

**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 25, 2021

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.

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 on the appeal.

BHS - S. McIntyre (Title IX): The discovery phase has ended. We filed a motion for summary judgment which was fully briefed as of March 2, 2021. The case is essentially on hold until the court rules on the motion which may not happen for at least six months.

Updates on cases from last year:

1. 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 on the appeal.
2. BHS - S. McIntyre (Title IX): The discovery phase has ended. We filed a motion for summary judgment which was fully briefed as of March 2, 2021. The case is essentially on hold until the court rules on the motion which may not happen for at least six months.
3. OTMS - D. Leasure. Due Process claim was dismissed and the case was settled in mediation Nov. 2020. Parent/student moved out of district.
4. PVHS - J.Mintz. - Due Process claim was dismissed and the case was settled in mediation Jan. 2021. - student withdrew from 27J Schools. OCR case was withdrawn.
5. PVHS - M.Gallegos - In late 2019 parent's attorney sent over a copy of a discrimination complaint he presumably filed with OCR (Title IX Complaint), the District never received notice of from OCR that the complaint was accepted for investigation. We also never heard from Igor again. Accordingly, I would consider this matter closed.

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. QMS - C. Roberson: No lawsuit has been filed and we have received no further communication from claimant's counsel since December 2019. Based on our pre-suit investigation, the District has a very strong defense if suit is filed. The statute of limitations will expire on 9/25/21.

Charter School Update:

1. Bromley East Charter School - P. Bennett - State Complaint filed with CDE - parents allege that BECS failed to allow parent participation in the Extended School Year 2020 IEP Determination meeting - that the school did not host the re-evaluation meeting within the IDEA timelines required - and that BECS did not request a new IEP meeting to review the student's lack of progress and instead continued to implement an IEP that did not meet the student's needs. The school and the family are currently negotiating a date/time to convene a Mediation meeting in an effort to resolve the issues and dismiss the State Complaint before the end of the current school year.

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

The actions taken to ensure safety and security across the system are essential in promoting clear, safe, and dignified treatment of students, staff and public. School security personnel, training programs, all hazards drill and exercise plans, personal protective equipment and emergency preparedness policy and procedures contribute to the protection of everyone at our sites.

School Resource Officers (SROs) are assigned to secondary schools through multiple cost-sharing agreements with our local law enforcement jurisdictions. Through these agreements, Brighton Police Department provides one officer at each of the following campuses:

Brighton High School, Brighton Heritage Academy, Prairie View High School, Prairie View Middle School, Overland Trail Middle School and Vikan Middle School.

Thornton Police Department provides one officer at Riverdale Ridge High School and one officer at Quist Middle School.

As a result of staffing shortages during the COVID-19 pandemic, the Commerce City Police Department temporarily withdrew their SRO support at Stuart Middle School for the first semester of the 2020-2021 school year. During this period, Commerce City Police Department has continued to provide services as needed to all 27J schools located in the Commerce City municipality.

This year regular scheduled meetings between district emergency preparedness personnel and the local law enforcement agencies have created a working partnership for continued efforts of safe treatment of students and the public. During this challenging year, SRO's have worked closely with the district to provide a service beyond the school campuses. For example, response to Safe2tell reports, home visits for wellness checks on students, and offerings of summer programs for less fortunate students and families.

All three comprehensive District-managed high schools also employ Campus Supervisors, as do three of the District's five middle schools. Campus Supervisors are 27J employees who work as unarmed security monitors on their campuses. Campus supervisors are responsible for screening and monitoring all visitors to the schools. They are trained to observe any potential security threats that may exist during the school day.

Every school in 27J is responsible for creating a School Emergency Response Team (SERT) that responds during an on campus emergency. When an incident requires activation of the Standard Response Protocol (SRP), the SERT carries out the essential functions necessary to provide safety and security to students and staff.

Generally, based on the size of the school, SERTs consist of four to fifteen staff members. Across the district, 178 employees serve on these teams. Staff members on a SERT may include principals, assistant principals, secretaries, custodians, counselors, and SROs.

To ensure schools are in compliance with the Safe Schools Act of Colorado and safety plan best practices, each member of the SERT is required to complete the online, independent study course IS-100 Introduction to the Incident Command System, ICS 100. This free course teaches the basics of the Incident Command System, the national standard used by all levels of government, schools,

and organizations, when responding to an emergency. It is offered by the Emergency Management Institute (EMI) as part of the Federal Emergency Management Agency (FEMA).

All staff members involved in writing and revising Emergency Operations Plans (EOPs) will complete an additional online, independent study course, IS-362 Multi-hazard Planning for Schools. In this training, school leaders learn the fundamentals of writing and developing an EOP.

In addition to IS 100 and IS 362, the district's School Safety and Crisis Team will also work with school leaders to provide training and guidance on EOP revisions, SERT development, and ICS principles.

In 2019, the school district received two grants totaling \$870,000. The first grant received was the School Security Disbursement Grant (SSD) in the amount of \$350,000. The School District utilized the grant money to provide all schools additional radios and on-going radio training. It also includes an Exercise Plan (ExPlan) which will allow community emergency response partners and school district safety teams continuous collaboration for emergency planning and capabilities.

The ExPlan is an ongoing performance plan which consists of (4) tabletop exercises, (2) functional exercises, (1) multi-agency exercises. Tabletop exercises were scheduled for spring of 2020 and functional exercises were scheduled for the summer of 2020. However, due to the pandemic all exercises were postponed. An extension of the exercise plan for this grant has been requested by the district and a letter was submitted to the Colorado Department of Homeland Security Emergency Management for further review.

The second grant was the School Access for Emergency Response (SAFER) Grant in the amount of \$520,000. 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 a push of a button. SchoolSAFE communication radios and software were upgraded to digital capabilities, which will increase effective operability and radio coverage across the entire district during an emergency.

School safety depends on quickly implementing emergency protocols, such as HOLD, SECURE, LockDOWN (capitalization intentional), Evacuate, or Shelter for a tornado warning or outside hazardous material release. All sites have the capability to use electronic controls to quickly lock exterior doors or shut interior corridor doors to restrict the movement of an intruder. All schools have received duress systems that include technologies for quick implementation and notification for LockDOWN actions.

Remodeled schools receive new door hardware with locksets that are keyed on both sides to facilitate LockDOWN.

In all 27J Schools, the process of preparation for safe schools for students, teachers and staff includes the planning of drills and exercises every month while students are in-person learning. Regardless of the recent COVID-19 pandemic, potential threats and hazards may still exist; therefore, it is extremely important to continue with the district-required guidance for Emergency Drills. In addition, all schools continue to actively participate in the requirements set forth by the Colorado Department of Public Safety Division of Fire, Prevention & Control on fire evacuation

drills. In all, Fire Code requires monthly fire evacuation drills for all schools and six All Hazard Drills per year which include HOLD, SECURE (replaced LockOUT), LockDOWN, Evacuate and Shelter.

In order to support the District’s Layers of Protection response to the COVID-19 pandemic, two separate efforts were made to provide all staff with personal protective equipment (PPE).

In the first effort, all staff were provided with a \$50 personal stipend to purchase the specific PPE items they felt were necessary and were comfortable using. In total, nearly \$100,000 was spent in this effort.

In the second effort, the District, utilizing Coronavirus Aid, Relief and Economic Security (CARES) Act funding, purchased over \$950,000 in PPE and cleaning supplies in order to comply with local, state, and federal health and safety regulations. Over the course of the school year, there have been thirteen PPE distributions to schools. The delivery of PPE has provided protection against exposure to staff and students as well as allowing schools to remain safely open. In addition to providing PPE for this year, there is a reserve available to provide school supplies for possible summer programs as well as an initial distribution for the fall of 2021. Below is a non-inclusive list of remaining PPE.

Item	Amount Available as of 4/9/2021
Plexiglas barriers	30
Disposable Adult Masks	54,100
Disposable Child Masks	5,700
KN95 Masks	19,704
Thermometers	168
Face Shields	487

Safety Glasses	67
Nitrile Gloves	128,700 pair in various sizes
Washable Gowns	135
Disposable Gowns	2,090
Disposable Disinfectant Wipes	2,895
Hand Sanitizer	8,000 bottles of various sizes and types

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. The grant for year three, 2020-2021, has also allowed us to train therapy dogs in many of our schools; currently we have 9 therapy dog teams at BHS, PVHS, I & O (2 dogs), Stuart, Westridge, Southeast, Henderson, and Turnberry. We will have 3 additional teams trained in 2021-22; PVMS, Vikan and Turnberry (2nd team).

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 Instructional goal as well as a Good Humans 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, BHS, I & O, and PVMS this year and we also implemented Sources of Strength at Quist MS and Overland Trail MS this year; the remaining secondary schools will implement Sources of Strength in the fall of the 21-22 school year (Vikan MS, Stuart MS & Riverdale Ridge HS). 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.

STEP Emergenetics was implemented in some capacity of every school in the district this school year, with PVHS continuing to be 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 2021-22 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.”*

Five requests to conduct research in 27J were submitted during the 2020-2021 school year; two were approved and 3 were not approved.

1. Research #1: (approved) The purpose of this study is to test an intervention method with the goal of increasing diversity in the field of nutrition and dietetics. The objective is to contribute knowledge in an effort to increase diversity which has the potential to improve health outcomes and enrich the field of nutrition and dietetics as a whole.
2. Research #2: (not approved) The purpose of this investigation is to generate a detailed description of the beliefs, values, and attitudes that characterize the culture of district-level curriculum leadership in one large public school district. The findings will be compared to the beliefs, values, and attitudes that scholars have suggested are most supportive of the

proliferation of deeper learning in schools (Fullan et al., 2018; Mehta & Fine, 2019). Conclusions from this study will help researchers and education leaders more thoroughly characterize what type of cultural shift, if any, might be necessary to support deeper learning in large public school districts.

The research question for this study is: What beliefs, values, and attitudes characterize the culture of district-level curriculum leadership in a large public school district?

3. Research #3 (approved): Students in the classroom today have many avenues of learning and access to tools that were never there for previous generations. With all of these tools, schools have gone away from the typical “mold” of how a student learns. Finding effective ways to differentiate in the classroom can lead to improvement in teachers and well as lead to the success of more students in the classroom.
4. Research #4 (not approved): The purpose of this research study is to identify secondary educators’ perceptions and experiences in disciplinary alternative education programs (DAEP) in relation to the school to prison pipeline (STPP). Through my research, I want to examine teachers’ and leaders’ (with at least two years’ experience from 2016 to the present) perceptions and experiences serving students who have been excluded from their home-school site due to a discipline referral process.
5. Research #5 (not approved): This study is an exploration of the pedagogical decision-making process for English Language Arts teachers in grades three through five in Title I and non-Title I schools. The characteristics of Title I and non-Title I schools vary, which may have an influence on how teachers at these schools perceive pedagogy for English Language Arts content. This multiple case study seeks to (1) determine the factors that influence teachers’ pedagogical decisions when planning ELA instruction, (2) describe the role high-stakes assessments play in making these pedagogical decisions, and (3) identify similarities and differences between how Title I and non- Title I teachers make these pedagogical decisions through the use of interviews, artifact collection, and observations.

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. The process was updated and reimplemented in the fall of 2020 as the Title IX legislation changed dramatically; this required new training, the addition of a Title IX Coordinator and other roles, as well as a change to several Superintendent policies and additional policy implementation. 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 0 complaints related to Title IX. The change in number of complaints from last year (53) to this year (0) is due to multiple reasons, 1. Covid context and fewer students on campus and 2. The changes in what constitutes Title IX; incidents must occur on campus and must be “severe, pervasive and objectively offensive” as required by the new Title IX legislation. All incidents in the 20-21 school year did not meet these requirements and therefore were investigated under either our Superintendent policies for either sexual harassment or bullying..

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. A District wide Discipline Matrix and expectations were trained, implemented and coached throughout all schools - all linked to Superintendent Policy - Student Code of Conduct at the beginning of the 20-21 school year.

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 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 EVERY student 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.

Throughout the COVID-19 pandemic, we have worked diligently to provide ongoing communications and information surrounding logistics, services, and community resources to ensure student participation in school and individual family's basic needs. At the beginning of this school year all families in 27J were provided a list of community resources, as well as 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.

- Emergency food, King Soopers gift cards, ARC vouchers, backpacks and school supplies were provided.
 - ARC Vouchers - 28 families with nearly \$900 worth of vouchers
 - Backpacks - 691 (PK-12)
 - Supplemental school supplies to elementary schools - 12 schools
 - Winter coats - 114
 - \$25 King Sooper Gift cards - 18 families
 - \$100 King Sooper Gift Cards - 13 families
 - Hotel Stays - 7 families
 - Christmas gifts - 643 students served
 - Hotspot Devices for Internet at home - 655 families served
- Referrals to food resources as well as housing & clothing resources to include shelter and rent/mortgage assistance programs were provided.
 - Winter coats - 114
 - \$25 King Sooper Gift cards - 18 families
 - \$100 King Sooper Gift Cards - 13 families
 - Hotel Stays - 7 families

- We were able to purchase yearbooks, graduation caps and gowns for some McKinney Vento seniors that were unable to purchase on their own.
- Provided rental assistance and case management for 6 families through our partnership with Almost Home in the Next Step - 2nd Gen program. 2 of those 6 families are successfully completing the program this month.
- Started planning for a community resource center at North Elementary; plans for the food pantry in partnership with Food for Hope and the basic essential center in partnership with A Precious Child for clothing, shoes and hygiene.

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 of 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 assures 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