

Internal Monitoring Report

Date: June 11, 2019

Policy Title: Treatment of Employees
Type: Executive Limitation
Policy No.: EL 2.2
Period Monitored: July 2018 – June 2019

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 11, 2019

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:

- Job descriptions are published on the Poudre School District website. Job descriptions are also reviewed by Human Resources prior to posting open positions.
- Some annual trainings are required of all employees. For example, a data privacy module was added this year as a required training 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 2018-2019 school year there were 244 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 407 PSD educators actively engaged in learning, growing, and improving their craft. During 2018-2019, 69 teachers and special service professionals successfully completed PSD’s Induction program.
- In the 2018-2019 school year, 194 new teachers and special service professionals attended the orientation and trainings over a three-day period.
- In the 2018-2019 school year, 216 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.
- By June 15, 2019, supervisors and administrators are expected to complete over 700 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 2018-2019 school year.
- During this monitoring period, there were no grievances alleging unlawful discrimination for non-disruptive expression of dissent or retaliation for expressing a complaint or suggestion. There was one complaint filed by a former PSD employee with the Colorado Civil Rights Division for alleged discrimination. A decision is still pending at the time of this monitoring report. In addition, there was

one EEOC complaint filed by a former PSD employee alleging discrimination based on national origin, race, and age. In March 2019, PSD received notification that the EEOC completed its investigation and found no violations of the statutes.

- There are several opportunities available for staff to provide feedback and suggestions regarding the working environment in PSD. For example, staff can participate in public comment at Board of Education meetings, they can participate on a variety of committees including the annual employee association negotiations process, and PSD participates in the bi-annual Teaching and Learning Conditions in Colorado (TLCC) statewide survey that measures teaching and learning conditions statewide. PSD will participate in the TLCC survey during the 2019-2020 school year. The District's New Employee On-Boarding survey and the Employee Exit survey data were utilized to measure the climate and culture within PSD for this monitoring report. New PSD classified, licensed, professional, 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 an understanding into why they are 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. 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's Human Resources staff play a large role in communicating clear expectations to employees. 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 offer 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 aid 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 on-boarding and 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 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 Employee Handbook*, and *The Resource Guide for Classified Employees*.

Newly hired employees to PSD may access the "New Employees" tab on the District's website which provides information on payroll, employee benefits, licensure, contracts, and links to important PSD resources to help on-board employees new to the District.

Some annual trainings are required of all employees. For the 2018-2019 school year, Professional Development revised and combined the previous two courses into one module: PSD Annual REQUIRED Online Training Modules (which has been completed by 2052 staff members, an additional 802 partially completed as of 5/15/19).

This course includes the following modules:

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

All eight modules 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”. Next year, these modules will be required on a rotating basis instead of all being required annually.

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 2018-2019 school year, 194 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, administrators, 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 special 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 special 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 2018-2019 school year, there were 244 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 407 PSD educators actively engaged in learning, growing, and improving their craft. During 2018-2019, 69 teachers and special 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 2018-2019 school year, 724 hours of release time was 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 special 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 information sessions of approximately 50 applicants are held from July through April. The following topics are presented during the information sessions: licensing requirements; district and school expectations, system navigation tips, resources and contact information, professional development opportunities, technology support, and expectations for professional behavior. A handbook which contains pertinent district information is provided to licensed and classified applicants. Licensed 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 2018 to May 2019, 216 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, employee health and wellness; leave time; FERPA; and additional required staff development trainings.

Human Resources, in collaboration with Professional Development, has created and produced the *Resource Guide for 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 and Professional Employees

New administrative and professional employees in PSD participate in district trainings including the new administrator/professional training held in August. This one-day training is conducted by Professional Development 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.

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 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, Human Resources 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, 2019, supervisors and administrators are expected to complete over 700 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 2018-2019 school year. In addition, all central office administrators and professionals 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 around: proper use of the Internet; computer network and e-mail systems; prevention of harassment of employees and students; tobacco-free workplace; and drug-free workplace 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 2018-2019 *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 receive hiring approval from a Human Resources administrator 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 that the District will not permit, directly or indirectly, by act or omission, any adverse action against an employee for any statement that indicates disagreement with any decision made by the administration that is nondisruptive, does not interfere with instruction and day-to-day operation of a school, department, or central office, and is carried out in a professional and respectful manner.

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.

During this monitoring period, there were no grievances alleging unlawful discrimination for non-disruptive expression of dissent or retaliation for expressing a complaint or suggestion. There was one complaint filed by a former PSD employee with the Colorado Civil Rights Division for alleged discrimination. A decision is still pending at the time of this monitoring report. In addition, there was one EEOC complaint filed by a former PSD employee alleging discrimination based on national origin, race, and age. In March 2019, PSD received notification that the EEOC completed its investigation and found no violations of the statutes.

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 2018-2019 school year. No grievances were filed or appealed to the Superintendent at the end of the 2018-2019 school year.

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 2018-2019 school year. However, two formal complaints were filed by employees involving allegations of sexual harassment by a co-worker. Both complaints were investigated, and evidence was discovered that substantiated each complaint. Human Resources took appropriate disciplinary action in both situations. In addition, Human Resources offered employee assistance services to the victims in both 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, 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 2019.

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 met the 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 and participating in the statewide Teaching and Learning Conditions in Colorado (TLCC) survey. The District will inform staff and the Board in writing or via board presentations about any changes to the approved Operating Principles.

This is reasonable because the District provides several options for staff to provide feedback to the Board of Education, Superintendent, and administrators through public comment, emails, committee/staff meetings, evaluation feedback, and formal/informal surveys.

Evidence:

PSD participated in the 2018 TLCC survey and an overview of the survey results were reported in the June 12, 2018 EL 2.2 Monitoring Report. 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 will participate in the TLCC survey during the 2019-2020 school year.

Two other surveys that PSD continues to send out are the On-Boarding Survey to new PSD classified, licensed, professional, and administrative staff 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 and to share their overall experiences while working for PSD. Both surveys are used to assist with recruitment and retention efforts in PSD.

New PSD classified, licensed, professional, 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 600 new staff and was completed by 270 new staff for a 45% participation rate. Of the surveys completed, the participation rate by employee type was: administrative and professional (2%); classified (44%); licensed (48%); and no response (6%).

Respondents were asked to rate the top reasons for applying and accepting

employment with the District. The top three most important reasons were:

- Availability of resources
- Work hours/schedule
- Staff collegiality

In 2018-2019, classified employees ranked work hours/schedule as the most important reason; whereas, licensed educators ranked location of work as most important; administrators and professionals more important reason was staff collegiality; and, “other” (primarily part-time workers) listed location of work and availability of resources. This data helps to inform recruitment marketing strategies of what current employees are looking for in an employer.

Respondents were asked to rate their experience with the application and hiring process. More than 90% of new employees responded being satisfied with their interaction with the staff in PSD’s HR Department. Many stated that the application process was quick and efficient except for the communication about orientation sessions - some did not know when orientation was until the day before. Multiple employees mentioned a lack of communication/clarity on expectations and the first day of work, potentially because information was sent to their PSD email address versus their personal email address. The length of the employee badge process was mentioned several times, causing a delay to classroom/office set-up. Respondents feedback is valuable and there have been changes on how HR, schools, and departments communicate with new employees prior to the start of the school year.

For classified staff, it was mentioned multiple times that a timelier meeting/orientation would be helpful, as the information came too late in their onboarding process resulting in employees having to research information on their own in a non-centralized location. By the time employees attended an orientation, they already knew much of the information presented. HR is working on redesigning the classified orientation timeline, including offering orientation meetings at different times throughout the summer and school year as new staff are coming onboard with PSD.

Using a five-point scale from “Strongly Disagree” to “Strongly Agree” 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 two highest rated responses were:

- I felt welcomed as an important team member in my department/school site
- My supervisor quickly integrated me into the team

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, professional, 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 235 exiting staff and was completed by 163 exiting staff for a 69% participation rate. The participation rate by employee type was: administrator and professional (1%); classified (51%); and licensed (48%).

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

- Less than one year 9%
- One to three years 44%
- Four to ten years 28%
- Eleven to fifteen years 6%
- Over fifteen years 13%

Exiting employees were asked to evaluate their level of job satisfaction in several areas using ratings from "Very Dissatisfied" to "Very Satisfied".

The three areas with the highest scores for satisfaction were:

- Job content/variety
- Amount of challenge
- Physical work environment

The three areas with the lowest scores for satisfaction were:

- Opportunity for advancement
- Workload
- Recognition for your contributions

Exiting employees were asked to evaluate their level of job satisfaction with the District's compensation and benefits programs using ratings from "Very Dissatisfied" to "Very Satisfied".

The three areas with the highest scores for satisfaction were:

- Wellness program
- Employee Assistance Services
- Medical/Dental/Rx benefits

The three areas with the lowest scores for satisfaction were:

- Pay increases
- Level of compensation
- Tuition reimbursement

Respondents were asked to indicate the reason(s) for employment separation with the District. The top reasons for leaving PSD were:

- Job opportunity with another employer
- Moved out of the area
- Personal/family reasons

Both surveys provide PSD with feedback that can be used to focus on areas of strength and areas for growth when it comes to promotion and enhancement of recruiting and retention programs.

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