


**Expectations of the Board through 3.A
Treatment of Students/Public**

To: Board of Education

From: Dr. Chris Fiedler, Superintendent of Schools

Re: Expectations of the Board – 3.A Treatment of Students/Public

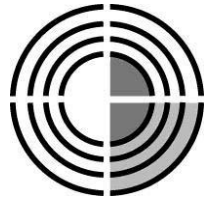
I hereby present the report on the Expectations of the Board in regard to Treatment of Students/Public, Executive Limitation 3.A, in accordance with the schedule as set forth in Board policy. I certify the information in this report is true.

Signed: 
Dr. Chris Fiedler
Superintendent, School District 27J

Date: May 23, 2017



SCHOOL DISTRICT 27J
GOVERNING POLICY OF
THE BOARD OF EDUCATION



Policy III.A – TREATMENT OF STUDENTS/PUBLIC

Date Adopted/Last Revised: January 27, 2009 Management Limitations

With respect to interactions with students and the public, the Superintendent will not cause or allow conditions or procedures that are unclear, unfair, unsafe, untimely, undignified or unnecessarily intrusive.

I interpret "students" to mean: all children and young adults served by staff and programs of School District 27J, including preschool children, students enrolled in kindergarten through twelfth grade programs, young adults ages 18 to 21 served in special education programs, and students who are seeking enrollment in district programs. In addition, "students" includes former students who were enrolled at one time who are seeking re-entry into School District 27J, including students who have completed an expulsion.

I interpret "unclear" to mean: published information or interactions which do not result in clearly defined expectations, opportunities or intent.

I interpret "unfair" to mean: unjust, inequitable, prejudicial, or discriminatory.

I interpret "unsafe" to mean: dangerous or insecure.

I interpret "untimely" to mean: longer than necessary for required or requested actions to be carried out.

I interpret "undignified or unnecessarily intrusive" to mean: disrespectful or unwarranted.

Data Reported:

During the cycle of this report, one Office of Civil Rights complaint was filed with the Office of the Superintendent of Schools and the General Counsel by parents/guardians asserting that their student had not been given adequate playing time during the football season based on his race. This complaint is currently under investigation.

Also, during the cycle of this report, a complaint was filed with the Colorado Department of Education alleging a violation of a Free and Appropriate Public Education (FAPE) based on a safety issue. That complaint was resolved through additional training for staff around the use of the five-point seat safety harness.

Safety and security are key considerations in the treatment of students and the public. Training programs, policies and procedures, and physical safety and security measures implemented in 27J help protect anyone at our sites. Many bond improvement projects are underway at this time to

enhance safety and security at schools. The new schools being constructed will have state of the art physical security.

New employees are required to have background checks conducted by the Colorado Bureau of Investigation as managed by the Colorado Department of Education. Daytime school volunteers are screened with Raptor, and after hours volunteers are screened online by HR via a commercial criminal background check. Procedures are in place to verify that contractors have appropriate background checks and proper identification while working at district sites.

Access control at all school buildings includes use of a visitor screening and badging system. Heritage Academy and all elementary and middle schools have controlled entry systems operated during school hours that allow staff to view and talk to entrants before allowing access into the building during school hours.

School Resource Officers (SROs) from local police departments are assigned to district secondary schools and play an important role in safety and security. Currently the district has officers from the Commerce City and Brighton Police Departments. Prairie View High School has an officer from each of those departments. Brighton High School, Heritage Academy and Prairie View Middle School have SROs with offices at their schools, and one SRO supports Vikan and Overland Trail Middle Schools. A Commerce City SRO has an office at Stuart Middle School. While there are no secondary schools in Thornton until the new high school opens, the Thornton Police Department actively supports West Ridge and Brantner Elementary schools. The district has formally requested SRO coverage from the Thornton Police Department for the new high school and middle school being constructed in their jurisdictions so the department can plan for this future staffing.

Some secondary sites have 27J employees in the role of campus supervisors. This provides additional monitoring and security presence at the schools to promote safety. Prairie View High School has four and Brighton High School has three. Prairie View Middle School and Stuart Middle Schools are in the process of hiring one campus supervisor each.

There are many training programs that address school safety and security. Students learn standard emergency protocols – Evacuate, Shelter, Lockout and Lockdown – during routine all-hazard drills conducted by every school. Training on these protocols is also included in annual site-specific presentations provided to the schools for staff training. School Safety Team members are required to complete incident command training for schools (online FEMA module) in compliance with the School Safety Act. Several sessions of Active Shooter/Control the Bleed training sessions were held before school started last fall for staff from all schools, and additional sessions were held for district staff, Transportation drivers and at two charter schools. The trauma kits that Platte Valley Ambulance donated for schools, providing tourniquets and other emergency supplies to stop bleeding, were placed in AED cabinets throughout the district.

The interoperable radio system and two SchoolSafe training sessions for each school were completed at most sites by the end of the first semester. The system was funded by the bond and was extended this month to Eagle Ridge Academy, Belle Creek Charter School and Bromley East Charter School. These schools signed memorandums of understanding with the district to receive the interoperability equipment. Radios have been bridged between several schools and the district office for Lockout events this school year, and it greatly improved incident communications. Adcom 911 and the Thornton Communications Center can bridge school radios to public safety, and we are testing and training on this capability.

Schools continue to promote Safe2Tell with students, which provides a way for them to anonymously report all types of school safety concerns and threats, which are promptly dispatched to police and schools to address. Police departments are doing an excellent job following up on tips involving threats of suicide that come in after hours, completing home visits to provide immediate intervention. The legislature funded Safe2Tell materials for all Colorado schools and we are in the process of distributing posters, brochures, student cards, bookmarks, window clings, etc. to all schools. Magnetic signs for buses were also provided. Safe2Tell utilizes an online tracking and disposition system for tips and has a mobile app that has been highly utilized by students.

Administrators and mental health support staff are trained in the Adams County Threat Assessment Protocol. Every building has specific staff trained in threat assessment as well as in the ASIST suicide intervention model.

Conclusion: I report compliance.

The Superintendent will not:

- 1. Elicit information for which there is no clear business necessity.**

I interpret “no clear business necessity” to mean requesting student information without a clear and reasonably articulated need to know the information in order to provide educational services according to current best business (educational) practices.

Data Reported:

Information about students elicited outside the regular enrollment procedures and instructional assessment needs are in compliance with superintendent policies governing education research (LC and LC-E Conduct Educational Research).

Superintendent Policy ILA-R Testing Programs strictly governs the administration of group achievement testing, but also includes language regarding the collection of survey information, specifically stating: *“Prior to the administration of any questionnaire, survey or examination which contains questions concerning parents’ or students’ beliefs or practices in sex, family life, morality or religion, written permission must be obtained from the parent or guardian of the student.”*

Two requests to conduct research in 27J were approved during the 2016-2017 school year. Both projects support the work of current 27J employees as they pursue their doctoral degrees

- Sheri Collier, Instructional Specialist Gifted and Talented:

“Uncovering the Gifts of ELL Preschoolers”

The purpose of this study is to determine if professional development on characteristics of second language acquisition and gifted characteristics will impact the amount of preschool referrals of ELL students for gifted identification.

- Alyssa McFarland, Instructional Specialist Academic Interventions:

“The Relationship of Reading Comprehension Performance and Secondary Students with a Serious Emotional Disability”.

The purpose of this proposed quantitative correlational study is to examine the relationships

between the delivery of the Read 180 reading intervention program and the reading comprehension performance of secondary students receiving service minutes due to diagnosed mental health needs who were also enrolled in Read 180.

Conclusion: I report compliance.

2. Collect, review, transmit, store or destroy student information in a manner that fails to protect against improper access to that information.

I interpret “collect, review, transmit and store” to mean the gathering and maintenance of electronic data.

I interpret “destroy” as causing the inability to utilize the resource.

I interpret “student information” to mean: information as defined in COLO> REV. STAT. §§ 24-72-201 et seq. (Colorado Public Records Act).

I interpret “improper access” as access to a resource that is not approved or allowed.

Data Reported:

State statute C.R.S. §§ 22-1-123 and C.R.S. §§ 24-72-201 *et seq.* (Colorado Public Records Act) and Superintendent Policies (JRA, JRA-E, JRA-R, JRC, JRC-E Student Records/Release of Information on Students) have provisions for collection and use of student information. Schools may disclose, without consent, directory information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance (*Source: The Legal Handbook for Colorado School Administrators.*) However, schools are required to inform eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974). The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. Evidence of compliance of notification occurred at the beginning of the current academic year, as the information is contained in the Rights and Responsibilities of Students and Parents Handbook that is available on the 27J website.

Student information is maintained in Infinite Campus (IC), the district's student information database. Access to IC is restricted according to the job description of each employee and is password protected. Access to IC by parents is limited to the records of their own student and is also password protected. Electronic information is backed up offsite to IC's secure data center, this redundant system is also an indicator of compliance with the asset protection monitoring report.

Confidentiality of student records is guaranteed under several federal laws, most notably the Individuals with Disabilities Education Improvement Act (IDEIA) 20 U.S.C. §§ 1400-1487, FERPA (Family Educational Rights and Privacy Act) 20 U.S.C. § 1232g.

School District 27J is a signatory to the state archive standards which govern the length of time records are kept and the procedures around destruction of records.

Conclusion: I report compliance.

3. Operate without communicating to students and the public a clear understanding of what may be expected from District services offered.

I interpret “communicating” to mean informing by providing in a verifiable format.

I interpret “expected” to mean the intended outcome either of a product or of a behavior.

Data Reported:

Standards of student conduct and due process procedures are contained in the Student Code of Conduct and Handbook, which is posted on the District’s website. School administrators are trained in due process procedures and documentation, and have access to written reference and guidance materials electronically, as well as through direct conversations with district legal and administrative staff.

Families of students receiving special education services are provided with an additional rights and responsibilities document that specifically describes their rights under special education law.

The above are provided routinely in English and Spanish and can be produced in other languages upon request through the services of a translation bank.

The content of the student handbook also is available online through the 27J website, www.sd27j.org, under “Student Code of Conduct and Handbook”. Much of the information provided is in summary form with quick links to entire policies or related guide documents for those wanting additional information about a specific topic.

Due process policies and complaint procedures are explained in the Student Code of Conduct and Handbook with attention to using easy-to-understand, non-technical language as much as possible.

The stated purpose of the Student Code of Conduct and Handbook is to clearly guarantee every student’s right to lawful, fair and professional treatment as a school citizen in the 27J schools; to outline the responsibilities of each student in order to maintain a safe and positive atmosphere in which learning may take place, and to provide a document for reference on all student policies.

The Handbook addresses topics including the most frequently utilized: admission; attendance and dismissal policies; student discipline, rights and responsibilities and due process; student health and immunizations; and other student policies. The handbook also contains the pupil nondiscrimination policy which applies to all areas of school operations, including all school-sponsored programs and activities.

Individual schools have the discretion to create informational handbooks in addition to the Student Code of Conduct and Handbook. However, the need for consistency of message and practice is stressed to schools to avoid misinformation or misunderstanding. Handbooks are based upon district policies and are incorporated into both the policies of the Student Code of Conduct and Handbook.

School District 27J has taken actions in order to increase communication with the community. The Public Information Officer position continues to report on individual schools and the District to promote the work of 27J. This includes the timely release of information from the District and schools by making them available online at www.sd27j.org, Facebook and Twitter. The Public

Information Officer also focused on news releases to local and regional media at least weekly or more if necessary.

The School District 27J Annual Report is available online through the www.sd27j.org website, in compliance with the Colorado Department of Education requirements. Letters were mailed to the residences of secondary students, and letters were sent home with elementary students. All schools were asked to forward requests for information to the Student Achievement Department. This spring there was one request for a specific school or district information.

Information on the District Mission and Belief Statement are on the website in the “Superintendent” section.

Student Achievement data and information is located on the district website with information on the following topics: 27J Instructional Model, Federal Programs, Curriculum, Instruction, Assessment, and Gifted and Talented.

Other information on the website is provided to support students and parents. This information includes Special Education, Child Find, Preschool Programs, and transition services.

Conclusion: I report compliance.

4. Operate without informing students or the public, as appropriate, of this policy, and without providing a complaint response process to students and/or the public who believe they have not been accorded a reasonable interpretation of their protections under this policy.

I interpret “informing” to mean communicating by providing in a verifiable format.

I interpret “complaint response process” to mean a clearly communicated, published and articulated set of procedures which one can access to seek a resolution.

I interpret “protections” to mean those rights defined through state and federal legislation.

Data reported:

The policies and complaint procedures are published annually in electronic format in the Student Handbook in English and Spanish and in Policy JII, Student Complaints and Grievances, and are accessible to all parents and students online in the Superintendent’s Policies. The online student handbook provides summarized versions Superintendent’s Policies with the option to link to the entire policy.

The procedures ensure that complaints are impartially and thoroughly investigated and that confidentiality is maintained to the extent possible. This year an addition has been made to the policies that assure clarity of the appeal process for discipline, in Policy JKD.

Standard correspondence regarding due process notification in student expulsion matters has been centralized and is managed by the Director of Intervention Services.

The pupil nondiscrimination policy applies to all areas of school operations, including all school-sponsored programs and activities and is printed on page four of the student handbook. This policy clearly delineates the contact person within the organization who will investigate a complaint. As of the date of this monitoring report no reports of discrimination have been lodged.

The district website was constructed to allow maximum benefit to our external customers. The website can be translated into Japanese, Korean, French, German, Italian, Portuguese, Spanish, and Russian to meet the unique linguistic needs of our families. The flag icons at the bottom of the web page are the links to translation.

Conclusion: I report compliance