

Internal Monitoring Report

Date: June 12, 2018

Policy Title: Treatment of Employees
Type: Executive Limitation
Policy No.: EL 2.2
Period Monitored: July 2017 – June 2018

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: June 12, 2018

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 Poudre School District website. Job descriptions are also reviewed prior to posting open positions.
- Some professional development is required of all employees. For example, training modules “*Legal Requirements*” and “*Keeping Everyone Safe*” are required trainings for all PSD staff.
- Newly hired employees to Poudre School District may access the “New Employee” tab on the District’s website which provides information on payroll, employee benefits, licensure, contracts, and links to important PSD resources to help orient employees new to the District.
- During 2017-2018 school year there were 250 Probationary Year 1, Probationary Year 2, and Probationary Year 3 teachers and special service professionals receiving support from the Mentoring program. Mentors, guides, and protégés represent over 440 PSD educators actively engaged in learning, growing, and improving their craft. During 2017-2018, 73 teachers and special service professionals successfully completed PSD’s Induction program.
- In the 2017-2018 school year, 143 new teachers and special service professionals attended the orientation and trainings over a three-day period.
- In the 2017-2018 school year, 164 classified employees new to Poudre School District attended one of the New Classified Employee Welcome Sessions, an orientation that introduces and familiarizes new classified employees with information and policies related to ten different departments in PSD.
- All new instructional administrators to PSD took part in the 5D+ Teacher Evaluation Rater Reliability trainings in 2017-2018.
- By June 15, 2018, supervisors and administrators are expected to complete 786 evaluations of classified employees. Because the requirements for licensed evaluations are established under SB 10-191, all licensed teachers and special service professionals and all building and central office administrators received formal evaluations during the 2017-2018 school year.

- In a district of approximately 27,000 students and 4,000 staff, it is reasonable to expect complaints will occur. In the 2017-2018 school year, only one grievance was filed by a district employee for unlawful discrimination of non-disruptive expression of dissent or retaliation for expressing a complaint or suggestion. The allegations listed in the grievance were investigated and found to be unsubstantiated.
- The Human Resources department did not receive any formal complaints from parents/families against PSD employees during the 2017-2018 school year.
- PSD participated in the TLCC survey in the Spring of 2018. The TLCC survey replaced the Colorado TELL survey which PSD has previously participated in. The Colorado TELL survey assessed district climate and culture. The Colorado TELL Survey was suspended by CDE two years ago for revisions and is now known as the TLCC survey. The TLCC survey is a statewide survey of school-based staff on their perceptions of the teaching and learning conditions in their schools. The purpose of the TLCC survey is to provide information to guide school and district improvement planning efforts and to inform broader research and policy discussions for supporting teacher recruitment and retention, effective school leadership, and instructional improvement. PSD had 1765 total respondents to the TLCC survey for a response rate of 83%, the State had an overall response rate of 52%. PSD's percentage of favorable responses were above the State's favorable responses in every category measured. PSD had 9 out of the 11 constructs with a favorability percentage above 80%; the State, as a total, only had 5 out of the 11 constructs with a favorability percentage over 80%.

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. In other words, employees must understand what is expected, how they can accomplish their work, and when and how they will be evaluated.

Evidence:

PSD Human Resources staff members 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 provide 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 on PSD's website; 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 PSD 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 PSD may access the "New Employee" tab on the District's website which provides information on payroll, employee benefits, licensure, contracts, and links to important PSD resources to help orient employees new to the District.

Some professional development is required of all employees. For the 2017-2018 school year, Professional Development revised and reorganized the required trainings into the following two modules:

Module 1: "Legal Requirements" was completed by 2,714 staff members

This course included the following modules:

- Child Abuse and Child Protection
- Equity and Diversity
- Time-Out, Seclusion and Restraint
- Sexual Harassment

Module 2: "Keeping Everyone Safe" was completed by 2,469 staff members

This course included the following modules:

- School Health and Blood-Borne Pathogens
- Crisis Response Protocol
- Suicide Prevention Refresher

Next year, Professional Development will be combining the two modules into one course with separate modules that must be passed before credit is given for the entire course. Participants will have the ability to complete each module separately, but all modules will need to be successfully passed in order to be marked as “completed”. The future course will also include some information on data privacy and security.

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 2017-2018 school year, 143 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.

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 2017-2018 school year, there were 250 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 440 PSD educators actively engaged in learning, growing, and improving their craft. During 2017-2018, 73 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. During the 2017-2018 school year, over 700 hours of release time were granted to mentoring program participants. 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 2017 to May 2018, 164 classified employees new to PSD attended one of the New Classified Employee Welcome Sessions, 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 the District’s website or Employee Agreement to obtain detailed information on a specific topic.

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 instructional 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. All 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.

By June 15, 2018, supervisors and administrators are expected to complete 786 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 2017-2018 school year. In addition, all central office administrators are evaluated annually.

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/managers and directs them to additional sources of information regarding the FLSA.

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.

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 PSD 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 PSD website. Grievance forms align to 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 2017-2018 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. 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.

One grievance was filed by a district employee between July 2017 to June 2018 for unlawful discrimination of non-disruptive expression of dissent or retaliation for expressing a complaint or suggestion. The allegations listed in the grievance were investigated and found to be unsubstantiated.

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 Human Resources department did not receive one formal complaint from a parent against an employee during the 2017-2018 school year.

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.

In addition, Board of Education Policy GP 3.12 (6) states that employees may address complaints and concerns orally or in writing to the Board as a whole or to Board members individually. Based upon the matter of the complaint or concern, the Board will determine what action, if any, is necessary for the Board to take.

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 2017-2018 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. In addition, Board Policy GP 3.12 allows employees to address complaints and concerns orally or in writing to the Board as a whole or to Board members individually. Based upon the matter of the complaint or concern, the Board will determine what action, if any, is necessary for the Board to take.

Evidence:

The Employee Agreement Article 7- *Teacher Grievance Procedures* give licensed 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 2017-2018 school year. However, one formal complaint was filed by a classified employee involving allegations of harassment by their supervisor. That complaint was investigated, and no evidence was discovered that substantiated the complaint. The Superintendent met with the employee and discussed the investigation findings with the employee.

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, which 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 July 2018.

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 Teaching and Learning Conditions in Colorado (TLCC) survey, formerly TELL Colorado 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 TLCC survey and reports out the results at Board meetings and through the District website.

Evidence:

PSD participated in the TLCC survey in the Spring of 2018. The TLCC survey is a statewide survey of school-based staff on their perceptions of the teaching and learning conditions in their schools. The purpose of the TLCC survey is to provide information to guide school and district improvement planning efforts and to inform broader research and policy discussions for supporting teacher recruitment and retention, effective school leadership, and instructional improvement. Questions were asked about instructional support, professional development, managing student conduct, use of time, leadership, facilities and resources, family and community support, and future plans.

PSD had 1765 total respondents to the TLCC survey for a response rate of 83%, the State had an overall response rate of 52%. PSD's percentage of favorable responses were above the State's favorable responses in every category measured. PSD had 9 out of the 11 constructs with a favorability percentage above 80%; the State, as a total, only had 5 out of the 11 constructs with a favorability percentage over 80%. PSD's top three constructs are Overall Reflection (96%); Instructional Practices and Support (92%); and Community Support and Involvement (91%). The State's top three constructs are Overall Reflection (89%); Instructional Practices and Support (85%);

and Community Support and Involvement (83%). PSD's bottom three constructs are Time (64%); Professional Development (75%); and Managing Student Conduct and New Teacher Support (both at 84%). The State's bottom three constructs are Time (58%); Professional Development (68%); and New Teacher Support (70%). Overall, the 2018 TLCC survey is a very favorable reflection of the PSD community.

Two other surveys that PSD continues to send out are the On-Boarding Survey to new PSD classified, licensed, professional, and administrative staff approximately 45 days into the new school year to measure PSD's orientation and on-boarding activities; and the Employee Exit survey sent to staff leaving PSD requesting the reason(s) for their departure. Both surveys are used to assist with recruitment and retention programs in PSD.

Just recently, the District's Personnel Performance Evaluation Council (PPEC) provided feedback to review the multi-source survey questions that elementary families and secondary students are asked to complete to provide feedback to their teachers(s). The survey questions will be reviewed later this summer to determine if revisions need to be made before the survey is sent out in the Fall of 2018. In addition, PPEC also recommended that there be a systematic method to solicit feedback from each School Accountability Committee (SAC) on their principal's performance. A survey has been developed and deployed to SAC members requesting such feedback.

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