

Internal Monitoring Report

Date: June 11, 2024

Policy Title: Treatment of Employees
Type: Executive Limitation
Policy No.: EL 2.2
Period Monitored: July 2023– June 2024

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.

Brian Kingsley
Superintendent of Schools

Date: June 11, 2024

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:

- Routine and scheduled communications take place from Human Resources staff to insure not only statutory compliance, but also provide organizational clarity.
- Job descriptions are published on the Poudre School District website. Job descriptions are also reviewed by Human Resources prior to posting open positions.
- Annual trainings are required of all employees. For example, Mandatory Child Abuse Reporting, Sexual Harassment, Cybersecurity Overview, Email and Messaging Safety, and Suicide Prevention trainings occur in PSD through an online learning management system called Vector.
- 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. New processes put in place allow for new employees to have email addresses generated shortly after they complete their hiring paperwork. For some this means they are connected to PSD email beginning at the end of April even though they don’t begin work in a school until the following August. This allows staff to begin the onboarding process and connect with their new school culture and expectations sooner than they have in the past.
- During the 2023-2024 school year, the mentoring and induction program supported 262 new educators, including 39 special service providers, and their mentors. This represents 199 new educators and SSPs in the PSD Induction Program as well as 63 new to PSD educators who received compensated Peer Support (31 of which hold Alternative Licensure). A total of 81 educators completed the requirements of the state induction program in PSD and are eligible to apply for their professional license.
- In the 2023-2024 school year, HR facilitated bi-weekly orientations, virtually and in-person. 13 orientations occurred between 8/1/2023 and 5/17/24 welcoming 235 new classified and administrative/professional staff. These orientations introduced and familiarized new staff with information and policies related to 11 different departments in PSD within their first 30 days

of employment. 67% of survey respondents rated their experience at New Employee Orientations 5 out of 5 stars.

- By May 28, 2024, supervisors and administrators have completed over 1590 evaluations are established under SB10-191, all licensed teachers and special service professionals and all building and central office administrators received formal evaluations during the 2023-2024 school year.
- During this monitoring period, there were no grievances in accordance with the Employee Agreement alleging unlawful discrimination for non-disruptive expression of dissent or retaliation for expressing a complaint or suggestion.
- 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. HR also conducts a bi-annual culture and climate survey and employees are offered the opportunity to complete an exit survey upon termination.

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 and emailed updates on expectations, employment law compliance, evaluation schedules, and other HR-related information. These specific district-wide notifications are a few examples that fulfill the charge to communicate EL 2.2.1(a). These items were sent on the following dates (subject line noted):

- 7/27/23 – Use of ESS for Classified Subs
- 8/2023 - Vector Required Trainings
- 8/2023 – JSSC Safety Handbook
- 8/2023 -- SMART User Training
- 8/2023 -- Water Testing
- 8/2023 -- Tuition Reimbursement Program
- 8/2023 -- Fair Campaign Practices Guidelines
- 8/2023 – DEI Inclusive Calendar and Events
- 8/2023 – EPEWA – PSD Job Posting Protocol for Hiring Managers
- 9/2023 – Flu & Biometric Screening Events
- 9/2023 -- Policy IMDC – Observances & Displays/Teaching About Religion
- 9/2023 -- Human Resources Contacts
- 9/2023 -- Flu & Biometric Events
- 11/2023 -- Financial Wellness for PSD Employees
- 11/2023 -- Financial Inflation Workshops
- 11/2023 - Professional Learning Days
- 11/2023 -- Elementary Extra Duty Plans

- 11/2023 -- Bilingual Stipend Program & Guidelines
 - 12/2023 -- Deferred Compensation Limits and New Roth Options
 - 12/2023 -- Retirement Notification Deadlines
 - 12/2023 -- Negotiations Update
 - 12/2023--Policy KF Winter Break Closure – Non-building Use Days
 - 12/2023 -- Healthy Kids Colorado Survey
 - 1/2024 -- DEI – Equitable Hiring Practices
 - 1/2024 -- Negotiations Update
 - 2/2024 -- Work-Related Injury Reporting
 - 2/2024 -- 1095-C Forms
 - 2/2024 -- Awareness Months, Celebrations, Observances, Events
 - 3/2024-- Spring Break Closure and Non-building Use
 - 3/2024 -- Nursing Employee & Designation Lactation Spaces Guidelines
 - 3/2024 -- Negotiations Update
 - 4/2024 - Site Water Testing
 - 4/2024 -- Negotiations Update
 - 5/2024 -- Summer Work Hours & Schedules
 - 5/2024 -- Negotiations Update
 - 8/2023 – Variance days in PSD
 - Multiple Reminders – Required Vector training modules
 - 10/2023 - Introducing PSD's 'Become a Teacher' Program
 - 10/2023 – Classified employees 90-day trial period
 - 10/2023 – Classified staff expectations for this Thurs and Friday (Oct 14&15)
 - 10/2023 - Building Non-Usage Days - Fall Break
 - 12/5 - PSD Closure Winter Break & Building Non-Usage Day
 - 5/15 Save-The-Date Paraprofessional Hiring Event
 - 5/24 -- - PSD Staff Newsletter - Operations Hiring Event & Paraprofessional Hiring Event
 - 5/31 - CDE English Learner PD Requirements & WIDA Account Information
-

This information is also shared 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.

Wellness newsletters were sent to all PSD Staff containing information on how to sign up for on-site biometrics, on-site flu shots, free monthly meditation sessions, Lifestyle Health challenges, Wellworks challenges, Walktober, Employee Assistance Services updates, Employee Health Clinic updates, and various other wellness programming.

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, training, 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](#), [Substitute Employee Handbook](#), and [The Employee Resource Guide](#).

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.

Human Resources oversees the required yearly training modules for employees. Vector is the online platform being used. An employee must receive a score of 80% or higher to pass a module. If they do not achieve this threshold they must retake and retest in that module.

The online training modules that were required for all staff including substitutes and athletic coaches are listed below which also shows total completions for each module as of 5/28/2024.

- 2023-24 PSD Suicide Prevention Course – 5,283 Completed
- Sexual Harassment: Staff-to-Staff – 5,206 Completed
- Child Abuse: Mandatory Reporting – 5,205 Completed
- Cybersecurity Overview – 5,071 Completed
- Email and Messaging Safety – 5,049 Completed
- Youth Suicide: Awareness, Prevention and Postvention – 4,725 Completed

Other examples of trainings using the Vector system that were not required district-wide were:

- Civil Rights in Food Service – 109 Completed
- 2023-2024 PSD Small Vehicle Test – 104 Completed
- Cardiopulmonary Resuscitation (CPR) – 101 Completed
- First Aid – 97 Completed
- 2023-24 School Bus MF and MC Annual Test – 81 Completed

The use of the Vector online training platform serves several purposes. It allows staff to complete training anywhere where the internet is available, it accurately accounts for completion of the training, and records the passing score of the participant.

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 2023-2024 school year, approximately 277 new teachers and special service professionals participated in the orientation and training over a three-day period. In accordance with the [Employee Agreement](#) section 11.3.1, these employees' contracts include three additional days before other licensed employees begin the new school year. During the three days, the teachers and special service professionals learned more about remote learning in PSD, professional development opportunities, literacy training, IT basics, and HR and payroll information. Licensed staff also have access to the [Employee Resource Guide](#) to guide their questions on PSD.

- Poudre School District fosters retention and growth with licensed employees through targeted mentoring partnerships designed to support all teachers and special service providers new to the district or profession. Employees with an initial license are partnered with mentors who provide support, guidance and coaching over two years to build a solid foundation in their professional practice. Those mentors are compensated for their work with new educators and meet regularly for guidance and feedback. Initial license holders who participate in the PSD induction program also engage in ongoing professional development in each of the state standard areas to further develop in their craft. Additional support is provided for teachers who may hold a professional license but are moving to another area of specialization to promote high levels of classroom effectiveness by request of a program administrator. The induction and mentoring program support all educators by engaging in a reciprocal learning mindset that promotes collective efficacy and strong teams.
- During the 2023-2024 school year, the mentoring and induction program supported 262 new educators, including 39 special service providers, and their mentors. This represents 199 new educators and SSPs in the PSD Induction Program as well as 63 new to PSD educators who received compensated Peer

Support (31 of which hold Alternative Licensure). A total of 81 educators completed the requirements of the state induction program in PSD and are eligible to apply for their professional license.

In the 2023-2024 school years, a two-year CDE grant allowed us to hire four Mentoring and Retention Coaches to support new educators as they acclimated to the personal and professional demands of teaching. An impressive 98% of our new educators engaged in coaching conversations with this team.

Accomplishments

- Provided support to mentor/mentee partnerships through regular school visits, observations, resources, and frequent check-ins.
- Coached educators with creating safe learning environments, building resilience, connecting to resources, and implementing effective instructional practices, as well as new educators wanting to push themselves in their content and craft.
- Created a comprehensive system of support for new teachers and SSPs by connecting with all new inductees and many educators not in induction while providing responsive coaching and comprehensive, educator-centered support through:
 - Thinking partnerships and resources
 - Goal setting and guided reflection
 - Collaborative planning and teaching
 - Resiliency and sustainable teaching
 - Strategic, actionable data analysis for measurable student outcomes
 - Coaching cycles to support growth
 - Professional development
 - Planned and facilitated ongoing Professional Development sessions for mentees and their mentors focused on the needs of early career educators.
- Published monthly newsletters supporting mentee/mentor growth generated over 1400 views.
- Implemented a comprehensive mentor training program to build capacity in supporting mentor interactions and provide ongoing coaching to this group in support of new educators.
- Created resources to help new teachers feel connected to each other and the district.

In an ongoing effort to have highly effective staff, the Human Resources substitute support team recruits, trains, and provides ongoing training and support for substitute teachers in Poudre School District. Licensed substitutes are required to hold a substitute authorization or a Colorado teaching license from the Colorado Department of Education (CDE). Regular orientation sessions (every 2 weeks) are held between July and April for substitutes that include topics such as: licensing requirements, district and building expectations, system navigation lessons, resources and contact information, and technology support. In addition, expectations for professional behavior are reiterated and a [substitute handbook](#) is provided with pertinent district information. Electronic training resources are made available for subs to access at any time. Substitutes are invited to attend professional development relevant to their role and are encouraged to seek additional training in any area they would like to grow in. PSD also centrally supports the hiring of Designated Site Support Substitutes that are placed at each school site. These positions are designed to fill in wherever needed. The positions were created in direct response to the shortage of substitutes across the state. Designated site substitutes were trained in accordance with all district policies. In August 2023, PSD signed a partnership with ESS to manage classified substitutes. Despite having an 18% (1845 assignments) increase in jobs from last school year, ESS has been able to increase the fill rate from 56.7% to 66.6%.

Classified Employees

HR continued bi-weekly orientations for news staff, virtually through Microsoft Teams and in-person at the JSSC complex. The purpose of new employee orientations is to provide all new regularly scheduled employees with necessary district-level onboarding information within their first 30 days of employment. This year, there were 235 attendees. Guest speakers from Human Resources, Payroll, Benefits, Language, Culture & Equity, Professional Development, ACE, Information Technology, Employee Assistance Services, Integrated Services and Wellness presented. Attendees were invited to complete their required Vector training through a guided staff facilitation in the afternoon. Topics include, but are not limited to: a PSD overview – mission/vision/history, accessing and understanding paystubs, introduction to SmartFind and Kronos – reporting compensable time/request time off, an overview of benefits – how to sign up/employee health and wellness/employee assistance services, DEI & LGBTQIA+ initiatives, how to access professional development, understanding ACE/PASE/PEA benefits, IT resources – ticketing system/devices/staff email, QPR training and relevant personnel policies.

New office managers receive one-on-one training with Human Resources, Payroll, and Finance staff when they start their new positions. Each new office manager is paired with an experienced mentor for additional support throughout the year.

Within the PSD Operations Division, numerous trainings guided 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

Per Colorado licensing requirements, all new administrators who hold initial licenses and who actively evaluate licensed staff are 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 bi-weekly 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.

Members of the Superintendent's Cabinet also meet individually with administrators they evaluate to receive updates and to share work expectations. As one example of this, principal meetings occur bi-weekly throughout the school year.

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 May 28, 2024, supervisors and administrators completed 1590 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 2023-2024 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. To emphasize the importance of 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.

This year there were four (4) level II grievances, many of which have been resolved or are pending outcome of collaborative resolution.

Grievance	Level	Related To	Status
Bacon	Level II	Staff Meetings	Resolved
Salary Schedule	Level II	Salary Placement	Resolved
PCA	Level II	Instructional	Resolved

		Minutes	
Step Placement	Level II	Step Placement Salary Schedule T	Denied due to untimely filing

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.

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, background checks and reference checks. The 2023-2024 [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. 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 30,000 students and 5,000 staff members, it is reasonable to expect complaints will occur.

During this monitoring period, there were no grievances or lawsuits alleging unlawful discrimination for non-disruptive expression of dissent or retaliation for expressing a complaint or suggestion.

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. During this monitoring period, there were nine grievances.

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."

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 District’s website.

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 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 TLCC survey in 2024. The TLCC survey is a statewide survey of licensed staff and classified staff who directly support students in the classroom, 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. The District still conducts its own climate and culture survey in years opposite the TLCC survey administered by CDE. The Chief Institutional Effectiveness Officer, Dwayne Schmitz, manages this survey and the Connections survey.

Two other surveys that PSD continues to send out are the new employee orientation feedback survey; 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.

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