


**cExpectations 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 24, 2022

**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.**

**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 comply 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.”*

Four requests to conduct research in 27J were submitted during the 2021-2022 school year.

Proposal	Contact	Summary	Approved/Denied	Panel	Date of Review
Project America 2.0: Moving Project-Based US History to Digital Learning	Alex Goodell, EduCurious	The proposed study aims to explore civics and social studies education at the intersection of project-based learning and digital learning. Project-based learning is an effective approach for developing historical knowledge and thinking skills in the areas of civics and social studies that is increasingly adopted for instruction. There has also been a parallel increase in online or blended learning for K-12 students, which has been rapidly expedited in this past year due to COVID-19. In seeking to understand the ways in which students engage with history and civics concepts and skills in a project-based online or hybrid learning environment, we seek to uncover the mechanisms that contribute to student learning and, hopefully, ways to support those students who have traditionally scored lowest on academic outcome measures (racial minority and poverty-impacted students). Specifically, we aim to design Project America 2.0 to: 1) have maximum flexibility across models of digital learning environments, 2)	Waiting formal proposal (EduCurious seeking grant funding to support the research)		

		support the development of students' disciplinary and digital literacy skills, and 3) foster student collaboration in the online space.			
Modern Classrooms Project - Program Impact Study	Catherine Horn	This mixed-methods study will evaluate the efficacy of implementation of the Modern Classrooms Project in three school districts during the 2021-2022 school year. The Modern Classrooms Project is an innovative approach designed by teachers to meet students' academic needs by incorporating blended learning, self-paced, and mastery-based principles into instruction. This approach is also designed to develop students' abilities to engage in self-directed learning. Specifically, the program is grounded in three core practices: Blended Instruction: Teachers replace lectures with videos and spend class time working directly with students. Self-Paced Structure: Teachers differentiate instruction based on student needs so that students are always challenged and engaged. Mastery-Based Learning: Teachers assess students on understanding, not completion, and no student advances until ready. Modern Classroom (MC) teachers and students, and Comparison (C) teachers and students, will participate in this study via surveys, interviews, and focus groups across the 2021-22 academic year. The results of this study will provide insight into the impact of the MC instructional approach on teachers and students.	Denied	Shelly Genereux, Michael Burke, Fabricio Velez, Melissa Fike, Cristina Bissell Costa, Karla Reider, Trina Norris-Buck	9/22/2021
Formative Assessment	Joseph Tedeschi	The purpose of this qualitative case study is to explore secondary biology educators' assessment perceptions, epistemological beliefs, and pedagogical practices through formative assessment enactment within classrooms in Colorado. Upon reflection of teaching practices and epistemological beliefs, educators can refine their practice to better align their beliefs and actions within the classroom. This study will challenge the focus and effectiveness of current high-stakes summative assessment	Approved	Terry Elliot Caroline Frazee Lisa Morris Courtney Gillan	11/18/21

		regulations, sparking discussion, and potential change. Biology educators and administrators will be able to gain insight as to why a shift away from high-stakes standardized testing towards short-cycle formative assessments is necessary to promote student conceptual knowledge and understanding.			
Culturally Responsive Teaching	Toni Jean Kline	This project will study the cultural backgrounds of the students at Quist. The data acquired will be used to create a plan to be a more culturally responsive teacher. The first phase of research was baseline data about the diverse cultures at Quist and serves to develop a baseline of data. This data will be used to build background knowledge and create context for the next phase of research. For the second phase of the study, data collected from a sample set of students and their families will serve as powerful primary sources. This data will enhance the study as well as provide more specific information about our Quist families in particular. (There are parent and student survey information associated with the data collected, and parents must sign a permission slip to opt into this data collection study)	Approved	Trina Norris-Buck Lucia Gonzales	12/1/21

None of these research requests required student information. The information gathered from this research was to inform “best” educational practice and the data examined was reflective of teacher practice. There was one request that did request access to student and family information and that did require parent permission to opt-in and parent involvement directly.

27J Schools does request information from students through a SEL Common Assessment and the Whole Child Needs Assessment. Both of these assessments share an explicit purpose of supporting every student socially and emotionally. They are given three times per year, and the data is essential in developing programs and support for students at the school, grade level, and even the individual level. Parents are notified within 24-48 hours of administration of these assessments via this letter: [Parent Notification - Whole Child Needs Assessment](#). The information collected is not anonymous and it is important that the individuals within 27J Schools are able to respond to individual students.

The SEL Common Assessment provides us with student perception data based on social/emotional frameworks that drive our practices toward our good human goal. This assessment gives us information related to nationally normed social and emotional skill acquisition for each grade level.

The Whole Child Needs Assessment provides schools with the specific student needs so that we may better support systemic and individual students in a timely manner.

The Whole Child Needs Assessment Questions:

[WCNA Elem K-2 Rev 4.11.21](#)

[WCNA Elem 3-5 Rev 4.28.21](#)

[WCNA 6-12 Rev 4.28.21](#)

After the data is collected:

Each school’s Whole Child Team reviews the data and makes a plan as to next steps. Each building will develop their system to respond to students' needs. Some of these interventions happen immediately and some are folded into the systemic approach to support students and their social/emotional programming.

Below is a small sample of the data reported by the Whole Child Needs Assessment:

Assessment Level	Question Theme	% of Students reporting
K-2	There is at least one adult inside my school that believes in me and I can go to get help if I have a serious problem.	85%
3-5		84%
6-12		89%
K-2	I feel safe at school.	86%
3-5		87%
6-12		96%
K-2	I am <b>not</b> being bullied at school	87%
3-5		92%
6-12		98%
K-2	The percentage of students reporting that they do not need help.	60%
3-5		82%
6-12		88%

**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.

**GBEE - STAFF USE OF THE INTERNET AND ELECTRONIC COMMUNICATIONS**

Confidentiality - Staff members shall not access, receive, transmit or retransmit material regarding students, parents/guardians or district employees that is protected by confidentiality laws unless such access, receipt or transmittal is in accordance with their assigned job responsibilities, applicable law and district policy. If material is not legally protected but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a "need to know" are allowed access to the material. Staff members shall handle all employee, student and district records in accordance with policies GBJ (Personnel Records and Files), JRA/JRC (Student Records/Release of Information on Students) and EGAEA (Electronic Communication). Disclosure of confidential student records, including

disclosure via electronic mail or other telecommunication systems, is governed by state and federal law, including the Family Educational Rights and Privacy Act (FERPA). (See policy JRA/JRC, Student Records/Release of Information on Students for detailed information on student records). It is imperative that staff members who share confidential student information via electronic communications understand the correct use of the technology, so that confidential records are not inadvertently sent or forwarded to the wrong party. Staff members who use e-mail to disclose student records or other confidential student information in a manner inconsistent with applicable law and district policy may be subject to disciplinary action.

LEGAL REFS: 47 U.S.C. 254(h) 47 U.S.C. 231 et seq. 20 U.S.C. 6801 et seq. C.R.S. 22-87-101 et seq. C.R.S. 24-72-204.5 Revised: July 31, 2012 Revised: February 10, 2014

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.

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

27J Schools is very vigilant and protective of student information and we are not aware of any breach of student records or confidential information during the past academic calendar.

**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.

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](http://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 that 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.

27J School Performance Dashboard highlights the outcomes that our Board of Education has set for our school district. This dashboard includes measures of academic performance and school climate/culture. The 27J Schools website hosts the dashboard <https://www.sd27j.org/Domain/4359>.

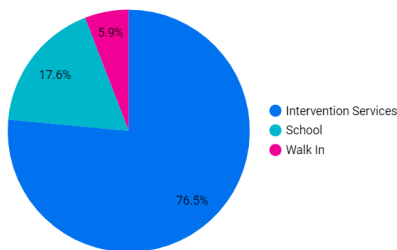
CDE School View website at <https://www.cde.state.co.us/code/districtdashboard>. This website provides information on demographic, achievement, growth, post-secondary, and accountability data. The link to this website can also be found on the 27J Schools website under the Student Learning tab.

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 2042 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.

27J Schools' Communications Department continues to evolve in its communication efforts. The Director of Communications continues to provide timely information to parents and makes this information available online at [www.sd27j.org](http://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 21-22 school year, 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 through our partnerships with Adams County and Intervention Services. We opened our Family Resource Center in the Fall of 2021; the families served through this center are depicted below.

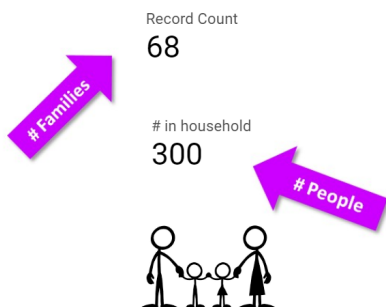
### FRC Referral Sources



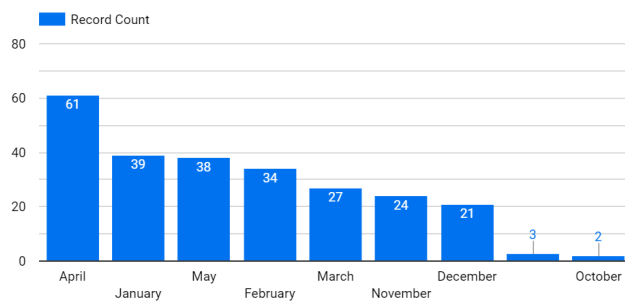
### What do families get from the FRC?

# of Winter Coats	Hygiene	Backpack/School Supplies
73	70	7
A Precious Child	Food for Hope	
66	287	

### Number of Families Served YTD



### How many families visit the FRC per month?



## Resources Provided to 27J Students and Families During the 2021-22 School Year

Resources (from IS notes in IC)	
Resource	Total
CHIP - Clothing	9
Housing Referral	12
Chip - Food	8
ARCAPC	41
CHIP - Food Gift Card	4
Internet	
CHIP - Motel	7
Holiday	494
Transportation	29
Backpack	771
Other	305

Children Served with Holiday Gifts	
27J Employee	277
27J Family	28
APC	155
Community Member	1
Tiny Tots	25
Grand Total	486

Thanksgiving meals: 840 meals served

Intervention Services Resources Broken Down By School											
School	CHIP - Clothing	Housing Referral	Chip - Food	ARCAPC	CHIP - Food Gift Card	Internet	CHIP - Motel	Holiday	Transportation	Backpack	Other
27J Online Academy 21-22				3	2		2	12		22	12
4 Day Program 21-22								2		5	2
Belle Creek CS 21-22				1				11		8	6
Brantner Elementary 21-22								6	1	5	6
Brantner Preschool 21-22								1		1	
Brighton High School 21-22	1			4			2	36	3	81	30
Bromley East CS 21-22			1	1				10		25	3
Eagle Ridge Academy 21-22								1		14	1
Foundations Academy 21-22								1		25	
Headstart Preschool 21-22								3		4	1
Henderson Elementary 21-22			1	1				14		26	12
Henderson Preschool 21-22								2		1	1
Home School Students 21-22								1			
Innovations and Options 21-22		2		1	1			9	1	4	5
Landmark Academy 21-22										2	1
Northeast Elementary 21-22	2	4	1	4			2	41	1	79	16
Northeast Preschool 21-22				1			1	4	1	9	1
Out of District Placed 21-22								5		2	5
Overland Trail MS 21-22				1				29	2	57	18
Padilla Elementary 21-22		1		1				20		13	5
Padilla Preschool 21-22								2		1	1
Pennock Elementary 21-22		1		7	1			28	1	54	25
Pennock Preschool 21-22								5		4	4
Prairie View High School 21-22				2				14	3	23	14
Prairie View MS 21-22								7	2	24	8
Quist Middle School 21-22								7	2	7	1
RAD 21-22 Radvisors Program								1			1
Reunion Elementary 21-22								5		6	3
Reunion Preschool 21-22										1	
Riverdale Ridge HS 21-22	1		1	1				10	2	14	7
Second Creek Elementary 21-22	2		2	2				13		28	8
Second Creek Preschool 21-22										2	
South Elementary 21-22	1	3	1	2				25	2	34	17
South Preschool 21-22								1			
Southeast Elementary 21-22								50	5	56	26
Southeast Preschool 21-22								4		6	1
Stuart Middle School 21-22								13		8	5
The STEAD School 21-22		1		1				2		4	1
Thimmig Elementary 21-22	1			2				27		18	18
Thimmig Preschool 21-22								1		1	2
Turnberry Elementary 21-22				2				12		29	10
Turnberry Preschool 21-22								1		5	1
Vikan Middle School 21-22	1		1	4				39	2	52	19
West Ridge Elementary 21-22								19	1	11	8
<b>Grand Total</b>	<b>9</b>	<b>12</b>	<b>8</b>	<b>41</b>	<b>4</b>		<b>7</b>	<b>494</b>	<b>29</b>	<b>771</b>	<b>305</b>

**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.

Beginning in the fall of 2019 a process for compliance with student Title IX complaints was implemented. The process was updated and re-implemented 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 formal complaints related to Title IX. However, schools did investigate 89 incidents through our sexual harassment policy & processes and implemented safety plans for necessary students.

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.

The following data represents the complaints and responses that could not be resolved within 27J Schools:

#### Significant Student Legal Matters Handled by Caplan & Earnest May 2021 - May 2022:

There is one pending and one resolved matter concerning a former student at Brighton High School. In the first matter, the parent filed an IDEA due process complaint with CDE alleging that the district failed to timely evaluate and develop an Individualized Education Program (IEP). In September 2019, the district prevailed at hearing on all issues. Parent has appealed to the U.S. District Court in Colorado and the matter is fully briefed. A ruling on the appeal is expected any time, and we anticipate the court will affirm the decision in favor of the district. In the second matter, the parent filed a civil lawsuit alleging the district and several employees were deliberately indifferent to student's claims of harassment by other students after she reported an off-campus sexual assault by another student. First, the court dismissed all claims against the individual employees, except for an assistant principal. The District then moved for summary judgment, and in September 2021 the court granted summary judgment in favor of the District and assistant principal. The District agreed not to seek costs in exchange for the student's agreement not to appeal to the 10th Circuit. Costs of legal defense and any judgment if the case goes to trial is covered by the District's insurance.

On March 13, 2020, the parents of a student at Quist Middle School submitted a Notice of Claim to the district alleging the student, who was being transported home from school by bus late September 2019, sustained serious injuries as a result of the bus driver's negligence. In August 2021, suit was filed; and in March 2022 this matter was settled and the court action dismissed.

On June 14, 2021, the District received notice of a complaint filed with the U.S. Department of Education, Office for Civil Rights (OCR) by the parents on behalf of their student. The complaint alleged the District engaged in disability discrimination by refusing to allow student to choice enroll into the District's Online Academy. On June 28, 2021, we submitted a response to OCR and in November 2021 the district signed a Resolution Agreement. The District has been implementing the Agreement, which included offering a meeting with the family, updated 27J Online Academy's enrollment procedures with respect to students with disabilities, and training on those updated procedures.

On July 26, 2021, the District received a special education Due Process Complaint filed by the parents of a student. The complaint alleged the District changed the student's educational placement without following the applicable rules and regulations. The parties resolved the issue prior to the District filing a response, and parents dismissed the complaint.

On August 13, 2021, the District received notice of a complaint filed with OCR by the parents of a student alleging disability discrimination relating to special education services provided by Foundations Academy during the 2020-2021 school year. We submitted a response on the District's behalf in September 2021 and in December 2021 the district entered into a Resolution Agreement. The Agreement required a meeting with the family to discuss compensatory services and training of Foundations Academy staff. The student enrolled in Pennock Elementary for the 2021- 2022 school year. In January 2022, parents filed a Due Process Complaint with the Colorado Department of Education against the District seeking to compel the district to allow the student's private provider to

provide “medically necessary” ABA services at school. Parents dismissed the Due Process Complaint in April 2022 without a settlement.

In January of 2022, Parents filed a State Complaint with the Colorado Department of Education, alleging the District failed to develop an IEP that meets student’s needs and failed to fully implement student’s IEP. Student is a 13 year old student at Overland Trail Middle School who has complex medical needs requiring health care provider support. On January 27, 2022, the District and parents participated in a CDE-facilitated mediation and resolved the dispute. The District agreed to update Student’s health care plan and provide some compensatory services.

Belle Creek Charter – In October 2021, the District received notice from OCR that it had opened a complaint against the charter school because its enrollment application sought information about the disability status of applicants. The school revised the application and in December 2021 OCR dismissed the complaint prior to investigation.

In January 2022, the District learned that a paraprofessional employed at Quist Middle School had sexual contact off campus with a 7th grade student at Quist. The paraprofessional is facing criminal charges. In May 2022, the student’s parents’ attorney submitted a Notice of Claim. We are working with the District’s insurer to defend the claims.

We have supported in connection with several students with IEPs whose parents have involved attorneys but have not filed a formal complaint. During 2021, we also supported the District with resolving a complaint filed by a parent under the Family Education Rights and Privacy Act with the U.S. Department of Education Student Privacy Policy Office.