


**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 22, 2024

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.”*

Five (5) requests to conduct Educational Research in 27J were submitted during the 2023-2024 school year.

- 1. Proposal: The purpose of this study is to examine the current practices used by elementary school general education teachers to provide a socially accepting classroom environment for students with disabilities**
 - a. Contact:** Dr. Rebecca Dennis-Changes
 - b. Summary:** Teachers are more than subject matter specialists. They can also be seen as “facilitators of social relationships” (Pavri & Monda-Amaya, 2001, p. 407). In addition to delivering curriculum, teachers are responsible for constructing classroom social environments by creating norms and rules for the student's social behavior that should occur in the classroom. Unfortunately, the role that the teacher plays in creating the social environment within which classroom peer relationships develop between students with and without disabilities has received little attention in recent literature (Anderman, 2003; Ryan & Patrick, 2001). Therefore, the purpose of this study is to examine the current practices used by elementary school general education teachers to provide a socially accepting classroom environment for students with disabilities.
 - c. Data Collected/Parent Permission:** Teacher Interviews and Classroom Observations
 - d.** No student data collected - Parent notification of classroom observation
 - e. Approved.**
 - f. Panel:** Maria Snitily, Kristin Hanson-Hofmann, Kate Pelton, Amy Bruce, Karla Reider, Lindsey Zimmerman
 - g. Date of Review:** 07/18/2023
 - h. Completed:** Ongoing
- 2. Proposal: The purpose of the research is "create opportunities to shape robust team communication processes in IEP meetings, transform how IEP team members interact with each other, and better support the IEP experience for students with disabilities and their families.**
 - a. Contact:** Dr. Kristella Montiegel

- b. **Summary:** IEP meetings are crucial for promoting favorable academic and social outcomes for students receiving special education services; however, IEP team members often encounter communication barriers in these settings. A critical part of existing education literature that is missing is an analysis of real-time interaction in IEP meetings. The proposed project aims to examine what communication processes (e.g., information-provision, negotiations, shared decision-making, etc.) actually ‘look like’ between team members by video-recording IEP meeting interaction. The method used is Conversation Analysis, a qualitative approach that transcribes and examines social behavior towards delivering specific recommendations for enhancing effective interactions across a range of contexts. Though I realize that IEP meetings are highly sensitive and restricted encounters, I’ve implemented several confidentiality procedures to protect participant anonymity. I’m confident that understanding how communication naturally unfolds in meetings is the key towards reducing barriers for – and improving collaboration among – all IEP team members.
 - c. **Data Collected/Parent Permission:** Record IEP Meetings for Communication
 - d. **Denied.**
 - e. **Panel:** Kristin Hanson-Hofmann, Traci Nicks, Jen Kellison, Lisa Morris, Laura Gold, Brett Minne, Karla Reider
 - f. **Date of Review:** 10/11/2023
 - g. **Completed:** N/A
3. **Proposal: The purpose of the study is to identify both positive and negative effects of advanced placement classes, and then the data collected will be used to identify areas for future research, if needed**
- a. **Contact:** ToniJean Kile
 - b. **Summary:** The study will gain teacher’s perspectives on the effects of advanced placement courses at the secondary level for our Qualitative Research course at the University of Northern Colorado, as a part of our Educational Studies DDS. Through the study, advanced placement teachers at each of the high schools in 27J and BVSD to be participants in this study due to their experience teaching advanced coursework in secondary schools. The only advanced course offered at the middle level currently is in mathematics, and while we believe that they could contribute insightful information as well, we would like to include teachers from multiple contents within a similar age range in our study.
 - c. **Data Collected/Parent Permission:**
 - Interview teachers
 - What are the costs of ever increasing academic achievement?
 - What are teacher’s perspectives on the effects of advanced classes on the students that they teach? Too much? Too little? What reasons students may choose to continue or drop advanced coursework?
 - Do you think that advanced coursework is benefiting all of your students?
 - What would you like to do in your class that you don’t have time for?
 - What standards do you wish there were less or more of?
 - What are teacher’s perspectives on the implicit/hidden curriculum taught in their classrooms?
 - d. **Denied.**

- e. **Panel:** Steve Shelton, Shelly Genereux, Mike Burke, Lucia Gonzales, Courtney Gillan, Karla Reider
- f. **Date of Review:** 10/23/2023
- g. **Date Completed:** N/A

4. Proposal: Integrating Standards Based Learning and Student Driven Learning - Student Perspective

- a. **Contact:** ToniJean Kile
- b. **Summary:** In the Philosophical Foundations of Education course that ToniJean Kile is currently taking, students were asked to identify a contemporary issue in education and trace the philosophical roots of such an argument. Students were asked to look at the arguments being used by those pushing for the reform to see how to identify philosophical stances within them. It is important to note that people make philosophical assumptions and arguments often without knowing they are doing so. “The goal is to help people see what may otherwise go unnoticed.” (Christine McConnell, 2023) David T. Hansen noted, “Ideas have consequences,” (Ethical Visions of Education, p. 1). This study is meant to examine a set of ideas, including our own, that can be significant for contemporary schooling. The intent is to look at issues from a philosophical point of view, rather than a political one. To this point, the study will focus on standards-based learning and if it can be married to student-driven learning through the eyes of the students who are selected to participate.
- c. **Data Collected/Parent Permission:**
 - Students work depicting their perspective of standards-based learning, an alternative of their choosing, and what a combination of the first two would look like. The student work would be presented through a silent film or book.
- d. **Approved.**
- e. **Panel:** Jen Kellison, Lisa Morris, Justin McMillan, Courtney Gillan, Karla Reider
- f. **Date of Review:** 10/23/23
- g. **Date Completed:** Ongoing

5. Proposal: Exploring Perspectives on Bilingualism and Equity in Elementary Schools

- a. **Contact:** Nate Breneman
- b. **Summary:** This study aims to gather insights into the perspectives held by elementary teachers, instructional coaches, administrators, and district personnel in 27J Schools regarding educational equity and bilingualism. The goal is to objectively assess these perspectives and explore how they might influence the implementation of teaching practices. Additionally, the study seeks to identify potential areas for professional development that acknowledge and support linguistic diversity in an educational context.
- c. **Data Collected/Parent Permission:**
 - Staff only.
- d. **Approved.**
- e. **Panel:** Ana Marlatt, Jennifer Oldweiler, Kristen Puzio, Melissa Fike, Amy Bruce, Brett Minne, Lucia Gonzales, Karla Reider
- f. **Date of Review:** 12/14/2023
- g. **Date Completed:** 04/08/2024

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.

Over the past 5 years we have assessed student need and social emotional skills through the Whole Child Needs Assessment (WCNA) and SEL Common Assessment. Both of these assessments have shared an explicit purpose of supporting every student socially and emotionally.

Through review we have continued to see concerns in participation, use of the data & the effectiveness of the survey due to multiple changes. The survey has not provided longitudinal data as it has continued to be in a state of continuous improvement & has not provided schools or the district with useful immediate data or consistent trend data. Therefore, based on ongoing and recent stakeholder feedback, data reviews, and policy reviews the WCNA has been discontinued at this time and school counselors are implementing practices and strategies to ensure student needs are met through informal measures beginning in the 24-25 school year.

The SEL Common Assessment provides us with student skill/knowledge 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. This assessment has also been reviewed by stakeholders and re-aligned to both SEL standards and grade level materials at all levels. The SEL Common Assessment is administered 3 times yearly and the data is used to determine gaps in skills, next steps in advisory and triangulation with other climate & culture data.

NEW: Over the course of the 2024-2025 school year we will be convening stakeholder feedback sessions and collaborating with school teams, parents and students to choose a student climate and culture survey that can be used in tandem with parent & staff climate and culture survey data. The goal is to implement the new surveys beginning in the school year 2025-2026. Our goal in 27J is to begin to align our work to the research and evidence gathered by CDE and the core purpose of assessing climate and culture through multiple measures. “Children in Colorado spend over 160 days per year (nearly 14,000 hours during K-12) in school. It is critical that systemic factors at the school, district, and state level provide adequate resources and opportunities for students to learn and grow intellectually, behaviorally, socially, and emotionally. It’s important to measure school climate to understand the extent to which the environment and the relationships centered in the school building are positive, create a sense of belonging for students, and support students to succeed academically. Sense of belonging is defined as the extent to which students, staff, and families feel personally accepted, respected, included, and supported by others in the school social environment. Student sense of belonging is an outcome of a positive school climate and is associated with improvements in behavior attendance, engagement, and school connectedness as well as decreases in unwanted behaviors, discipline issues, and dropout rates. Cohen, J., et al. (2009). Taylor, R. D., et. al. (2017). Loukas, A. (2007).”

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" 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/programs-services/school-and-district-performance>.

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.

Other programming and student achievement information is available on the district website.. 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 Chief of Communications and team 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. 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.

Student/Family Support and Resources:

In October of 2023 the 27J Family Resource Center completed its second year of operations. This school year the FRC relocated from the Sakata Campus to the Brighton Learning and Resource Campus. This move included a new partnership between the FRC and the 27J Welcome Center. The arrangement has allowed for families seeking enrollment assistance to also benefit from clothing and food at the FRC.

Supportive services for students and families identified under the McKinney Vento Act are housed at the FRC as well. McKinney Vento is a federal law that ensures the educational rights and protections of children and youth experiencing homelessness. Homelessness under the McKinney Vento Act includes children and youth who lack a fixed, regular, and adequate nighttime residence. It also includes children and youth who are sharing the housing of other persons due to loss of housing due and economic hardship. While all of the resource and outreach events aim their efforts towards McKinney Vento families, they are available to any 27J family demonstrating need. We are able to provide the many resources to our families through valuable community partnerships with A Precious Child, Food for Hope, The Orchard Church, Platte Valley Medical Center, Sparkling Kindness, Soles4Souls, Kiwanis, Riverdale Women's Golf Association,

MCKINNEY VENTO STUDENTS - As of April 22, 2024, there are 741 active students who meet the criteria provided under the McKinney Vento Act. Since the beginning of the year, the total number of students identified is 1020, which surpasses the end of year data last school year by 52%.

BACKPACKS - On August 5, 2023, we held our sixth annual Back to School Kick Off. We had over 20 community agencies represented and we provided over 1250 students with backpacks filled with school supplies.

THANKSGIVING MEALS – During the month of November 71 families received food boxes from Food for Hope to feed 338 individuals. Kiwanis delivered hot meals to 146 families feeding 806 individuals.

HOLIDAY GIFTS - In partnership with multiple community agencies as well as several individual 27 employee donors, we were able to provide gifts to 579 students.

TRANSPORTATION - McKinney Vento students are typically highly mobile and one of the benefits afforded to them is the right to remain in their school of origin if it is determined to be in their best interest. This requires providing transportation to ensure educational stability when housing is lacking or uncertain. At this time, the 27J transportation department has provided transportation to 154 students.

SHOES & SOCKS: This year 27J was the recipient of 500 pairs of new shoes and 1000 pairs of socks from the Soles4Souls organization's program to provide shoes for every homeless student in the United States.

WEEKLY FOOD PANTRY – Food for Hope operates the food bank in the 27J Family Resource Center. As of now, 178 families and over 797 individuals visited the weekly food pantry at least once. So far this

year, there has been a total of 1090 visits and 5,005 individuals benefiting from the weekly supplemental food assistance. This is a 45% increase in total visits compared to the same period last year.

CLOTHING CENTER – The 27J Family Resource Center partners with A Precious Child provided to provide clothes to students two times a school year. So far this year, the clothing center has provided clothing to 94 families and 424 individuals. The clothing includes winter coats as well as new underwear and socks purchased with funds from a Community Health Investment Program grant as well as through donations from the Heritage Todd Creek Community.

COUNTY BENEFITS - A representative from the Adams County Department of Human Services is available at the FRC once monthly. The representative assists families in applying for various county benefits to include Medicaid, the Supplemental Nutrition Assistance Program (SNAP), Temporary Aid to Needy Families (TANF) and Child Care Assistance Program (CCAP). They also provide guidance for eligibility for other county benefits depending on the family situation. Presently, 13 families have taken advantage of this service.

EMERGENCY HOUSING - Hotel stays have been paid for out of the American Rescue Plan grant funding for 10 families experiencing literal homelessness so far this year. In addition, multiple families have been referred to the Adams County Severe Weather Action Plan for hotel vouchers during severe cold weather.

FAMILY REFERRALS - The 27J Family Referral was implemented during the 2021-22 school year. The purpose of this was to provide a way for schools to refer students in need to Intervention Services. It also provided a method to manage and track the work of the team to connect families to district and community resources. The data below illustrates the growth in need as well as the frequency in which families are gaining access to community resources through the family referral process.

	21-22	22-23	23-24
Total # of Referrals	82	95	175 (as of 4/22/24)

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.

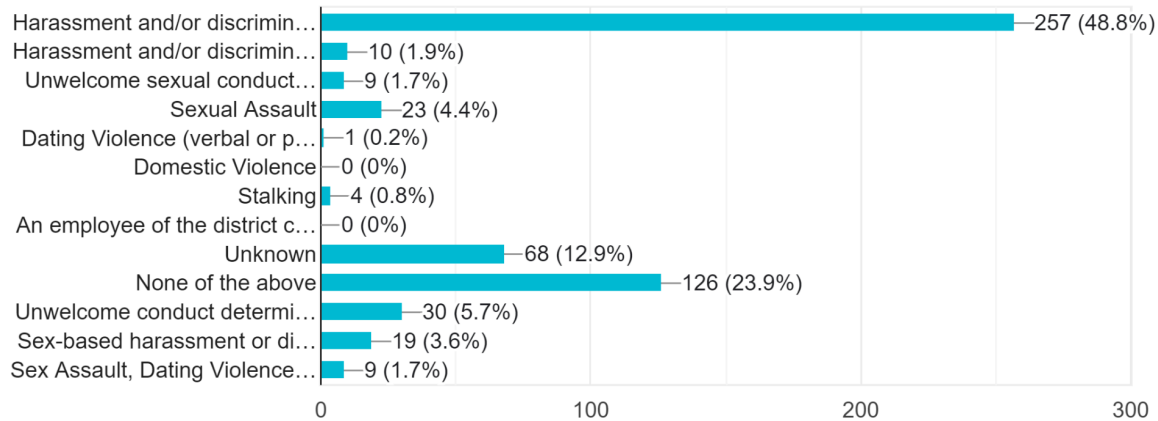
The pupil nondiscrimination policy applies to all areas of school operations, including all school-sponsored programs and activities and is printed on page four of the student handbook. This policy clearly delineates the contact person within the organization who will investigate a complaint. As of the date of this monitoring report no reports of discrimination other than those articulated in other sections 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 also reported, investigated and provide support plans initiated through 352 screening documents submitted based on district policies around sexual harassment & discrimination policies.

Does the above complaint/allegation meet any of the descriptions below (please check all that apply)?

527 responses



*48.8% - Harassment and/or discrimination of a sexual nature (sex-oriented verbal kidding, sextortion, cyberbullying of a sexual nature or sexual implications, unwelcome touching etc)

**1.9% - Harassment and/or discrimination based on gender/gender identity/sexual orientation/pronouns, race, religion and/or disability)

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 2023 - May 2024:

Previous and open complaints:

PVHS – On September 6, 2022, a parent of a student of the District, filed a complaint with OCR alleging discrimination based on race, specifically, that the District failed to adequately respond to student-on-student racial harassment at Prairie View High School, and retaliation for advocating against race discrimination. On December 2, 2022, we submitted a response on behalf of the District. Currently, we are negotiating a resolution agreement with OCR but as of September 2023 the OCR attorney assigned to this matter was waiting on internal approval to move forward.

RRHS – On March 1, 2023, the District received notice that parents filed a complaint alleging discrimination based on disability, specifically relating to student’s IEP and the District’s support around her lack of attendance while enrolled at Riverdale Ridge High School. On March 16, 2023, we filed a response on behalf of the District denying the allegations. In August 2023, OCR conducted a witness interview and requested a few additional documents, which were provided. The OCR attorney assigned to the case said at that time she was finalizing a proposed resolution agreement, but we have received no further communication since then.

Second Creek Elementary English Language Learners – On April 24, 2023, the District received notice that Lutheran Family Services filed a complaint alleging that students participating in the English language development program at Second Creek Elementary 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 filed a response on behalf of the District denying the allegations. On August 22, 2023, the parties entered into a resolution agreement, which the District has been implementing.

Landmark Academy – On May 5, 2023, the School District received a notice of claim from a parent on behalf of his daughter. The notice alleges a violation of the Claire Davis School Safety Act stemming from alleged misconduct by a teacher during the 2021-2022 school year. The teacher is currently facing criminal charges for the alleged contact with the student. The teacher was employed by the District's charter school Landmark Academy and, pursuant to the terms of the charter contract, the District is not liable for misconduct of charter school employees. The District has submitted a request for indemnification to the charter school's carrier, but the District is not aware of the filing of any civil lawsuit.

Complaints new to us within the 23-24 school year:

RRHS – On August 24, 2023, the District received notice that parents filed a complaint alleging discrimination based on disability and retaliation, specifically relating to the student's 504 plan, accommodations for cheerleading tryouts, an alleged hostile environment, and retaliation in the form of placement on the junior varsity team while enrolled at Riverdale Ridge High School. On September 22, 2023, we filed a response on behalf of the District denying the allegations. In December 2023, we received an information notice from OCR that parents had filed a second complaint with OCR relating to ongoing discrimination based on student's disability. The student withdrew from the District to attend a neighboring school district in the spring of 2024.

RQMS – On September 25, 2023, the District received notice that a parent filed a complaint alleging discrimination against a Quist Middle School student based on disability when it failed to evaluate him for special education. On October 25, 2023, we filed a response on behalf of the District denying the allegations, and OCR conducted interviews in January 2024. The District entered into a Resolution Agreement on February 28, 2024.

Connections Academy – On November 2, 2023, the District received a Due Process Complaint regarding Connections Academy student Trystan Lackey alleging the school failed to provide the student with FAPE and seeking an out of district facility placement. Connections Academy (Pearson) cooperated with the defense of this matter. On December 14, 2023, the parties resolved the matter at mediation.

Padilla Elementary – On March 6, 2024, the District received a State Complaint filed with CDE alleging the District (Padilla Elementary) failed to implement the student's IEP and report on her progress. On April 15, 2024, the parties resolved this matter at mediation.

BHS – On April 18, 2024, the parent filed a federal lawsuit against the District alleging violations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Colorado Anti-Discrimination Act based on the District's alleged failure to provide services and accommodations relating to the student's educational program and access to extracurricular activities prior to her graduation from Brighton High School in the spring of 2023. The District's insurer has assigned the defense of this claim to us and we will be filing a timely response on behalf of the District.

During 2023 and 2024, we have supported in connection with several students with IEPs whose parents have involved attorneys but have not filed a formal complaint, including student complaints at the following schools; STEAD School, Quist Middle School, Second Creek Elementary, West Ridge Elementary, facility placement school. We also supported the District in connection with an Adams County Department of Human Services demand for out-of-state placement educational costs for a student, which CDE denied finding in the District's favor. Although not opened as a formal complaint by OCR, we

supported the District by providing information to OCR demonstrating that the complaint of the parent of a student at Thimmig Elementary had already been resolved at the school level.

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.