide assistance to supervisors and employees when there is a need to document and reinforce the required work expectations. Most often these sessions result in both expectations communicated in writing and an opportunity for review and discussion to ensure understanding.

Job descriptions, training opportunities specific to job type (licensed, classified, professional and administrative) that include mentoring and professional development, and the evaluation system communicate expectations and standards to employees.

Job Descriptions

General job descriptions for each position are updated, outlined and posted with each new position; supervisors can add additional job requirements and expectations to specific job postings so that employees know the expectations of each position. Detailed job descriptions demonstrate the District's effort to clearly communicate expectations as each person enters an employment relationship with the District.

The job description lists each position's:

- essential functions;
- required knowledge, skills, and abilities;
- specific responsibilities;
- requisite licenses, trainings, or certificates.

Training

Training opportunities include both mentoring of new employees and ongoing professional development throughout employment. After an employee's initial hire, the District's professional development sessions communicate both boundaries and expectations while providing for the competency development needed for both compliance and growth.

All Poudre School District employees may visit the Human Resources internal website to access information regarding employment applications, performance evaluations, salary schedules, job descriptions, professional growth movement, and tuition reimbursement opportunities. In addition, the Human Resources website provides links to documents that clearly communicate to all employees the expectations and working agreements, including the current *Employee Agreement*, *Supervisor Handbook*, *Substitute Teacher Handbook*, and *The Resource Guide for New Classified Employees*.

Newly hired employees to Poudre School District may access the "New Employee Orientation" tab which provides information on payroll, employee benefits, licensure, and contracts; a calendar of required trainings; and answers to frequently asked questions to help orient employees new to the District.

Some professional development is required of all employees. For example, *School Health and Blood-Borne Pathogens*, *Child Abuse and Child Protection*, *Sexual Harassment Awareness*, and *Diversity in the Workplace* trainings are required for all employees upon hire and at specific intervals throughout employment; they are accessible from the District's Online Professional Development system. From August 2016 to July 2017:

- **1697** employees completed the *School Health and Blood-Borne Pathogens* training.
- **1677** employees completed the *Child Abuse and Child Protection* training.
- **997** employees completed the *Time-Out, Seclusion and Restraint* training, required every two years for all employees who work in buildings with students.
- **904** employees completed the *Sexual Harassment Awareness* training, required once every three years.
- **525** employees completed the *Diversity in the Workplace* training.

PSD's Professional Development department is in the process of making some significant changes to the online trainings to be more compatible with the new Professional Development system implemented this past year. Professional Development will be adding some new trainings and/or will be combining trainings into three separate annual trainings for 2017-2018.

The trainings are:

- Child Abuse and Child Protection, Sexual Harassment, Equity and Diversity in the Workplace
- School Health and Blood-Borne Pathogens, Crisis Response Protocol, Suicide (QPR) Refresher
- Time-Out, Seclusion and Restraint

Licensed Employees

Licensed employees new to Poudre School District receive training at Educator Orientation and with the other members of their building staff. In the 2016-2017 school year, 162 new teachers and special service professionals attended the orientation and trainings over a three-day period. In accordance with the Employee Agreement, these employees are paid for three additional days before other licensed employees begin the new school year. During the three days, the teachers and special service professionals are welcomed by the superintendent, mentor coordinator, teacher leaders, professional development team, curriculum facilitators, and representatives from key central office departments. New licensed staff are introduced to the PSD Standards Based Teaching and Learning Framework so they can begin to define their practice for effective instruction so that all students receive an exemplary education.

Poudre School District assists with licensed employees' success through mentoring partnerships with experienced master colleagues. All teachers and specialized service professionals new to the District who hold initial licenses are assigned mentors who are paid to work with the new educators for two years to build a strong foundation for their professional practice. Teachers and specialized service professionals who hold initial licenses complete the PSD state approved induction program which includes ongoing professional development in several areas and work with an appointed mentor. Additional support may also be provided to new professionally licensed employees when requested by the principal to accelerate their learning curve and to promote high levels of effectiveness in the classroom. During the 2016-2017 school year, there were 325 Probationary Year 1, Probationary Year 2, and Probationary Year 3 teachers and specialized service professionals receiving support from the mentoring program. Mentors, guides, and protégés represent over 560 PSD educators actively engaged in learning, growing, and improving their craft. During 2016-2017, 81 teachers and specialized service professionals successfully completed induction. Mentoring program participants have access to paid release time that allows them to observe the best practices of peers, to collaborate with peers, and to observe innovative programming in PSD. The mentor coordinator provides oversight of this program as well as the state mandated induction requirements and compliance for teachers and specialized service professionals who are within their first three years of service. The mentor coordinator provides new licensed staff with timely, critical, and essential information and emotional support throughout the school year via school visits, emails, targeted communications, focused learning opportunities, small group, and individual meetings.

The substitute coordinator and the human resources director in charge of substitutes recruit, train, and provide ongoing support for substitute teachers in Poudre School District. Monthly orientation sessions of approximately 50 applicants are held from August through April. The

following topics are presented during the orientation sessions: student needs; district expectations; licensing requirements; and professional behavior. A handbook which contains pertinent district information is provided to the applicants. Substitutes for the District need to have a three or five-year substitute authorization or a Colorado teaching license from the Colorado Department of Education (CDE).

Classified Employees

From August 2016 to July 2017, 153 classified employees new to Poudre School District attended the New Classified Employee Welcome Session, an orientation that introduces and familiarizes new classified employees with information and policies related to ten different departments in Poudre School District. Topics include, but are not limited to, school finance/funding; district mission, vision and initiatives; safety and security information; FLSA regulations; reporting compensable time/overtime; performance evaluations; annual increases; negotiations; benefits, pay options, leave time; child abuse reporting; equity and diversity, FERPA; and additional required staff development trainings.

Human Resources, in collaboration with Professional Development, has created and produced the “Resource Guide for New Classified Employees.” This resource guide is given to all new classified employees and is designed to help communicate the District’s organization and work expectations. The resource guide covers over 40 topics related to employment in Poudre School District. It also points employees towards other resources such as our website or Employee Agreement to obtain detailed information on a specific topic.

For the third year in a row, Human Resources, Professional Development, ACE, and Mountain States Employers Council teamed up to offer a series of training classes targeted towards supervisors and managers who supervise, hire, train, and evaluate classified staff. The series of training classes were ideal for supervisors, managers, and administrators who were new to their role, new to PSD, or who never received formal supervisory training. Topics that were part of the training series included: Communication; Difficult Conversations; Managing Personalities in the Workplace; Progressive Discipline; Compliance Issues; Classified Evaluations; and the Classified Hiring Process. Space was limited to only 25 individuals per trainings and all sessions were full.

New office managers receive one-on-one training with Human Resources, Payroll, and Finance staff prior to starting their positions. Each new office manager is paired with an experienced mentor for additional support throughout the year. Within the PSD Operations Division, numerous trainings guide the employee induction, work quality, and service standards. For example, within the Custodial Department, each new employee participates in *Custodial Technical Procedures and Guidelines*, a training session with supporting videos. In the Transportation Department, new drivers participate in three weeks of training that leads to a Colorado commercial driver’s license for the participants, mandatory licensing for bus drivers. If an employee begins an entry level position within areas such as plumbing or electrical work, he or she enrolls in an apprentice program through the Department of Labor (Colorado). The Sustainable Management System (SMS) addresses the expectations from Operations regarding the continuation of our environmental stewardship, energy management, planning, and economics. These programs provide well-formulated and

regulated means towards gaining graduated levels of knowledge within specific trades.

Administrative Employees

New administrators in PSD participate in district trainings including the new administrator training held in August. This two-day training is conducted by the Professional Development department and provides an opportunity to meet with key individuals from central office who can support their work.

Per Colorado licensing requirements, all new administrators who hold initial licenses are actively engaged in the induction process. Each of these administrators has an individual mentor that provides support, insight, and guidance. New PSD administrators also take part in the 5D+ Teacher Evaluation Rater Reliability training.

The superintendent meets with members of cabinet individually on a regular basis to receive project updates and to share work expectations. These regular communication efforts ensure that executive administrators have an opportunity to develop, review, and completely understand the work expectations of their respective positions.

All trainings provide evidence of the District's efforts not only to inform employees of compliance regulations but also to provide guidance and information about acceptable performance and behavior.

Evaluation Schedules

All licensed employees, including licensed principals and assistant principals, are required to be evaluated each year per SB 10-191 Educator Effectiveness. Classified employees are evaluated every year during the first three years in new positions in Poudre School District and every third year after that time unless a more frequent schedule is required by the supervisor. Annually, classified and licensed employees attend a meeting held by their site or department supervisor. During this meeting, the principal or supervisor explains the purpose, procedures, and timelines of the evaluation process. Each administrator attends an annual goal conference with the employees being evaluated to develop a mutual understanding of and support for district, building, and individual goals.

At the beginning of each school year, the Human Resources department sends evaluation lists to schools and departments to inform principals, supervisors, managers, and directors which employees are scheduled to be evaluated.

Throughout the school year, Human Resources staff communicate regularly with schools and departments to remind them of the employees on the evaluation cycle and when evaluations are due. Human Resources administrators also provide support in the appropriate delivery of summative evaluation documentation.

During the 2016-2017 school year, supervisors and administrators completed almost 600 evaluations of classified employees. Because of the requirements for licensed evaluations as established under SB 10-191, all licensed teachers, licensed special service professionals, and all building administrators received formal evaluations during the 2016-2017 school year.

The 2016-2017 school year was the first year that all central office administrators were evaluated annually rather than every three years.

The above-cited evidence demonstrates that the District has met the requirements of EL 2.2.1(a) through communication of standards of performance, policies, trainings, and its evaluation practices.

Authority Limitations

District Policy GBEB addresses Staff Conduct and Responsibilities in such areas as rules of conduct, felony or misdemeanor convictions, child abuse investigation, and possession of deadly weapons. This policy states, *“All staff members have a responsibility to familiarize themselves with and abide by the work-related state and federal laws, the policies of the District and the Board of Education, and the regulations designed to implement them.”* This policy is on the PSD website and accessible by all employees.

All new employees receive written notice of child abuse and neglect mandated reporting requirements and district policies on: proper use of the Internet; computer network and e-mail systems; prevention of harassment of employees and students; tobacco-free workplace; and substance abuse as part of their initial employment paperwork. In order to emphasize the importance of these staff conduct policies and regulations, notices of these policies and regulations are sent to all employees annually.

Further, the Employee Agreement requires that all Poudre School District principals and department directors share with employees an annual communication: Resources regarding compliance with the Department of Labor Fair Labor Standards Act (FLSA). The communication includes pertinent information for nonexempt classified employees and their supervisors and managers and also directs them to additional sources of information regarding the FLSA.

Policy Wording:

1. *Operate without appropriate personnel rules that:*
 - b. *Provide for effective handling of grievances;*

Interpretation:

The District interprets this policy to mean that a well-defined and communicated process is provided for employees to resolve violations or inequitable applications of district policy, practices, or procedures.

Evidence:

Employees have access to information about the established grievance process through the annual updating and publication of the Employee Agreement. The Employee Agreement is distributed annually to every school-based media center, and by request, to any principal and employee group member who wishes to have a print version. The updated Employee Agreement is posted on the Poudre School District website.

If an employee goes through a discipline hearing and the outcome results in a grievable consequence, the employee is notified that the decision may be challenged by filing a grievance immediately upon receiving the notification of disciplinary action. The disciplinary letter includes where to access grievance information in the Employee Agreement. When a supervisor receives a grievance, he or she collaborates with the appropriate supervisor and with Human Resources so that all required processes and procedures are followed.

The District has met the expectations of this executive limitation by having well-established grievance procedures that are known and accessible to employees through publication and accessibility of the Poudre School District website. Grievance forms have been updated so that they follow the Employee Agreement language and regulations. Based on the evidence, the District meets the expectations of EL 2.2.1(b).

Policy Wording:

1. *Operate without appropriate personnel rules that:*
 - c. *Protect against wrongful conditions, such as nepotism and grossly preferential treatment for personal reasons.*

Interpretation:

The District interprets this policy to mean that the District must ensure that supervisors do not hire and directly supervise members of their family and that employees do not receive work-related privileges, promotions, transfers, and other benefits solely because of friendship or business relationships with those in positions of authority.

Evidence:

District Policy GBEA—*Staff Ethics/Conflict of Interest* specifically states that at no time may any administrator responsible for the supervision and/or evaluation of any employee be directly related to him or her.

In order to ensure equitable treatment of employees, the District has several safeguards in place. The District has written procedures regarding the hiring practices that include job posting, confidentiality statements, use of hiring committees, number of requisite interviews, and reference checks. The 2016-2017 Employee Agreement also details several articles that protect the employee's right to objective treatment during the hiring, placement, or transfer process.

Before a supervisor may make a job offer to an applicant for a posted position, the supervisor must speak with an administrator in the Human Resources department to receive hiring approval before the offer is extended. This practice assures that, among other things, supervisors do not hire relatives. Based on the policies and practices the District utilizes in employment procedures, the District ensures against supervisors evaluating relatives.

The District has met the expectations of having rules that protect against the non-preferential treatment of employees as described in the negotiated agreement. Based on the evidence, the District meets the expectations of EL 2.2.1(c).

Policy Wording:

2. *Unlawfully discriminate against any staff member for non-disruptive expression of dissent.*

Interpretation:

The District interprets this to mean withholding or limiting employment opportunities and benefits when employees have a difference of opinion or point of view that does not undermine the superintendent's authority, constitute any form of insubordination, or otherwise interfere with the efficient operation of the District.

This interpretation is reasonable because the concern often expressed by employees is that they will be treated unfairly or retaliated against if they express an opinion contrary to their supervisor's point of view.

Evidence:

District Policy AC- *Nondiscrimination/Equal Opportunity* addresses nondiscrimination and equal opportunity and specifically states that *"the District does not unlawfully discriminate on the basis of race, color, religion, national origin, ancestry, sex, sexual orientation, marital status, veteran status, age or disability in access or admission to, or treatment or employment in, its programs or activities"*.

Employee Agreement Article 6- *Classified Grievance Procedures* and Article 7- *Teacher Grievance Procedures* give employees the formal right to question the placement of negative material in their personnel file; the delay or denial of pay increases; the delay or denial of specified benefits such as vacation, sick leave, or other leave; and/or other action which results in an adverse impact upon the employee's work record, and assures that no reprisals of any kind shall be taken by the Board of Education or by any member of the administration against any party in interest, any school representative, any member of the association, or any other participant in the grievance procedure by reason of such participation.

Supervisory staff follows the spirit and intent of the District's policies and Employee Agreement relating to discriminatory practices and freedom of lawful expression, as measured by the frequency of grievances related to retaliation against the lawful expression of dissent. In a district of approximately 27,000 students and 4,000 staff members, it is reasonable to expect complaints will occur. The District sets the benchmark for meeting expectations as five formal grievances or five lawsuits which would represent less than 1% of the total staff member population.

No grievances were filed by district employees from August 2016 to July 2017 for unlawful discrimination of non-disruptive expression of dissent or retaliation for expressing a complaint or suggestion.

District Policy AC provides information on how any student, parent/guardian of a student, community member or employee who believes he/she has been a victim of unlawful discrimination can file a report or file a complaint with District compliance officers. Once a report is made or a complaint is filed, the District shall take appropriate action to investigate the allegations. The District received two formal complaints from employees during the 2016-2017 school year: one alleging discrimination in May 2017; and another alleging harassment in September 2016. District Policy AC-R *Reporting Discrimination/District Response To Discrimination Complaints* was followed to investigate and take necessary action if appropriate.

The District has met the expectation of EL 2.2.2 in relation to the District's discriminatory practices as measured by the frequency of district grievances and lawsuits. Based on the evidence, the District meets the expectations of EL 2.2.2.

Policy Wording:

3. *Prevent any employee from addressing complaints and concerns to the Board when:*
 - a. *Internal grievance procedures have been exhausted;*

Interpretation:

The District interprets this policy to mean that licensed employees of the District have the right to appeal a grievance decision to the level of the Board of Education through a formal and defined grievance process. *Classified Grievance Procedures* give classified employees the right to appeal to the superintendent for suspension without pay, demotion or dismissal actions. *Classified Grievance Procedures* give employees the right to appeal to the executive director of human resources for: 1) negative material in personnel file; or 2) delay or denial of pay increases of specified benefits to which the employee believes he/she is entitled to; or 3) an adverse impact upon the employee's work record. Article 17 of the Employee Agreement details the process administrators and professionals shall follow if they would like to address transfers, reassignments, reclassifications or reductions in force decisions. Article 17 also details the conference process an administrator or professional shall follow, if so desired, prior to dismissal/termination.

Evidence:

The Employee Agreement Article 7- *Teacher Grievance Procedures* give employees the right to appeal approved grievances to the level of the Board of Education.

No grievances were filed by licensed employees at the end of the 2016-2017 school year. Only one grievance was filed by a classified employee for dismissal action, which was appealed to the superintendent for a final decision.

Based on the evidence, the District has met the expectation of EL 2.2.3(a) in relation to an employee's right to grieve to the Board when the internal grievance procedures have been exhausted.

Policy Wording:

- 3. *Prevent any employee from addressing complaints and concerns to the Board when:
 - b. The staff member alleges that Board policy has been violated to his or her detriment.*

Interpretation:

The District interprets this policy to mean that employees of the District have the right to pursue the resolution of situations that negatively impact them when they perceive the action to be caused by a violation of a Board policy through the District’s formal grievance process. The formal grievance process for licensed employees includes the opportunity to appeal to the Board of Education.

Evidence:

The Employee Agreement Article 7- *Teacher Grievance Procedures* give employees the right to appeal approved grievances to the level of the Board of Education.

Article 7.1.1 of the *Teacher Grievance Procedure* states that “a grievance shall mean a written complaint by a teacher or the Association that there has been a violation or inequitable application of any of the provisions of the District practice or procedure; or the teacher or the Association has been treated inequitably by reason of any act or condition which is contrary to established Board policy, practice, or law governing or affecting teachers.”

There were no grievances filed by licensed staff during the 2016-2017 school year. However, one formal complaint was filed by a licensed employee involving allegations of discrimination by their supervisor; and one formal complaint was filed by a classified employee involving allegations of harassment by their supervisor. Both complaints were investigated and appropriate actions were taken to remedy the situations.

Based on the evidence, the District has met the expectation of EL 2.2.3(b) in relation to an employee’s right to grieve to the Board when the staff member alleges that Board policy has been violated to his or her detriment.

Policy Wording:

- 4. *Fail to acquaint staff with the Superintendent’s interpretation of their protections under this policy.*

Interpretation:

The District interprets this policy to mean that employees of the District will be informed of the District’s Executive Limitation Policy 2.2 and be encouraged to read and understand the policy and to know how the superintendent interprets their protections under the policy.

Evidence:

The Board of Education adopted Policy Governance on September 11, 2006. Information about Policy Governance including district ends policies, as well as executive limitation policies, are posted on the District's website. Previous monitoring reports are posted on the District's website. This monitoring report will be posted on the website by September 2017.

The posting of Treatment of Staff, Executive Limitation 2.2 on the website meets the expectation that Poudre School District employees have access to the superintendent's interpretation of this policy. The District has the met expectations of 2.2.4

Policy Wording:

5. *Operation without written District Operating Principles, fail to assess the climate and culture of the District around the written District Operating Principles by obtaining employee input and publish findings, or fail to advise the Board of any revisions made to the written District Operating Principles.*

Interpretation:

The District interprets this as having established and approved Operating Principles, conducting staff surveys regarding climate and culture every two years and use statewide TELL survey data on off years. The District posts the executive summary of the climate and culture survey on the website. In addition, the District will inform staff and the Board of the results and let the Board know in writing or via board presentation about any changes to the approved Operating Principles.

This is reasonable because the District surveys staff every other year through the Climate and Culture survey and TELL survey and reports out the results at Board meetings and through the District website.

Evidence:

PSD's last Climate and Culture survey was conducted in 2016 and the summary results were included in last year's EL 2.2 Monitoring Report. The statewide Colorado Teaching and Learning Conditions survey (formerly TELL survey) is currently under revision from the Colorado Department of Education (CDE). As a result, the survey was not administered in 2017. CDE plans on administrating the survey again in 2018. In the interim, the District's New Employee On-Boarding survey and Employee Exit survey data will be utilized to meet the expectations for assessing the climate and culture of the District around the Operating Principles.

New PSD classified, licensed, and administrative staff are surveyed approximately 45 days into the new school year to measure PSD's orientation and on-boarding activities. New staff are asked what factors influenced them to seek employment with PSD, their impressions of the overall recruitment and hiring process, and if they feel welcome and part of the PSD team.

The survey was sent to approximately 250 new staff and was completed by 92 new staff for a 37% participation rate. Of the surveys completed, the participation rate by employee type was:

administrator (4%); classified (36%); and licensed (60%).

Respondents were asked to rate the top reasons for applying and accepting employment with the District using a four-point scale from “Not Important” (rating of 1) to “Very Important” (rating of 4). The reasons with the highest weighted average scores were:

1. Availability of resources = 3.50 weighted average
2. Location of the position = 3.45 weighted average
3. Staff collegiality = 3.43 weighted average
4. PSD’s reputation in the community = 3.41 weighted average
5. Job content/variety = 3.41 weighted average

Using a five-point scale from “Strongly Disagree” (rating of 1) to “Strongly Agree” (rating of 5) respondents were asked to rate how welcome and comfortable in their position their supervisor and co-workers made them feel. Overall, new staff had favorable responses. The highest rated responses were:

1. I felt welcomed as an important team member in my department/school site = 4.56 weighted average
2. My supervisor quickly integrated me into the team = 4.48 weighted average
3. I am held accountable for my performance = 4.47 weighted average
4. The job expectations as described in the job posting and interview process are consistent with what I am currently doing = 4.43 weighted average
5. I am satisfied with the overall orientation and on-boarding process I have received = 4.28 weighted average

The respondents were asked what PSD can do to improve the hiring, orientation, and on-boarding process. Respondents provided open-ended responses to this question. Overall, suggested improvements included training opportunities on the use of Synergy, more information on the type of benefits available to new employees, how to request a substitute, and a better understanding around the type and amount of leave time employees receive. Human Resources is working with the Professional Development department to enhance the training and communication new staff receive on the above topics.

Classified, licensed, and administrative staff that are voluntarily leaving PSD are asked to complete an exit survey once Human Resources is aware of their departure. The intent of the survey is to gain insight into an employee’s work experience while at PSD, to have a better understanding of the reasons why staff leave, to get an assessment of the climate and culture of the work environment, and to receive feedback on how the District can retain staff.

The survey was sent to approximately 255 exiting staff and was completed by 106 exiting staff for a 42% participation rate. The participation rate by employee type was: administrator (1%); classified (37%); and licensed (62%).

Responses were also broken down by how long the employee has been working for PSD. Below are the percentages:

- Less than one year 17%
- One to three years 35%
- Four to ten years 27%
- Eleven to fifteen years 8%
- Over fifteen years 13%

Exiting employees were asked to evaluate their level of job satisfaction in several areas using a scale from “Very Dissatisfied” (rating of 1) to “Very Satisfied” (rating of 4).

The three areas with the highest weighted average scores for satisfaction were:

1. Physical work environment = 3.34 weighted average
2. Amount of challenge = 3.32 weighted average
3. Job content/variety = 3.28 weighted average

The three areas with the lowest weighted average scores for satisfaction were:

1. Opportunity for advancement = 2.87 weighted average
2. Workload = 2.92 weighted average
3. Recognition for your contributions = 2.98 weighted average

Exiting employees were asked to evaluate their level of job satisfaction with the District’s compensation and benefits programs using a scale from “Very Dissatisfied” (rating of 1) to “Very Satisfied” (rating of 4).

The three areas with the highest weighted average scores for satisfaction were:

1. Employee Assistance Services (EAS) = 3.46 weighted average
2. Wellness program = 3.44 weighted average
3. Medical/Dental/Rx benefits = 3.32 weighted average

The three areas with the lowest weighted average scores for satisfaction were:

1. Tuition reimbursement = 2.28 weighted average
2. Pay increases = 2.37 weighted average
3. Level of compensation = 2.67 weighted average

Respondents were asked to indicate the reason(s) for employment separation with the District.

The top five reasons for leaving PSD were:

1. Job opportunity with another employer = 23%
2. Moved out of the area = 22%
3. Dissatisfied with the job = 20%
4. Retirement = 16%
5. Personal/family reasons = 14%

Respondents were asked “Knowing what you know now, if you were to apply for a job in the Poudre School District would you want to”

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|---|-----------|----------|
| 1. Work in the same job? | Yes = 70% | No = 30% |
| 2. Work in the same department/site? | Yes = 70% | No = 30% |
| 3. Work for the same supervisor/manager | Yes = 73% | No = 27% |

Respondents were given an opportunity to provide their suggestions to make PSD a better place to work. Most of the comments were positive in nature speaking highly of the District, supervisors, and programs. However, some reoccurring themes for improvement included increased compensation, reduced workload, more flexibility around the workday, and improved communication.

Human Resources reviews the exit survey responses and comments and conducts follow-up interviews with respondents if they request. Exit survey data is also used to identify any concerning situations that may need further review and investigation as to employee dissatisfaction with a program, department, site, or supervisor.

Perceptual data like that garnered from the National Center for School Leadership for the staff Culture and Climate Survey, TELL Survey, New Employee On-Boarding Survey, and Employee Exit Survey helps inform the District and provides valuable information to be utilized by the leaders in PSD.

The above-cited evidence demonstrates that the District has met the requirements of EL 2.2.5