Monitoring Report: Safe, Positive Climate and Culture
Report Date: May, 2023

I.   Overview

Safe, Positive Climate and Culture
- A purposeful focus on creating a caring, safe, fun, supportive, and positive learning and working environment for all students, district employees, parents, and community is manifest throughout the district.
- There is clear evidence and a common understanding of the shared belief that all students can succeed when given a safe and caring learning environment. To that end:
  - District employees, parents, and community work collaboratively, proactively and responsibly to ensure the psychological wellbeing of all students.
  - A focused level of teamwork and professional development is ongoing among district employees, community, and law enforcement agencies to ensure the physical safety of students, district employees and visitors.
- Behavior Expectations are clearly articulated, supported, and taught.
- Multiple communication systems are available and used by students, district employees, parents, and community to ensure all voices are heard.

Associated Executive Limitations:
- EL-8: Treatment of Students, Parents/Guardians and Community Members
- EL-9: Student Conduct, Discipline and Attendance
- EL-10: School Safety

II. Board of Education Ends Monitoring

Policy End: (III-A) - A purposeful focus on creating a caring, safe, fun, supportive, and positive learning and working environment for all students, district employees, parents, and community is manifest throughout the district.

Interpretation: We have interpreted "A purposeful focus on creating a caring, safe, fun, supportive, and positive learning and working environment for all students, district employees, parents, and community is manifest throughout the district." to mean that the district focuses on climate and culture through establishing, reinforcing, and supporting positive culture norms throughout the system.

Evidence -
   a. **Superintendent Entry Plan -** Superintendent's Entry Plan established Climate and Culture as a priority and provided objectives, actions and timeline for the initial plan. (April 12, 2022 Presentation)

   b. **Superintendent Climate and Culture Norms:**
      - Presume Positive Intent
      - Exude and Expect Optimism
      - Address Concerns the Right Way
      - Create a Culture of Safe Mistakes
      - Communicate Kindly and Respectfully

      Welcome Back to DCSD Video
      Back Together Again Video Message from Cabinet
      Welcome Back Email Communication
      These norms were shared with all staff via livestream at the beginning of the school year and have been built into district leadership meetings and professional development and are modeled by Superintendent Kane and her staff.
      - Timely transparent communications (email updates from Supt. Kane, staff town halls, school visits, video messages, etc.)
      - Formation of new Teacher Connect Group (link to email communication about this)
      - Employee Council
      - Rock Star award presentations
      - Employee Appreciation Week (May 8-12)
      - Apple Awards (hosted by The Foundation for Douglas County Schools)
      - Retirement Ceremony
      - Lunches/breakfasts at schools
      - Updating staff lounge space / more comfortable work environments
      - Absorbing health insurance premium increases

- One-time pay stipends
- Adding more staff perks such as: free lunches, discounts on BASE (child care) for staff, and other employee discounts
- Staff Wellness website - Douglas County School District's Staff Wellness program empowers employees to "choose the best you" through health education and activities that sustain healthy lifestyles resulting in improved productivity and morale. This includes offering wellness screenings in partnership with our healthcare partners exclusive to DCSD.
- Supt. Kane presented State of DCSD in-person to approximately 6,000 employees in April 2023, including an interactive engagement and feedback opportunities.
- Staff and School Spotlights and Videos (also see DCSD's YouTube channel)

c. **DCSD Employee Guide** - DCSD's revised guide for employees to understand benefits, programs, expectations and rights. This guide is updated annually.

d. **Building Foundations: Trust & Norms**
DCSD Director of Organizational Development & Experiential Learning, Jolee Jones, facilitated a series of sessions for the DCSD District Leadership Team with a specific focus on organizational leadership, building trust and reinforcing Superintendent Kane's climate and culture norms.
- March 2023
- December 2022
- November 2022
- October 2022
- September 2022

Policy End: (III-B) - There is clear evidence and a common understanding of the shared belief that all students can succeed when given a safe and caring learning environment.

Interpretation: We have interpreted "There is clear evidence and a common understanding of the shared belief that all students can succeed when given a safe and caring learning environment." to mean that District employees, parents, and community work collaboratively, proactively and responsibly to ensure the psychological wellbeing of all students. In addition, a focused level of teamwork and professional development is on-going among district employees, community, and law enforcement agencies to ensure the physical safety of students, district employees and visitors.

Evidence -
a. **Safety and Security Updates** - DCSD provided Safety and Security updates throughout the year to the DCSD community.
- Board of Education Update (April 11, 2023)
- Board of Education Update (September 13, 2022)
- Superintendent Update (May 25, 2023)

- ○ Superintendent Update (March 22, 2023)
- ○ Superintendent Update (November 20, 2022)
- ○ Security & Safety and Mental Health Update - Town Hall (September 28, 2022)

b. **School Resource Officer Training** - National Association of School Resource Officers (NASRO) training July 3-8, 2022 (Aurora, CO)

c. **Threat Assessment Training and Resources For Administrative Teams** - DCSD Mental Health team provides student mental health resources, training and support for schools including Threat Assessment Training.
- ○ All administrative teams will have completed Threat Assessment training by August. (All members of threat assessment teams renew their training every three years.)

d. **Regularly Scheduled Meetings** - DCSD has regularly scheduled meetings with specific employee groups to discuss, plan and implement research and prevention-based practices.
- ○ School Counselors
- ○ Counseling Consistency
- ○ Mental Health Professionals
- ○ District Leadership
- ○ Safety and Security

e. **School-Based Prevention Programs -** DCSD schools implement prevention-based programs for students (i.e. Sources of Strength, Second Step).

f. **Safety and Security Committee** - The DCSD Safety and Security Committee is formed of members of the DCSD School Board, DCSD leadership personnel, Douglas County Government, law enforcement, fire department, mental health and community members, along with charter and private schools for the purpose of collaboration on school safety matters. This year, we have covered the following topics and have welcomed these guest speakers:
- ○ September 2022 - Mental Health Department Overview, Psychological Safety, and the Colorado School Safety Resource Center Presentation
- ○ October 2022 - Handle With Care Program and a presentation on Juvenile Law from the District Attorney's Office
- ○ November 2022 - Crisis Team Update, Mike Schmidt-Platte Canyon Superintendent/Principal, and Security Projects Update
- ○ December 2022 - Youth Congress Safe2Tell Presentation and Principal Feedback (Jen Murdock, LynnAnn Kovalesky and Jarod Nicholson)
- ○ January 2023 - Threat Presentation by FBI/DCSO
- ○ February 2023 - Douglas County Mental Health Initiative and National Alliance on Mental Illness presentations

- ○ <u>March 2023</u> - Parent Feedback-Rachelle Payne, Lt. Rob Rotherham with Sheriff Weekly (DCSO) on the SRO program, and Sue Klebold with Jonny Grusing on the Pathway to Violence
  - ○ <u>April 2023</u> - Officer Scott Gillespie and Buttercup presentation on the therapy dog program, and representatives from Safe2Tell sharing information on the program
  - ○ <u>May 2023</u> - (upcoming) Presentations on two vape detection options

g. **Mandatory Training** - DCSD Staff provides mandatory training modules for staff. These modules are reviewed each year and updated as needed. These modules include:
  - ○ Standard Response Protocol (SRP)
  - ○ Run, Hide, Fight
  - ○ Keeping Student Safe
  - ○ Student Data Privacy

September Snapshot - Licensed staff that has completed training.*

Completed	Total	Percentage
3417	3465	98.6%

Based on licensed staff acknowledgement in Workday

h. **Ongoing Leader Support and Training** - DCSD provides training and support for all school administrative teams regarding safety, security and training drills.
  - ○ District Leadership Training - Department of Safety & Security Overview 2022 - 2023 (September 2022)
  - ○ District support and law enforcement training with lockdown and safety drills
  - ○ Schools complete monthly drills (i.e. fire drills)

  Emergency Drills - DCSD performs frequent emergency drills at each location throughout the year. Each location is required to do two (2) lockdown drills, two (2) secure drills, two (2) shelter in place drills and ten (10) evacuation drills during the school year.

Drill Type	Required Drills	Total Drills*	Percentage (expectation is 90% in May)
Lockdown	138	128	93%
Secure	138	118	86%
Shelter	138	130	94%
Evacuation	690	645	93%

Total drills as of May 2023 for neighborhood schools

i. **Partnerships with Local Law Enforcement** - DCSD continues to collaborate and coordinate with our local law enforcement partners.
  - ○ Board of Education Update (September 13, 2022)
  - ○ Intergovernmental Agreements (IGA) between DCSD and local law enforcement

1. [February 22, 2022](#) - IGA with Town of Parker regarding the sharing of costs for providing police officers to act as School Resource Officers.
2. [June 21, 2022](#) - IGA with Douglas County Sheriff's Office regarding the sharing of costs for providing Deputy Sheriffs to the School District to act as School Resource Officers and a YESS Officer.
3. [August 23, 2022](#) - IGA with Town of Castle Rock regarding the sharing of costs for providing Deputy Sheriffs to the School District to act as School Resource Officers.

j. **Standard Response Protocol (SRP) Magnets and Parent's Guide to Crisis Communications** - Over 70,000 magnets outlining the Standard Response Protocol were distributed to DCSD schools, support sites and law enforcement agencies for distribution to families, staff and community members. These magnets highlight the five different SRP actions that can be taken during an emergency. In addition, DCSD updates its "[A Parent's Guide to Crisis Communications](#)" document annually. This can be found on the DCSD website.

k. [**Emergency and Reunification Process Exercise**](#) - DCSD conducted reunification drills on April 24, 2023. These drills included DCSD students, staff and local law enforcement personnel.

l. [**Teaching and Learning Conditions Colorado Survey**](#) - Managing Student Conduct - More than 95% of DCSD's participants will respond that DCSD Schools are safe places to learn and that students have one adult on staff they can trust to support them with social, emotional, or personal concerns.

TLCC Question	2022 Result
This school is a safe place for students to learn.	95%
Students at this school have at least one adult on staff they can trust to support them with social, emotional, or personal concerns.	98%

m. [**Healthy Kids Colorado Survey**](#) - DCSD voluntarily participates in the Healthy Kids Colorado Survey (HKCS), the state's only comprehensive survey on the health and well-being of young people. The purpose of this survey is to better understand youth health and the factors that help young people make healthy choices.

HKCS Question**	2021	2019	Change
Percentage of students who most of the time or always enjoyed being in school over the last year	38.2%	28.4%	9.8%
Percentage of students who most of the time or always tried to do their best work in school over the last year	72.0%	71.3%	0.7%
Percentage of students who participate in extracurricular activities at school*	65.5%	66.6%	-1.1%
Percentage of students who skipped one or more whole days	18.6%	21.0%	2.4%

of school during the past four weeks			
Percentage of students who think it is important or very important to go to college, technical or vocational school	89.9%	90.1%	-0.2%
Percentage of students who think most of their classes are fairly, quite, or very interesting	72.9%	65.4%	7.5%
Percentage of students who think the things they are learning in school are going to be important or very important for later in life	49.5%	48.8%	0.7%
Percentage of students who usually or definitely think their grades are better than most students in class	75.3%	65.2%	10.1%
Percentage of students who usually or definitely think their school lets their parents or guardians know when they have done something well	46.6%	31.4%	15.2%
Percentage of students who usually or definitely think their teacher notices when they do a good job and lets them know about it*	52.6%	41.9%	10.7%
Percentage of students who usually or definitely feel safe at school*	90.6%	86.3%	4.3%
Percentage of students who agree or strongly agree that they belong at their school*	68.2%	N/A	N/A
Percentage of students who have an adult to go to for help with a serious problem.	80.4%	76.2%	4.2%
Percentage of students who have been bullied on school property, during the past 12 months,?	14.1%	15.3%	-2.2%

*Questions identified as <u>protective factors</u> (those associated with protecting youth
from substance use, violence, and poor mental health) by Colorado Department of Public Health and Environment.
**Disaggregated results are available on the data dashboard (Student demographics based on HKCS student responses)

Percentage of students who agree or strongly agree that they belong at their school*	2021 %	95% confidence Interval	2019 %
Black/African American	55.7%	(34.7% - 74.1%)	N/A
East/Southeast Asian	61.4%	(55.1% - 67.7%)	N/A
Hispanic	60.5%	(57.0% - 64.1%)	N/A
Multi-Racial	61.4%	(57.0% - 65.7%)	N/A
Other	59.9%	(49.0% - 70.7%)	N/A
South Asian	72.6%	(69.4% - 75.7%)	N/A
White	70.8%	(68.6% - 73.0%)	N/A
Total	68.2%		N/A

Percentage of students who have been bullied on school property,	2021 %	95% confidence Interval	2019 %

during the past 12 months.			
Black/African American	23.6%	(12.0% - 35.3%)	N/A
East/Southeast Asian	12.3%	(9.2% - 15.4%)	N/A
Hispanic	15.1%	(12.9% - 17.4%)	14.3%
Multi-Racial	15.4%	(11.4% - 19.5%)	16.0%
Other	20.2%	(7.8% - 32.6%)	N/A
South Asian	6.9%	(2.8% - 11.1%)	N/A
White	13.9%	(12.6% - 15.2%)	15.2%
Total	14.1%		15.3

n. **Extracurricular participation** - DCSD encourages students to participate in activities, clubs and sports in schools in order to increase our students' sense of belonging. ([End of the year report for 21-22](#))

o. **Student Attendance** - DCSD provides attendance training and resources to schools and actively monitors student attendance.
   - [Attendance Training Videos](#)
   - [DCSD Attendance Guidelines](#)
   - [Attendance Codes and When to Use Them](#)
   - [IC Attendance - IT Support Center](#)
   - [School Messenger - IT Support Center](#)

Average Number of Student Absences - 2022 - 2023

Student Group	Average Number of Days
Grade 9	9.9
Grade 10	10.8
Grade 11	10.9
Grade 12	11.3
American Indian or Alaska Native	12.8
Asian	7.9
Black or African American	10.5
More Than One Race Identified	10.4
Native Hawwaiian or Other Pacific Islander	13.3
White	10.3
Economic Disadvantage (Free and/or Reduced Lunch Eligible)	17.7

Policy End: (III-C) - Behavior Expectations are clearly articulated, supported, and taught.

Interpretation: We have interpreted "Behavior Expectations are clearly articulated, supported, and taught." to mean that DCSD expectations for employee and student conduct are published

and available for students, staff and the public. Expectations are implemented consistently across the district.

Evidence -
   a. **DCSD Employee Guide** - DCSD's guide for employees to understand benefits, programs, expectations and rights.

   b. **Student Code of Conduct - 2022 - 2023** - DCSD's Student Code of Conduct is updated and shared on the DCSD website. The Code contains the following sections for students:
      ● Rights and Responsibilities
      ● Due Process Rights
      ● Discipline Policies and Procedures

   c. **Schools' Student Handbooks** - DCSD schools outline student rights and responsibilities in school student handbooks and make them available on their websites.

   d. **Administrator Attendance and Discipline Training** - DCSD offers multiple opportunities for administrator training outlining attendance and discipline processes, procedures and expectations. In four sessions, 278 administrators and staff from 78 departments and schools completed the training.
      ○ September 6, 2022 - 2 sessions
      ○ September 7, 2022 - 2 sessions

   e. **Family Acknowledgement of Student Code of Conduct** - DCSD families acknowledge that they have read the student code of conduct as a condition of annual student check in.

   f. **Prevention of Bullying Policy Revisions** - DCSD staff provided recommended revisions to the Prevention of Bullying policy to reflect best practices from CDE. (ADB-R and JICB revisions)

   g. **Student Discipline Matrix Review** - DCSD School leadership team is reviewing and revising the student discipline matrix.

Policy End: (III-D) - Multiple communication systems are available and used by students, district employees, parents, and community to ensure all voices are heard.

Interpretation: We have interpreted "Multiple communication systems are available and used by students, district employees, parents, and community to ensure all voices are heard." to mean we have systems in place to provide timely, transparent communications and established two-way feedback mechanisms.

Evidence

a. **DCSD Communications** - DCSD staff provides consistent communications through a variety of avenues. *Many communications are made available in multiple languages (English, Spanish, Mandarin, and Russian).*
   - *[Week in Review](#) (weekly)*
   - *[Across the Board](#) (Board Meeting Summaries) (twice a month)*
   - *[DCSD News](#) (monthly - to families)*
   - *[Insights Newsletter](#) (monthly - to staff)*
   - *Superintendent Updates (as needed, generally at least monthly)*
   - *[Emergency Communications](#) (weather closures, delays, school security posture change, etc. as needed)*
   - *[Parent University](#)*
   - *DCSD Website/Mobile App*
   - *Social Media Channels (Facebook, LinkedIN, Twitter, Instagram)*
   - *Comcast Channel 54 / Live Streaming*
   - *Earned Media*
   - *DCSD Lunch & Learn Series (best practices in communications and marketing for schools)*
   - *Weekly or Bi-weekly Updates and Newsletters (Principal Notes, Special Education Notes, Teacher Notes, PLS Notes, Business Office Bulletin, English Language Development Newsletter, Gifted Education Newsletter, Management Seminar Newsletter)*

b. **Feedback** - DCSD provides consistent and frequent opportunities to gather feedback.
   - *Teacher Connect*
   - *[Employee Council](#)*
   - *DCSD Wellness Champions*
   - *Classified Mentors Group*
   - *[Equity Advisory Council](#)*
   - *[Douglas County Special Education Advisory Committee](#)*
   - *Douglas County Gifted Education Advisory Council*
   - *Douglas County Safety and Security Committee*
   - *[DCSD Board Committees](#) - District Accountability Committee, Fiscal Oversight Committee, Long Range Planning Committee, and Student Advisory Group*
   - *District Leadership Team Meetings*
   - *Principal Meetings: Level Principal, Regional Principal, Assistant Principal/Dean, Activities and Athletic Director, and New Leader*
   - *Superintendent Town Halls*
   - *[Special Education Talks and Parent Engagement Events](#)*
   - *Surveys*

c. **Listening/Two-Way Communication** - DCSD utilizes a variety of mechanisms to engage in two-way communication
   - *Website feedback form*
   - *Social media private messages/comments*

- *Phone calls and emails*
- *Let's Talk Forms (Transportation and I.T.)*
- *Special Education Talks and Parent Engagement Events*
- *Conexion*
- *Unite to Uplift*
- *Gifted Education*

III.   Executive Limitations Monitoring

- EL-8: Treatment of Students, Parents/Guardians and Community Members
- EL-9: Student Conduct, Discipline and Attendance
- EL-10: School Safety

EL - 8: Treatment of Students, Parents/Guardians and Community Members	
EL-8: With respect to staff interactions with students, parents, guardians and the community, the Superintendent will take reasonable steps to ensure conditions, procedures, actions, or decisions that are lawful, and in compliance with Board policy.	
Interpretation: The Superintendent will ensure professional development, resources, communications, etc. regarding superintendent regulations, expectations and climate and culture norms are made available to staff.	
Measure	**Status**
DCSD Mandatory Training for Staff	**Compliant**
Superintendent Climate and Culture Norms: Presume Positive Intent Exude and Expect Optimism Address Concerns the Right Way Create a Culture of Safe Mistakes Communicate Kindly and Respectfully These norms were shared with all staff via livestream at the beginning of the school year and have been built into district leadership meetings and professional development. Video (from livestream) Email to Staff	**Compliant**
DCSD Employee Guide - DCSD's guide for employees to understand benefits, programs, expectations and rights.	**Compliant**

EL-9: Student Conduct, Discipline and Attendance	

EL-9: The Superintendent will manage the programs of the district with efforts to assure that school environments are positive, safe, conducive to the learning process, and free from unnecessary disruption through implementation of District policies and compliance with state and federal law.

Accordingly, the Superintendent will operate within the delegation of authority given by the Board with regard to student discipline and will administer the programs of the District to further accomplishment of the following consistent with board governance policy and state and federal law:

Interpretation:. The Superintendent will implement culture and climate, attendance, and discipline-related board and superintendent policies consistently throughout the district.

Measure	Status
Student Code of Conduct - 2022 - 2023 ● Rights and Responsibilities ● Due Process Rights ● Discipline Policies and Procedures	Compliant
Student Attendance - Procedures and Expectations ● DCSD Attendance Policy - JH	Compliant
Enrollment Procedures	Compliant
Prevention of Bullying Proposed Policy Revisions (JICB)	Compliant

Student Discipline Data - The table shows the quantity and percentage of students that were not disciplined and those students that were disciplined for a given year at a given level by disaggregated group.

Discipline	Ethnicity	19-20 %	20-21 %	21-22 %	19-20 #	20-21 #	21-22 #
Disciplined	American Indian or Alaska Native	9.73	2.7	23.6	25	7	63
Non-Disciplined	American Indian or Alaska Native	90.27	97.3	76.4	232	252	204
Disciplined	Asian	2.85	1.02	7.11	106	38	283
Non-Disciplined	Asian	97.15	98.98	92.89	3617	3700	3700
Disciplined	Black	10.41	3.66	41.12	87	29	345
Non-Disciplined	Black	89.59	96.34	58.88	749	764	494
Disciplined	Hawaiian/Pacific Islander	14.81	1.45	23.19	12	1	16
Non-Disciplined	Hawaiian/Pacific Islander	85.19	98.55	76.81	69	68	53
Disciplined	Hispanic	7.28	2.76	21.39	737	257	2160
Non-Disciplined	Hispanic	92.72	97.24	78.61	9382	9053	7940

Disciplined	Two or More Races	7.08	2.91	17.54	260	103	673
Non-Disciplined	Two or More Races	92.92	97.09	82.46	3410	3438	3164
Disciplined	White	5.99	2.56	16.37	2911	1157	7329
Non-Disciplined	White	94.01	97.44	83.63	45708	44112	37452

EL-10: School Safety	
EL-10: The Board of Education recognizes that effective learning and teaching takes place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. Safe schools are a priority of the district and the district is committed to providing a safe environment in school, on school vehicles, and at school-sponsored activities. Accordingly, the Superintendent is responsible to assure that a safe schools plan is developed in accordance with applicable law and Board policies.	
Interpretation: The Superintendent will develop and submit the Safe Schools Act Accreditation Report in accordance with state law and the procedures required by the Colorado Department of Education.	
Measure	**Status**
Safe Schools Act Accreditation Report - Submitted November 2022 via the state's online submittal process.	**Compliant**
2022 DCSD District Performance Framework - Safety Assurances Meets Requirements	**Compliant**