


**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

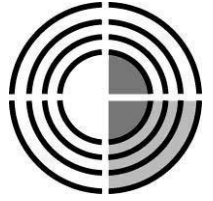
I hereby present the report on the Expectations of the Board in regard to Treatment of Students/Public, Executive Limitation 3.A, in accordance with the schedule as set forth in Board policy. I certify the information in this report is true.

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

Date: May 26, 2020



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.

The Superintendent will not:

- 1. Elicit information for which there is no clear business necessity.**
- 2. Collect, review, transmit, store or destroy student information in a manner that fails to protect against improper access to that information.**
- 3. Operate without communicating to students and the public a clear understanding of what may be expected from District services offered.**
- 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.**

Data Reported:

Throughout this cycle we only had one formal State Complaint and Due Process filed this school year.

1. Northeast - V. Shank - The parent filed both at the same time for their student, however, we resolved the issues and the parent withdrew both complaints.

The BHS Due Process claim from the 2018-2019 school year was appealed following the hearing in September 2019. As of today, there has been no update as to the status of that case.

Our legal counsel was directly involved in four situations where the parents sought their own legal counsel; however, to date, none of those situations has elevated to a complaint and/or the need for mediation.

1. OTMS - D. Leasure. Parent alleged she and her son were being harassed and was not safe to be in school - school was in dispute with the parent regarding an out of district placement recommendation. From the perspective of the SPED Dept. staff involved, the issue has been resolved and placement was secured. However, mom is struggling to provide the placement staff access to her child during this remote learning phase. Case resolved.
2. ERA/PVHS - H. Newman. We finished up the spring 2019 issue from ERA and transitioned him to PVHS with an IEP based on data from an IEE. Case resolved.
3. PVHS - J.Mintz. There has been no further contact since March and we have not received a response from the parent or their legal council regarding our agreement to honor their request for an IEE. Case open/unresolved.
4. PVHS - M.Gallegos - An OCR Title IX Complaint was filed from an incident in 2018-2019 school year. These complaints go directly to OCR who review and determine if they will move ahead and investigate or not. It can take several months for them to make the decision and inform us, so it is hard to tell what will happen with this case and we have not heard anything at this time. Case open/unresolved.

27J Actions to ensure basic student safety across the system:

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. New and remodeled schools have received enhanced security systems, and existing schools continue with improvements through bond funding.

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 Technologies, and after hour 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. All 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. Prairie View HS and Brighton HS now have a security kiosk in the main lobby.

School Resource Officers (SROs) from local police departments are assigned to district secondary schools and play an important role in safety and security. The district has officers from the Commerce City, Thornton and Brighton Police Departments. The Commerce City Police Department provides one SRO at Stuart MS and the Thornton Police Department provides one SRO at Riverdale Ridge HS and Rodger Quist MS. The Brighton Police Department provides officers at Brighton HS, Brighton Heritage Academy Campus, Prairie View HS, Overland Trail MS, Vikan MS, and Prairie View MS. SRO costs are shared between the district and the cities.

While the original goals of the SRO programs were related to proactive work through community policing, SRO's and district staff regularly meet to provide assistance and response to a variety of critical incidents or emergencies. Quarterly safety and security meetings take place between Emergency Response Specialist and Law Enforcement agencies to build a greater capacity to promote safe schools across the district. Working alongside law enforcement agencies all schools now have law enforcement lock boxes for emergency access into each school during a critical incident. Each lock box at every school site contains critical information pertaining to that school in the event of an emergency.

Campus supervisors are 27J employees who work as security monitors in safety and security. These employees provide additional monitoring and security presence at the schools to promote additional safety and security. Prairie View HS has four campus supervisors, Brighton HS has four, Riverdale Ridge HS has two, and Prairie View MS, Vikan MS each have one.

There are many training programs that address school safety and security. Students learn four actions of a standard response protocol (SRP) – Evacuate, Shelter, Lockout and Lockdown – during routine all-hazard drills conducted by every school. A fifth action of the SRP was implemented this year. This action is called Hold. 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. There are also required after action meetings and reports for every initiated SRP. These meetings most often include collaboration with our community safety partners such as the municipal police department and fire departments.

During this school year, additional training programs provided to schools included Evacuation Assistance, campus supervisor training, summer custodian training and Psychological First Aid. The 27J All School Drill in October had schools test the ability to use the district wide emergency radio system. Using the Shelter in place for Tornado SRP all district managed schools participated in conducting the drill with students. Then a few schools were selected to participate further in a table top exercise with the district Emergency Operations Center (EOC).

The 27J interoperable radio system utilizing SchoolSafe Communications Technology is operational at all campuses, including Riverdale Ridge High School. Charter schools; Eagle Ridge Academy, Belle Creek Charter School and Bromley East Charter School have accepted the district's offer to provide the technology to charter campuses. In addition to these charter schools, Landmark Academy and Foundations Academy are in communication about the interoperable radio system for the 2020-2021 school year. Adcom 911 and the Thornton Communications Center can bridge school radios to public safety, although this has not been utilized during an incident to date. District wide radio bridging is tested each month to ensure the functionality and purpose of true interoperability amongst several agencies.

The district received additional funding from the 2019 School Security Disbursement Grant and \$520,000 for the School Access for Emergency Response (SAFER). The School Security Disbursement Grant (SSD). The \$350,000 grant funds are being utilized to provide all schools with more communication radios and training. The grant funds will also be used to enhance communication inside schools, between schools and across the district for added security and safety. The SAFER grant funds were used to enhance the interoperable radio communication software in each school, between schools and across the district. Each school is equipped with a radio model that will allow remote bridging to district personnel and emergency responder supervisors by push of a button. SchoolSAFE communication radios and software was upgraded to digital capabilities which will increase effective operability and radio coverage across the entire district during an emergency.

Schools continue to promote Safe2Tell with students, which provides safe, anonymous reporting for all types of school safety concerns and threats. School staff and parents and guardians have also utilized the system. Tips are promptly dispatched by Safe2Tell, via text messaging and email, to police and school administration to address. Police departments continue to do an excellent job of responding overnight to urgent tips, such as suicide or security threats, to provide immediate intervention. From August 1, 2019 - present there have been 358 reports made through Safe2Tell; all responded to and closed within required time frames.

Threat Assessment Teams in each building, consisting of Administrators, mental health support staff, SROs, teachers and other support staff are trained in the Adams County Threat Assessment Protocol. Every building also has staff members trained in several suicide prevention models; QPR (universal) ASIST (MH staff) and PREPaRE (MH staff). In, February 2019, 27J Schools was awarded a Suicide Prevention and Intervention Grant, from the Colorado Department of Public Health and Safety for the next three years with the purpose to serve in increasing the number of school and district staff trained in comprehensive suicide prevention and crisis response, increase the number of staff and students reporting a positive school environment and climate, and increase the number comprehensive suicide prevention polices being implemented at the school and district level.

27J also regularly tunes into student, parent, and teacher perception data around student safety, and all sources of data are used to guide school UIP planning each summer. All 27J schools are expected to have an academic achievement goal as well as a climate and culture goal. Bi-annual surveys are completed to elicit feedback from staff, parents, & teachers regarding student safety and climate/culture in all buildings and departments in 27J.

Sources of Strength was continued at PVHS and BHS this year and we also implemented Sources of Strength at Innovations & Options and Prairie View MS this year. Sources of Strength is a universal suicide prevention program, is designed to build protective influences and reduce the likelihood that vulnerable youth will become suicidal. The program trains students as peer leaders and connects them with adult advisors at school and in the community. Advisors support the peer leaders in conducting well-defined messaging activities that aim to change peer group norms influencing coping practices and problem behaviors (e.g., self-harm, drug use, unhealthy sexual practices). The program is strength-based and promotes eight critical protective factors that are linked to overall psychological wellness and reduced suicide risk. Specifically, program activities aim to reduce the acceptability of suicide as a response to distress, increase the acceptability of seeking help, improve communication between youth and adults, and develop healthy coping attitudes among youth. The program is also designed to positively modify the knowledge, attitudes, and behaviors of the peer leaders themselves. Further expansion of the programming into Stuart MS, Overland Trail MS, Vikan MS, Quist MS and Riverdale Ridge HS is scheduled for the 2020-2021 school year.

STEP Emergenetics was implemented in some capacity of every school in the district this school year, with PVHS being a demonstration school for the model. STEP is an exciting way to integrate how students prefer to learn and how teachers can facilitate an educational environment that enhances, deepens, and provides authentic learning experiences for all. Based on Emergenetics theory, STEP honors students through seven distinct thinking and behavior attributes. The result is increased tolerance, motivation, engagement, self-awareness, and an ability to collaborate successfully in cognitively diverse teams. Further integration and enhancement of the tool is scheduled for the 2020 school year.

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.*”

Three requests to conduct research in 27J were submitted during the 2019-2020 school year at two were approved.

1. Research Abstract #1: The persistent problem of practice for this phenomenological study is the historical underrepresentation of American Indian or Alaskan Native, Latinx, Black or African American, and Native Hawaiian or Other Pacific Islander students in gifted identification. Phenomenological studies aim to uncover the essence of a phenomenon. The phenomenon being studied is the gifted identification process through the perspective of parents/guardians and through the perspective of teachers and staff. No students will participate in this study. The sequential explanatory design utilizes a twenty-minute online survey with an option to participate in a single, one-hour focus group. The participants in this study will be parents/guardians of identified (formally in 2nd grade or earlier) gifted students from historically underrepresented populations as well as teachers and/or district staff involved in the gifted identification process. Parent surveys are available in English and Spanish and Spanish interpretation will be offered during the parent/guardian focus group. In addition to the primary data collection, secondary data will be requested at the district level regarding numbers of currently identified gifted students disaggregated by demographic and grade level. This is data that is already collected by the gifted department and should not take up any inordinate amount of time to report to the researcher. This process will be repeated in three districts in Colorado: one urban, one suburban, and one rural. All districts will remain anonymous in the research report and any subsequent reports.

2. Research Abstract #2: Students attending elementary, middle, and high school in Colorado face challenges that can disrupt their education and have long-term impacts on their emotional and physical well-being. Across the US and in Colorado, we have seen increases in rates of teenage suicide, mental health referrals, and threats to school safety (Frazee and Morales 2019, citation, “Safe2Tell reflects...”) that have been added to other stresses of adolescence, poverty, and other areas. With these increased stressors, there has been concern of the impact this has on students’ social and academic learning and ultimately how this impact their long-term life outcomes. Anecdotal evidence as well as the number of threat assessments conducted and calls to school safety hotlines from School District 27J (27J) indicate an increase in high levels of student stress, mental health needs, and impact on students’ connection to school. In order to address this challenge and its impact on overall district outcomes, 27J has adopted a theory of action. It posits that if they engage in intentional approaches to promoting the use of Social Emotional Learning (SEL), they will change the environments for students and staff, the knowledge, skills, and attitudes of students which will result in improved positive social behavior, reduction in negative behaviors and improved academic performance (Social Emotional Learning Framework).
3. Research Abstract #3 (not approved): The primary goals of this study are to determine the usability, feasibility and fidelity of implementation of Woot Math Team Mode, and related influences on student engagement, perceptions of learning mathematics and classroom discourse. The content of the activities used in both phases will be aligned with district and state curriculum standards and these instructional resources will complement and enhance instruction of mathematics content. This pilot study is designed to collect evidence about how Team Mode can be implemented in a business as usual classroom, how it is used by teachers and students, and the degree to which it shows promise for improving important classroom outcomes (student learning and confidence, teacher practice, equity in participation, and equity in learning) for mathematics education. The pilot study will collect evidence for the promise of the product to improve these outcomes through the triangulation of observations by teachers, students, and independent education researchers about what happens in the classroom as the product is used. Over the past couple of years, 27J Schools has revised curricular frameworks to define grade level goals, implemented new assessment tools to gather evidence of student learning, and purchased new curricular resources to support instruction towards grade level goals. That being said, this is year 2 of full implementation of these new instructional resources and professional learning is focused on using these tools to support quality instruction. Thus, introducing additional new tools will distract from the work that is in progress.

The Superintendent will not:

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 2016-17 school 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.

There are other systems, beyond IC, that are used to house student data – here is link to a document on the 27J website about [Third-Party Providers](#). Access to these systems are password protected. Most of these systems do not have a parent portal. When parent access is available, it is limited to the records of their own student and is also password protected. Access to these on-demand providers is restricted according to the job description of each employee and is password protected. 27J Schools Technology Department continues to evolve in their work to keep students, and their personal information safe on-line through content filters, email protection, and various cybersecurity measures.

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.

The Superintendent will not:

- 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.

Beginning in the fall of 2019 a process for compliance with student Title IX complaints was implemented. All administrators were trained in Title IX requirements and expectations. Data from each Title IX complaint was compiled and reviewed in accordance with requirements. Throughout this school year, school administrators with the assistance & support from the Title IX Coordinator responded to, investigated and completed 53 complaints related to Title IX; 3 grievances were filed by families to the Superintendent; responded to appropriately and within expected time requirements with outcomes upheld. As more information becomes available and updated at the Federal level, our process is updated and enhanced to meet the changing requirements.

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, 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.

Information on the District Mission and Belief Statement are on the website in the "About Us" "About Our District" section.

Student Achievement and data can be found on the CDE School View website at <https://www.cde.state.co.us/code/districtdashboard>. This website provides information on demographic, achievement, growth, post-secondary, and accountability data. The link to this website can be found on the 27J Schools website under Student Learning tab.

Other programming and student achievement information is available on the district website. Student Achievement has created its own channel to enable clear information across programs. The areas of information are: Assessments; College and Career Readiness; Counseling; Career and Technical Education; English Language Acquisition; Federal Grants; Gifted and Talented Education; Health Services; Instructional Technology; Intervention Services; Preschool; Professional Learning; Special Education; Student Health and Wellness; Student Learning. Each of the areas within Student Achievement are formatted around the 2040 Mission: *Empowering ALL students today to take control of their future tomorrow*. Each area will also display the district Mission statement as well as introduction and overall guiding statements relevant to each area. All Student Achievement areas have multiple connections of finding supportive information for staff, students, and families. There are numerous connections and cross-referencing within each area to provide user-friendliness in navigating the website.

The School District 27J Communications Department continues to evolve in its communication efforts. The Public Information Officer continues to provide timely information to parents and makes this information available online at www.sd27j.org, Facebook, and Twitter. The Public Information Officer plays a key role in crisis communications between schools and families, and works with local, regional, and even national media with news releases.

Despite the COVID-19 pandemic and finishing quarter 4 remotely, we have been able to provide ongoing basic needs to our families in 27J and effectively communicated the logistics surrounding these services through multiple methods. Each family in 27J completed a needs assessment to help procure and direct resources and support at both the school and district levels. All families in 27J were provided a list of community resources and offered support with Maiker Housing applications for those families requiring rent/mortgage support. Additional resources for mental health support, healthcare, transportation, technology, childcare, and food assistance were provided to families through our partnerships with Adams County and Intervention Services. 27J Nutritional Services has provided lunch & breakfast to students at three locations, three days weekly; they have served over 160,000 total meals to date and continuing through the summer. We have also partnered with Food for Hope to provide Friday food bags to our families in need; to date we have provided over 3000 bags of food and this will continue through the summer.

The Superintendent will not:

- 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. Policy JKD assure clarity of the appeal process for discipline.

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 other than those articulated on page 3 of this monitoring report have been lodged.

The district website was constructed to allow maximum benefit to our external clients. The website can be translated into nearly every language and meets the unique linguistic and visual needs of our families. The flag icons at the top of the web page are the links to support these needs.

Conclusion: I report compliance