


**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 31, 2023

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.”*

Eight (8) requests to conduct research in 27J were submitted during the 2022-2023 school year.

1. Proposal: Mental Health Perspective Study

- a. **Contact:** Jamie Spotts
- b. **Summary:** Mental health can impact many aspects of a child’s success, including within the school setting. Schools are often the only place that provide an opportunity for families to access mental health care services for their children. It is imperative that schools meet the mental health care needs of their students to ensure they reach not only their educational potential but their potential as future leaders of our communities. School closures due to the COVID-19 global pandemic left students without physical access to school mental health care services and other supports schools typically provide. This capstone project will examine data and information gathered from education system professionals to help understand their perspectives on and experiences with mental health service utilization by high school students in Adams County during the COVID-19 pandemic, beginning in March 2020. Data will be collected through qualitative interviews conducted virtually with education system professionals and then analyzed by the capstone group for thematic patterns. The capstone findings can improve our understanding of the impact of school closures on the mental health care delivery on high school student populations and help inform best practices for remote school-based mental health care delivery in the future. The purpose of this study will be to elicit education system professionals’ perspectives on school-based mental services utilization during COVID-19 in high schools within the Adams County, Colorado school district.
- c. **Data Collected/Parent Permission:** Educator System Professionals - Perspective of services utilized provided and available to students during COVID 19 pandemic. What are education system professionals’ perceptions regarding high school utilization of school-based mental health services during the COVID-19 pandemic within a Denver-Metro school district? How have school districts’ administration and the staff addressed student mental health during the ongoing COVID-19 pandemic? What school-based mental health services have been available during COVID-19? Professional Background of Participants - Age of Participant, Gender Identity of Participant.
 - No students involved in the study.

- d. **Approved.**
- e. **Panel:** Shelly Genereaux, Jeremy Voytko, Jennifer Alexander, Jaime White, Ari Carol, Darcy Brown, Karla Reider, Kristin Hanson-Hofmann
- f. **Date of Review:** 09/21/2022
- g. **Completed:** 12/08/2022

2. Proposal: Self-Efficacy Action Research

- a. **Contact:** Elaine Collins
- b. **Summary:** The purpose is to study the effect of student reflection in a cooperative classroom on math self-efficacy. Self-Efficacy is one's own belief in their ability to complete a task or learn a new concept. Research has shown that a student's level of self-efficacy has affected their overall achievement in math. In this study, researchers explore the effects of requiring students to reflect on different aspects of their self-efficacy to see if these reflections will enhance or deteriorate a student's self-efficacy. This research study takes place in a classroom that utilizes cooperative learning strategies. Current research is not available around the self-efficacy of students in a cooperative learning environment. There is also no available research on the intervention of reflections on students' overall self-efficacy. This research will take place in a sixth-grade general education classroom. All students will be assigned a pseudonym to uphold confidentiality. Students' self-efficacy will be measured using the General Self-Efficacy Survey at the beginning of the research and after the four-week reflection intervention. This research study allows other educators to identify an intervention that could enhance student's self-efficacy which in turn improves students' overall success in a math classroom. This research will allow for future research of this reflection intervention in different learning environments besides cooperative learning. This study will focus on the following research questions:
 - What is the effect of group collaboration in cooperative learning on self-efficacy (mastery experience)?
 - What is the effect of student ownership of knowledge through whole class presentations in cooperative learning on math self-efficacy (vicarious success)?
 - What is the effect of mastery experience and vicarious success share outs have on math self-efficacy (social persuasions)?
 - What effect does self-efficacy reflection have on students overall self-efficacy?
- c. **Data Collected/Parent Permission:**
 - I can always manage to solve difficult problems if I try hard enough.
 - If someone opposes me, I can find means and ways to get what I want.
 - It is easy for me to stick to my aims and accomplish my goals.
 - I am confident that I could deal efficiently with unexpected events.
 - Thanks to my resourcefulness, I know how to handle unforeseen situations.
 - I can solve most problems if I invest the necessary effort.
 - I can remain calm when facing difficulties because I can rely on my coping abilities.
 - When I am confronted with a problem, I can usually find several solutions.
 - If I am in a bind, I can usually think of something to do.
 - No matter what comes my way, I'm usually about to handle it.
 - How did reflecting on your own mastery of skills after group time help you to grow?
 - How did reflecting on the successes of others help you to grow?
 - How did hearing others identify how you were successful help you to grow?

- d. **Approved.**
- e. **Panel:** Grace Bird, Kristin Hanson-Hofmann, Ari Carol, Susan Herll, Jen Kellison, Karla Reider
- f. **Date of Review:** 09/26/2022

3. Proposal: Feelings of Support by Class Size

- a. **Contact:** BVSD Students
- b. **Summary:** We (2 BVSD students) aim to find whether the student-to-teacher ratio of a classroom affects how supported 8th graders feel in their school environment. We are conducting a research project where we collect data from 8th graders about how supported they feel in their learning environment. We will graph the data based on class size. We would then analyze the data to see whether the class size matters. Our project's title is, Does the class size in middle school affect students' emotional well-being? We want to conduct this project because middle school is a really tough time and feeling supported in your environment is really important for your mental health, that is why it is really important to find out ways in which students can feel more supported.
- c. **Data Collected/Parent Permission:**
 - What school do you attend?
 - Do you feel your peers accept you for who you feel is your authentic self?
 - Is your culture represented in your learning?
 - Is your religion and/or beliefs respected in your school?
 - Have you ever been targeted because of your identity at school? (Gender Identity, Sexual Orientation, Race, Legal Status, Wealth, etc.?)
 - Do the adults at your school look at the root of a problem? (meaning they find out what happened, not just look at one person)
 - Do you feel like your teachers would immediately notice if you became more withdrawn?
 - Do your teachers make an effort to build connections with you and your peers?
 - Do the adults in your school exert a culture of accessibility? (meaning they are open to talk to or reach out to)
 - Do you feel like you are an integral part of your community?
 - Do your teachers personally support you in your academics?
- d. **Declined.**
- e. **Panel:** Trina Norris-Buck, Darcy Brown, Taylor Schmidt, Lucia Gonzales, Courtney Gillan, Karla Reider
- f. **Date of Review:** 12/09/2022
- g. **Date Completed:** N/A

4. Proposal: Fostering Empowerment

- a. **Contact:** Alessandra Schiavone
- b. **Summary:** The purpose of this qualitative study is to investigate teachers' perspectives of how acts of transformational leadership fosters empowerment in school settings. Although much research has been done on strategies to empower teachers in theory, educators' perspectives on these strategies have yet to be considered (Lai & Cheung, 2015). Little is also known about how empowerment is woven into the daily actions of

administrators and teacher leaders and how they empower their colleagues. This study set out to understand what specific experiences educators value in their journey of empowerment

- c. **Data Collected/Parent Permission:**
 - No students involved.
 - Research Question #1: What does teacher empowerment mean to experienced teachers who have recently transitioned into school administration?
 - Research Question #2: What leadership behaviors do educators associate with empowerment?
 - Research Question #3: How do these educators narrate their experiences of the cultures of empowerment at their school?
 - d. **Approved.**
 - e. **Panel:** Andy Pippen, Melissa Fike, Brett Minne, Karla Reider
 - f. **Date of Review:** 12/13/2022
 - g. **Date Completed:** 04/24/2023
- 5. Proposal: Impact of Physical Activity on Executive Functioning Skills**
- a. **Contact:** Jesse Johnson
 - b. **Summary:** The goal of this study is to explore whether a 6-week physical activity intervention at moderate intensity is associated with increases in executive functioning abilities among girls who are enrolled in third through fifth grade. Children will be given three measures of executive functioning, both pre- and post-intervention, to determine if changes occur subsequent to the PA intervention. Additionally, teachers will complete behavioral ratings to determine whether the presence of low or high behavioral concerns moderates changes to executive function abilities. This study seeks to contribute a greater understanding of dose-curve relationships between intensity, duration, and frequency of physical activity interventions, and acknowledgement of optimal dose levels for executive function improvement among children. Overall, this physical activity intervention aims to improve aspects of executive functioning among participants.
 - c. **Data Collected/Parent Permission:**
 - Does participation in a six-week moderate intensity physical activity intervention increase core executive functioning abilities (working memory, inhibition, cognitive flexibility) in girls in third through fifth grade?
 - Are changes in executive functioning abilities among elementary-aged girls who participate in a physical activity intervention moderated by elevated behavioral concerns?
 - Teachers complete a behavioral rating form on behalf of the student participants.
 - Parent permission required for student participation
 - d. **Approved.**
 - e. **Panel:** Kristin Hanson-Hofmann, Ari Carol, Heath Wilson, Karla Reider
 - f. **Date of Review:** 01/17/2023
 - g. **Date Completed:** 05/25/2023
- 6. Proposal: Oikophilia: Relationships among life, human life, and place in school communities and their expressions in curriculum**
- a. **Contact:** Mandi Leigh
 - b. **Summary:** The purpose of this naturalistic, non-experimental study is to describe

existing relationships among life in suburban school settings along with the expressions of those relationships in curriculum. There are many dimensions of relationships, the researcher will observe and share the relationships meaning for the community participants involved. This information contributes to education research overall and fills a gap in understanding the particularities of suburban settings. The research questions for the study are: What relationships exist among life, human life, and place in school communities? And, how are those relationships expressed in the curriculum? "What relationships exist among life, human life, and place in school communities? How are those relationships expressed in the curriculum

- c. **Data Collected/Parent Permission:**
 - What relationships exist among life, human life, and place in school communities? How are those relationships expressed in the curriculum?
 - What relationships exist among life, human life, and place in school communities? How are those relationships expressed in the curriculum.
 - d. **Denied.**
 - e. **Panel:** Susan Herll, Courtney Gillan, Karla Reider, Brett Minne, Melissa Fike
 - f. **Date of Review:** 01/27/2023
 - g. **Date Completed:** N/A
- 7. Proposal: Creating a Data Informed Curriculum Map for High School Mathematics**
- a. **Contact:** Jordanne Blankenship
 - b. **Summary:** The capstone project is an applied research project to develop an educational tool. Applied research provides a process to understand, evaluate and address problems that exist in the current context of a classroom, department or school. To address the problem that teachers lack clarity around concepts and resources within a unit of study, a tool must be developed that structurally outlines the necessary concepts and resources for a unit with input from the teachers involved. This capstone seeks to develop a consensus curriculum map to inform teachers of concepts and resources within a unit of study.
 - c. **Data Collected/Parent Permission:**
 - How might a unit curriculum map be developed in order to address the problem that teachers need clarity and cohesion around concepts and resources for each unit of study?
 - Teachers/Specialists - No students participating.
 - d. **Approved.**
 - e. **Panel:** Susan Herll, Courtney Gillan, Kristin Hanson-Hofmann, Jaime White, Laura Gold, Lisa Morris, Karla Reider, Brett Minne, Melissa Fike
 - f. **Date of Review:** 03/27/2023
 - g. **Date Completed:** 04/23/2023
- 8. Proposal: Implicit Bias Towards Students with ADHD and the Influential Role of Teacher Self-Efficacy**
- a. **Contact:** Laurie Claire Landrie
 - b. **Summary:** The results of this study will be used to inform future best practices when working with students with alternative learning needs.
 - c. **Data Collected/Parent Permission:**
 - No students involved.

- Teacher as participants - complete the Teacher's Attitudes Towards Learners with Disability Scale (TALDS), the Teacher Efficacy Scale (short form), and the Go/No-Go Association Task
- d. **Approved.**
- e. **Panel:** Kristin Hanson-Hofmann, Karla Reider, Melissa Fike
- f. **Date of Review:** 04/25/2023
- g. **Date Completed:** To begin during summer 2023 and be completed by December 2024.

None of these research requests required student information. One of the research requests did require student participation and parent permission. The information gathered from this research was to inform “best” educational practice and the data examined was reflective of teacher practice.

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. The Whole Child Needs Assessment is given one time at BOY and the SEL Common Assessment is 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 24-48 hours prior to the administration of these assessments via this letter: [Parent Notification - Whole Child Needs Assessment](#). The information collected is not anonymous and it is important that staff 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 & 3-5 Rev 2022](#)

[WCNA 6-12 Rev 2022](#)

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.	82%
3-5		80%
6-12		88%
K-2	I feel safe at school.	74%
3-5		87%
6-12		87%
K-2	I am not being bullied at school	71%
3-5		92%
6-12		98%
K-2	The percentage of students reporting that they do not need help.	61%
3-5		67%
6-12		90%

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 email 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, 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.

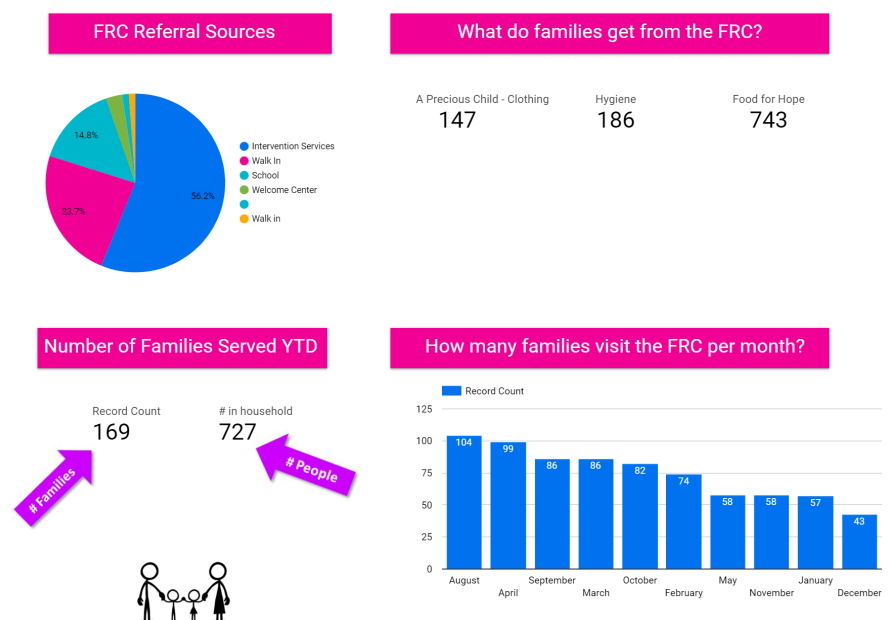
27J School Performance Dashboard highlights the outcomes that our Board of Education has set for our school district. This dashboard includes measures of academic performance and school climate/culture. The 27J Schools website hosts the dashboard <https://www.sd27j.org/Domain/4359>.

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, 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 this school year, we have continued to work 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. Schools and families in 27J are 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. Our Family Resource Center opened in the Fall of 2021; the families served through this center are depicted here and the supports and services provided to our McKinney Vento families and dental services through SALUD dental.



Resources and Supports Provided to Qualifying 27J Students (MKV) and Community Members by Intervention Services YTD 2022-23

Date of report: May 18, 2023

Resource	Number of Students	Notes
CHIP - Clothing	0	
Housing Referral	2	
Chip - Food	0	
ARCAPC	2	
CHIP - Food Gift Card	0	
Internet	0	
CHIP - Motel	2	
Backpack	863	Includes 53 non-27J children and youth
Holiday	582	Includes 169 non-27J siblings
Transportation	2	
Other*	125	

* "Other" Category	Number of Students
10 ride booklet	1
Cell phone	1
Thanksgiving	121
Winter coat	186



Salud Dental and Brighton 27-J School District Partnership Impact

August 2022 – May 2023



TIPS FOR INCREASING PARTICIPATION:

- ✓ Promote the dental program in school newsletters and on social media.
- ✓ Include enrollment forms in registration materials and take-home folders.
- ✓ Educate staff about the program so they know what to do if parents have questions or return forms to them.
- ✓ Communicate with and involve your PTA.
- ✓ Create some healthy competition by treating the teachers with highest classroom participation.
- ✓ Send enrollment reminders to parents via text messages or emails.

All children are eligible to enroll in Salud's dental program, regardless of insurance coverage. **Families are not billed for these services.**



Salud Family Health
appreciates your partnership!



MKV End-of-Year Report

Report Date: May-15-2023

First and Second Causes of Crisis

#1 Cause of Crisis	#2 Cause of Crisis						
	Eviction/Foreclosure/Cannot afford housing	Household/Domestic Factors	Loss or decrease in income/Loss of job/Seasonal employee	N/A	Natural disaster	None of the above	Pandemic
Eviction/Foreclosure/Cannot afford housing	48	29	3		26	3	109
Household/Domestic Factors	115	23			215		353
Loss or decrease in income/Loss of job/Seasonal employee	25	12			58	2	97
Natural disaster		3			1	6	10
None of the above						1	1
Pandemic	2		4				6
Grand Total	142	63	56	3	1	306	5 576

Number of MKV-Qualified Students by Gender

Gender	Total
Female (F)	283
Male (M)	291
Non-binary (X)	2
Grand Total	576

Number of MKV-Qualified Students per School

School	Total
27J Online Academy	16
27J PreSchool at Brighton LARC	6
Belle Creek Charter School	4
Brantner Elementary	14
Brighton High School	44
Bromley East Charter School	11
Colorado Connections @ 27J	1
Eagle Ridge Academy	1
Foundations Academy	3
Henderson Elementary	15
Home School Students	3
Innovations and Options	6
Landmark Academy	2
Northeast Elementary	42
Out of District Placement School	2
Overland Trail Middle School	28
Padilla Elementary	17
Pennock Elementary	38
Prairie View High School	28
Prairie View Middle School	22
Quist Middle School	16
Reunion Elementary	3
Riverdale Ridge High School	28
Second Creek Elementary	12
South Elementary	31
Southeast Elementary	62
Southlawn Elementary	13
Stuart Middle School	25
The STEAD School	5
Thimmig Elementary	18
Turnberry Elementary	14
Vikan Middle School	28
West Ridge Elementary	18
Grand Total	576

Number of MKV-Qualified Students by Race/Ethnicity

Race/Ethnicity	Total
American Indian or Alaska Native	4
Asian	16
Black or African American	12
Hispanic	397
Multiple Races	23
Native Hawaiian or Other Pacific Islander	6
White	118
Grand Total	576

Number of MKV-Qualified Students by Grade

Grade Level	Total
PKA	13
PKP	11
PPA	6
PPP	5
KD	54
1st	57
2nd	44
3rd	38
4th	45
5th	46
6th	47
7th	27
8th	58
9th	32
10th	44
11th	18
12th	30
13th	1
Grand Total	576

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.

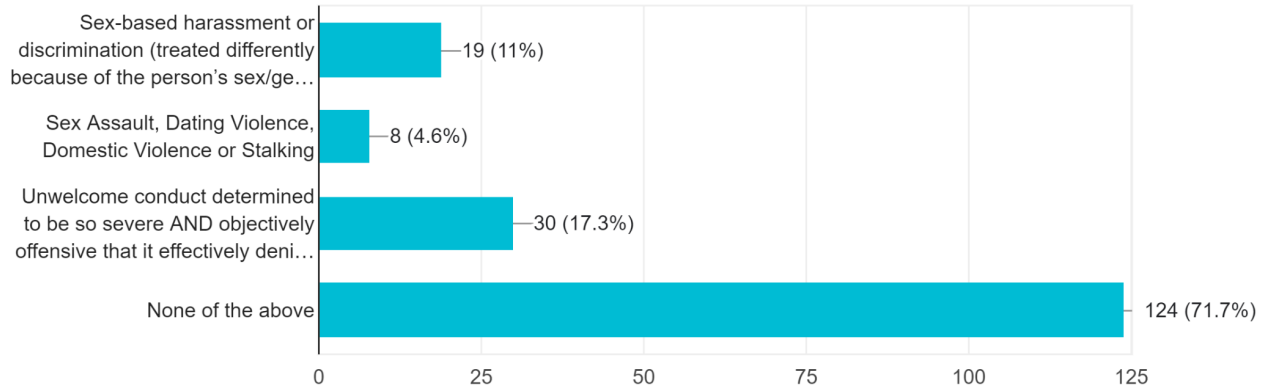
Standard correspondence regarding due process notification in student expulsion matters has been centralized and is managed by the Director of Intervention Services.

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 one (1) formal complaint related to Title IX. However, schools did investigate 172 screening documents submitted that did not rise to Title IX but were investigated through our sexual harassment policy & processes and implemented safety plans for necessary students, depicted below.

Does the above complaint/allegation meet any of the descriptions below? Check any boxes that apply.

173 responses



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 2022 - May 2023:

1. HS Student - 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 appealed to the U.S. District Court in Colorado and the district prevailed on September 9, 2022. (A second matter, filed by parent 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, previously was resolved in favor of the district in September 2021.)
2. MS Student – In January 2022, the District learned that a paraprofessional employed at a 27J school had sexual contact off campus with a 7th grade student at the school. The paraprofessional is facing criminal charges but failed to appear for her trial. In May 2022, student's parents' attorney submitted a Notice of Claim. We are working with the District's insurer to defend the claims but parents have taken no further action.
3. Elementary Student – In March 2022, student sustained an accident on the playground and her parents have sought compensation from the district for her injuries. We are working with the District's insurer to defend the claims but parents have taken no formal action.
4. Elementary Student - In July of 2022, guardians filed a Due Process Complaint with the Colorado Department of Education alleging the District failed to identify the student as eligible under the IDEA for special education services. Student was a six-year old student attending first grade and receiving support through a Section 504 Plan. The parties were unable to resolve this dispute through mediation and the case was set for a hearing before an Administrative Law Judge beginning on October 24, 2022, but guardians voluntarily dismissed their complaint before the hearing.

5. Elementary Student – In August of 2022, parents filed a Due Process Complaint with the Colorado Department of Education, alleging the school failed to timely identify the student for special education, failed to make an appropriate offer of FAPE, and failed to hold a manifestation determination review meeting, all in violation of the IDEA. In October 2022, the parties participated in mediation and resolved their dispute.
6. HS Student - In March 2023, the District received notice that a parent filed a complaint with the U.S. Department of Education, Office for Civil Rights, alleging discrimination against the student based on disability, specifically relating to her IEP and support for lack of attendance at school. On March 16, 2023, we filed a response on behalf of the District. This matter remains under investigation with OCR.
7. Elementary English Language Learners – In May 2023, the District received notice that Lutheran Family Services filed a complaint with the U.S. Department of Education, Office for Civil Rights, alleging that students participating in the English language development program at a 27J school are not receiving appropriate services and that the school has failed to communicate with families in a language they understand. On May 31, 2023, we will file a response on behalf of the District and support the district's witnesses in connection with upcoming interviews scheduled with the OCR attorney investigating the complaint.
8. We have supported in connection with several students with IEPs whose parents have involved attorneys but have not filed a formal complaint concerning 3 students. During 2023, we also supported the District with allegations arising from students at an Elementary school involving a teacher and several charter issues, including student allegation against a teacher, student allegations relating to support of students with disabilities, and student allegations relating to safety and discipline practices.

Policy III.A – TREATMENT OF STUDENTS/PUBLIC

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.