

**Expectations of the Board through 3.A
Treatment of Students/Public**

To: Board of Education

From: William Pierce, 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: 

William Pierce
Superintendent, School District 27J

Date: May 28, 2025

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.

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

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

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

- Brighton Heritage Academy
- Overland Trail Middle School
- Prairie View Middle School
- Vikan Middle School

Brighton Police Department provides two officers at each comprehensive high schools:

- Brighton High School
- Prairie View High School

Commerce City Police Department provides one officer at Stuart Middle School and one officer for support at Reunion Elementary School, Second Creek Elementary School, Southlawn Elementary School, and Turnberry Elementary School.

Thornton Police Department provides one officer at each of the following campuses:

- Riverdale Ridge High School
- Quist Middle School
- Discovery Magnet K-8.

27J Schools is implementing a comprehensive school safety initiative that involves deploying licensed, trained, professional, and armed security personnel across fourteen elementary and four high school campuses in Brighton, Commerce City, and Thornton, Colorado.

The goal is to establish a consistent, visible, and proactive security presence that not only deters threats but also supports a safe and welcoming learning environment. Each school is staffed with one uniformed armed security guard, while three armed supervisors with marked patrol vehicles will provide mobile support across the district. These security personnel will be responsible for daily patrols, monitoring and responding to suspicious activity, supporting access control during drop-off and pick-up, and coordinating closely with school administrators.

All guards are trained in law enforcement standards and equipped to respond to emergencies, including active shooter situations. To further enhance security, a specialized School Safety K9 unit capable of detecting body-worn firearms has been provided to our school district.

The program emphasizes strong communication, professionalism, and compliance with school district policies and Colorado law. Security staff must also undergo rigorous background checks, maintain physical fitness, and participate in ongoing training, including topics like student privacy, non-violent intervention, and anti-bullying practices. The contractor is required to use digital platforms to provide real-time reporting and oversight, ensuring accountability and transparency. This initiative reflects 27J Schools' commitment to creating a secure educational

environment while fostering trust and collaboration between security personnel, students, staff, and the broader community.

School vestibules are secure entryways designed to enhance the safety and security of school campuses by controlling and monitoring visitor access. These vestibules serve as a controlled checkpoint between the exterior entrance and the main interior of a school building. Visitors must first enter the vestibule—often enclosed with reinforced glass and secure doors—where they are required to check in before being granted access to the rest of the facility.

Secure vestibules exist at the following 27J Schools campuses:

Elementary	Middle Schools/K-8	High Schools
Brantner Northeast Padilla Pennock Reunion Second Creek Thimmig Turnberry West Ridge	Discovery Magnet Overland Trail Prairie View Quist Stuart Vikan	Brighton Prairie View Riverdale Ridge Innovations and Options

Schools not listed with an existing vestibule are scheduled for construction for Summer 2025.

Key features of a safe schools vestibule include:

- **Controlled Access:** Doors are electronically locked and can only be opened by school personnel after visitor credentials are verified.
- **ID Verification:** Visitors are required to present government-issued identification, which can be scanned and checked against national and local watchlists or databases.
- **Video Surveillance:** Cameras monitor the vestibule at all times, allowing staff and security personnel to observe visitor behavior in real-time.
- **Transaction windows:** Two-way communication systems allow school staff to speak with visitors before granting entry.
- **Emergency Protocol Integration:** In the event of a threat, vestibules can act as a buffer zone, delaying unauthorized access while lockdown procedures are initiated.

By funneling all visitor traffic through a single, secure entry point, safe schools vestibules play a critical role in preventing unauthorized access, improving response time in emergencies, and maintaining a safe learning environment for students and staff.

This year regular scheduled meetings between district emergency preparedness personnel and the local law enforcement agencies have created a working partnership for continued efforts of safe treatment of students and the public. SRO’s work closely with the district to provide a service beyond the school campuses through response to Safe2tell reports and home visits for wellness checks on students.

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

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

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

To ensure schools are in compliance with the Safe Schools Act of Colorado and safety plan best practices, each member of the SERT is required to complete the online, independent study course IS-100 Introduction to the Incident Command System, ICS 100. This free course teaches the basics of the Incident Command System, the national standard used by all levels of government, schools, and organizations, when responding to an emergency. It is offered by the Emergency Management Institute (EMI) as part of the Federal Emergency Management Agency (FEMA).

School Emergency Operation Plans (EOPs) are comprehensive, strategic documents that outline procedures and protocols for preventing, preparing for, responding to, and recovering from various emergency situations that may impact a school community. These situations can include natural disasters, fires, intruders, medical emergencies, and active shooter incidents. EOPs are designed to protect students, staff, and visitors by ensuring that everyone knows their roles and responsibilities during a crisis. 27J Schools EOP's includes coordination with local law enforcement, fire departments, and emergency medical services, and integrates procedures such as lockdowns, evacuations, shelter-in-place, and reunification processes. The importance of EOPs lies in their ability to minimize chaos, reduce harm, and save lives by providing clear, practiced responses to critical events. Regular training, drills, and updates to these plans help schools maintain readiness and resilience, fostering a culture of safety and preparedness that supports the overall well-being and security of the school community. All 27J School campuses report having all EOPs complete.

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

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

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

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

In all 27J Schools, the process of preparation for safe schools for students, teachers and staff includes the planning of drills and exercises every month while students are in-person learning. It is extremely important to continue with the district-required guidance for Emergency Drills for potential threats and hazards. In addition, all schools continue to actively participate in the requirements set forth by the Colorado Department of Public Safety Division of Fire, Prevention & Control on fire evacuation drills. In all, Fire Code requires monthly fire evacuation drills for all schools and six All Hazard Drills per year which include HOLD, SECURE, LOCKDOWN, EVACUATE and SHELTER.

27J Schools provides Nonviolent Crisis Intervention training through the Crisis Prevention Institute (CPI) to specific staff districtwide. Staff trained in CPI include teachers and paraprofessionals in SSN / autism programs, administrators, campus supervisors, select preschool and special education teachers and staff, as well as some occupational therapists, psychologists, and counselors. The goal of CPI training is to de-escalate students and prevent disruptive behavior. In extreme circumstances, CPI teaches staff how to engage in holds to keep students safe when they are dysregulated. CPI training can help keep staff and students safe, help prevent situations from escalating further, and help provide some liability protection in the event a staff member has to physically hold a student during an incident. In total, 316 staff members were certified or recertified in CPI during the 2024-2025 school year.

In March 2024, 27J Schools was awarded \$369,562 by the Colorado Office of School Safety through the School Safety Disbursement (SSD) grant. The grant was awarded to 27J Schools for the District to purchase and implement weapons detection screening at the three comprehensive high schools and Innovations & Options. 27J Schools applied for the grant with the goal of preventing firearms from being brought to the schools, limit the threat of gun violence on campuses, and provide extra security and protection to students and staff when there is a reported threat at a school.

During the 2024-2025 school year, the weapons detection implementation team, composed of District and school employees, worked to make Garrett Paragon systems operational for every day use in the high schools. The systems, however, failed to meet key expectations and are in the process of being returned as of May 2025. However, despite the inability of the systems to operate as expected, key improvements to school safety were made at the four high schools. All schools received additional Campus Supervisors, including the hiring of a Campus Supervisor Lead at the three comprehensive high schools, to provide additional security. Fencing around modular classrooms and other unsecured areas was installed at the three comprehensive high schools, and exterior door alarms were installed at all four high schools to limit unauthorized

entries and exits in the schools. The Safety, Security, and Emergency Services Department is committed to continuing the process of implementing weapons detection screening and detection in high schools, and is continuing to research and evaluate weapons detection options for the 2025-2026 school year.

The passage of the 2022 Mill Levy Override has provided the District with additional staff and resources to improve the overall safety of the district. MLO funds allowed the district to add a Director and two additional Emergency Preparedness Specialists to the department. Two Intervention Services Coordinators are also funded out of Mill Levy Override funds. MLO funding has also been used to increase the number of radios in schools that are used by staff to respond to incidents and emergencies. The increase in staff has ensured that there is more district presence at emergency drills, support for the completion of Emergency Operations Plans (EOPs), additional assistance with the development of Individualized Emergency Response Plans (IERPs), and SSES-led staff safety training at the beginning of each school year. The Mill Levy Override has also allowed the district to fund Campus Supervisors at all schools.

The additional staff provided through the Mill Levy Override has also allowed the District to operate Safe2Tell on-call teams throughout the school year to respond to after hours reports. During the 2024-2025 school year, 668 reports were made through Safe2Tell regarding students and/or staff in the District and charter managed schools.

The funds provided by the Mill Levy Override has allowed the District to make significant safety improvements through hiring of additional personnel to prepare for and respond to incidents, increasing training opportunities, and purchasing of safety equipment and resources that keep students, staff, and buildings safe.

Threat Assessment Teams in each building, consisting of Administrators, mental health support staff, SROs, and other support staff are trained in the Adams County Threat Assessment Protocol. A District level threat assessment oversight team is being developed for the 25-26 school year for additional oversight and input into the threat assessment processes and outcomes. Every building also has staff members trained in several suicide prevention models; QPR (universal) ASIST (MH staff) and PREPaRE (MH staff). Below is a breakdown of threat and suicide assessment data to date:

Full Team Threat Assessments	54
Threat Assessment Screens	312
Suicide Assessments	313

*as of 5/13/25

Sources of Strength is a universal suicide prevention program designed to build protective influences and reduce the likelihood that vulnerable youth will become suicidal. The program trains students as peer leaders and connects them with adult advisors at school and in the community. Advisors support the peer leaders in conducting well-defined messaging activities that aim to change peer group norms influencing coping practices and problem behaviors (e.g., self-harm, drug use, unhealthy sexual practices). The program is strength-based and promotes

eight critical protective factors that are linked to overall psychological wellness and reduced suicide risk. All 27J elementary schools are trained in Sources of Strength and use the curriculum as a Tier I Social Emotional Curriculum for all students. Sources of Strength was continued at PVMS and SMS this year and we also implemented Sources of Strength at OTMS this year. All secondary schools have been given the option to be trained in and implement Sources of Strength.

In addition to academic growth and performance data, 27J also tunes into student (resuming in the 25-26 school year), parent, and teacher perception data. All sources of data are used to guide school UIP planning each summer. All 27J schools are expected to have at least one goal that through action steps address academic growth and performance as well as climate and culture. Bi-annual surveys are completed to elicit feedback from staff, parents, & teachers regarding student safety and climate/culture in all buildings and departments in 27J.

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 Educational Research in 27J were submitted during the 2024-2025 school year.

- 1. Proposal: Live Big Community**

- a. Contact:** Lex Moschakis
- b. Summary:** Live Big Community (“Live Big”) has a mental health curriculum designed for grades 4-12 that empowers students to build confidence, resilience, and self-leadership skills. Live Big also provides professional development training for counselors and educators who will use the curriculum with students, who upon completion of their training are called Live Big Guides. Live Big has been partnering with School District 27J since November 2022, and has now trained 14 counselors across two cohorts to deliver the Live Big Curriculum with students in elementary, middle and high schools. This Project will evaluate the impact of the Live Big Curriculum on the 27J students involved in Live Big Programs led by 27J counselors on student attendance and behavior referrals. Methods include surveys and interviews with counselors and school staff involved in the program, as well as secondary data analysis of student attendance, behavior referrals, and other metrics of interest to the district (e.g., reading or math achievement).

- c. **Data Collected/Parent Permission:** De-identified student survey results, attendance, and behavior; parent permission to participate in the counseling with transparency about sharing the de-identified data.
 - d. **Approved**
 - e. **Panel:** Justin McMillan, Joe Rein, Samantha Conn, Ari Carol, Cody Clark, Cynthia Ritter, Karla Reider
 - f. **Date of Review:** 5/29/2024
 - g. **Completed:** Ongoing
- 2. Proposal: Virtual Learning Impact on Sense of Belonging**
- a. **Contact:** Caroline Johnson
 - b. **Summary:** The purpose of this study is to better understand why secondary students are choosing virtual and hybrid learning options. The study will also gather information on student sense of school belonging and the potential factors that influence school belonging in virtual schools.
 - c. **Data Collected/Parent Permission:** Virtual Learning Experience Questionnaire, Focus Group Questions, Parent permission required
 - d. **Approved**
 - e. **Panel:** Kristin Hanson-Hofmann, Jeremy Voytko, Kyle Farner, Ari Carol, Karla Reider
 - f. **Date of Review:** 6/7/2024 and updated review on 8/23/2024
 - g. **Completed:** 3/31/2025
- 3. Proposal: AVID Elementary Research**
- a. **Contact:** ECONorthwest, Andrew Dyke, Ph.D.
 - b. **Summary:** The goal of the AVID Elementary Research Study is to determine if students who had an AVID Elementary (AE) experience have different outcomes than students who did not have an AE experience, and to determine whether AE-trained teachers similarly demonstrate different outcomes than teachers who did not receive AE training. To do so, this study will implement a retrospective research design using students who experienced AE as early as 2014-15. Researchers will also examine changes in teacher outcomes as data availability permits. The retrospective design identifies students who experienced AE several years in the past and a matched control group of students who did not experience AE. A similar approach will provide estimates of AE's effects on teachers. Comparing outcomes across these two groups will provide our estimates of AE impacts. The main advantage of this design is that participating districts have already collected almost all the data needed for the study. The study will collect additional information, about current AE implementation at selected schools and how it has evolved over time, through teacher surveys and brief educator interviews at AE schools.
 - c. **Data Collected/Parent Permission:** Cohorted student data
 - d. **Denied**
 - e. **Panel:** Lisa Morris, Karla Reider, Brett Minnie, Kristen Puzio, Courtney Gillan
 - f. **Date of Review:** 10/18/2024
 - g. **Date Completed:** N/A
- 4. Proposal: Evaluating the Effectiveness of the TAPS Method with abstract Reading Questions with Children with Disabilities**
- a. **Contact:** Briana McKinney

- b. **Summary:** This study examines the effectiveness of the TAPS (Talk Aloud Problem Solving) method with second through fifth-grade students who experience reading or math delays. The research focuses on the need for teaching problem-solving strategies within academic contexts. Building on prior studies of the TAPS procedure, this research aims to evaluate its utility in improving problem-solving skills, specifically in answering reading comprehension questions and generalizing those skills to mathematical concepts.
 - c. **Data Collected/Parent Permission:** Three to six participants will be included in this study. The participants' ages will range from seven to 12 years old at the onset of the study. All participants will have a current Individualized Education Plan (IEP) showing reading comprehension, math deficit, or both.
 - d. **Denied**
 - e. **Panel:** Lisa Morris, Karla Reider, Sherri Collier, Rebecca Terlazzi
 - f. **Date of Review:** 12/3/2024
 - g. **Date Completed:** N/A
- 5. Proposal: Evaluation of the Fostering Opportunities Expansion**
- a. **Contact:** Elysia Versen, PhD
 - b. **Summary:** The goal of this evaluation is to support and inform the scaling of Fostering Opportunities, an intervention to support middle and high school students who have experienced out-of-home care, to new jurisdictions. Specifically, we will evaluate the feasibility of scaling Fostering Opportunities and seeing similar outcomes to those demonstrated in the county where the program was developed. We will examine the strengths and challenges of implementing the program to fidelity to support QA/QI, assess program and student outcomes, and apply an action research methodology to make meaning of findings to improve program delivery. This will also lay the groundwork for future causal studies.
 - c. **Data Collected/Parent Permission:** Sharing of secondary data will begin the 2024-25 school year spring semester and will continue approximately semesterly through the 2026-27 school year. Primary data collection in the form of interviews will be conducted annually in the 2024-25 through 2026-27 school years. Exact dates will vary each year, but will typically take place in the fall/winter. Parent permission not needed
 - d. **Pending Approval**
 - e. **Panel:** Lisa Morris, Rachel Muniz, Karla Reider, Sam Conn, Teren Cabrera, Tudy Foster, Barbara Wilson
 - f. **Date of Review:** 1/19/2025
 - g. **Date Completed:** N/A
- 6. Proposal: The role of the Federal Government in Education: Experiences and Opinions of Public School Teachers**
- a. **Contact:** Candice Halverson
 - b. **Summary:** The author wishes to understand how teachers in 27J feel about federal involvement in education policy making. Typically federal funding for education has come with “strings attached,” meaning that schools that accept federal funding are required to comply with federal regulations. This study surveys teachers about their experiences with federal educational policy making. Teachers are asked their thoughts on No Child Left Behind, Common Core standards and public education funding.
 - c. **Data Collected/Parent Permission:** Perception survey all certified teachers from all three high schools will be included. The goal is to get a total of 50 responses. No student data collected.

- d. **Approved**
- e. **Panel:** Lisa Morris, Susan Herll, Cody Clark, Kerry Chisnall, Steve Shelton
- f. **Date of Review:** 12/10/2024
- g. **Date Completed:** Waiting for the Final Study

7. Proposal: Beyond Blame: Challenging Violence in the Media

- a. **Contact:** Klein Buendel, Inc
- b. **Summary:** The purpose of the study is to assess the feasibility of developing a media literacy e-learning curriculum that addresses media violence.
- c. **Data Collected/Parent Permission:** The research questions for each component of the study include: Focus Groups: What media are the media preferences of middle school students? Are students familiar with concepts of media literacy? Do students recognize media violence when they see it? Are students aware that they are being exposed to media violence? Do middle school students have interest/experience in media production? What interactive technology features are preferred in an online program? Semi-structured Interviews: What exposure do school staff have to media literacy programs? What are the perceptions of school staff to the development of a media literacy curriculum, with a focus on media violence? How can a media literacy curriculum fit into existing educational programs (i.e., health, after school programs) and technology? What is needed to implement an e-learning program with the school system's technology platform? Usability testing: What is the usability, feasibility, and acceptability of the media literacy curriculum prototype (three lesson plans)? Parents do have to provide permission
- d. **Denied**
- e. **Panel:** Lisa Morris, Rachel Muniz, Grace Bird, Fabricio Valez, Courtney Bateson
- f. **Date of Review:** 2/28/2025
- g. **Date Completed:** N/A

8. Proposal: Integrating Reading and Attention Practices to Maximize Learning for Students with Co-Occurring Difficulties

- a. **Contact:** Garrett Roberts, PhD, BCBA-D and Phil Capin, PhD
- b. **Summary:** This project will provide small-group, evidence-based reading interventions to Grade 2-3 students at no cost to School District 27J. The goal is to evaluate the effectiveness of Supporting Attention and Reading for Kids (SPARK), a research-based intervention designed to support students with co-occurring reading and attention difficulties. By integrating targeted attention strategies, SPARK aims to maximize literacy outcomes by enhancing students' ability to benefit from instruction.
- c. **Data Collected/Parent Permission:** Parent permission required
- d. **Denied**
- e. **Panel:** Lisa Morris, Jen Kellison, Susan Herll
- f. **Date of Review:** 3/13/2025
- g. **Date Completed:** N/A

Each educational research proposal is reviewed through the following standards:

1. Can the research be carried out without interfering with the teaching-learning process? Can school time reasonably be devoted to the request?
2. Will the dignity and personal rights of those who could be involved in the study be protected? Is the invasion of privacy a justifiable concern?
3. Will the emotional safety of students be safeguarded?
4. Does the request substantiate the usefulness of the data collected, and specify to whom the data might be useful? Does the request produce data that would further District priorities?

5. Does the proposal appear feasible? Will the design of the study achieve what is expected?
6. Is student anonymity maintained?
7. Have parents been notified by mail if the project involves activities or testing not commonly included in the regular instructional program? Have the parents been informed of their right to exclude their child from the research project?

The research proposals that were denied did not meet these standards, oftentimes requiring school time to meet the request distracting from teaching and learning through programs already in place or does not further District priorities.

Of the eight research requests, three of the requests were approved. Of the three, two required parent permission for students to participate and included transparency of de-identified data that would be shared through the research. The third involved staff only. The information gathered from this research was to inform “best” educational practice.

Based on stakeholder feedback, data reviews, and policy reviews the Whole Child Needs Assessment (WCNA) was not administered this school year. A collaborative working group met to review the purpose in order to determine next steps related to the WCNA for the future. School counselors continue to implement practices and strategies to ensure student needs are met through informal measures.

The Social Emotional Learning (SEL) Common Assessment continues to be administered three times during the school year. This assessment measures student skills in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. 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.

Over the course of this school year we convened a stakeholder group to develop 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. 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.

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 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 and/or 504 accommodations are provided with an additional rights and responsibilities document that specifically describes their rights under special education law/504 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 school websites under “Students” and “Code of Conduct”. 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 Code of Conduct 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 Code of Conduct 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 Code of Conduct 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 and can be accessed through [this link](#).

The CDE School View website provides information on demographic, achievement, growth, post-secondary, and accountability data. It can be accessed at <https://www.cde.state.co.us/code/districtdashboard>.

Other programming and student achievement information is available on the district website. The areas of information are: Advanced Placement, Buses, Testing, (Assessments); College and Career Readiness; Counseling; Career and Technical Education; Culturally Linguistically Diverse Education; Family Resource Center; Equity; Gifted and Talented Education; Health Services; Meals; Preschool; Special Education; Student Records Requests; and the Welcome Center. Each of the areas are critical to the Mission: In partnership with families and community, 27J Schools empowers EVERY student today to take control of their future tomorrow. Each webpage will include relevant information and staff contact information for easy access to staff, students, and families.

27J Schools' Communications Department continues to evolve in its communication planning and strategies. The Chief Communications Officer and team provide timely information to parents, staff and the community using social media, the district's website, direct emails, text messages, face-to-face engagement, letters, flyers, videos, publications and e-newsletters. A change from past practices, the communications staff conducts virtually all of its work through organized, planned, measured and evaluated campaigns. Every tactic is measured and evaluated for individual success and the campaign is evaluated against its goals which are set collaboratively with other departments or schools.

The Communications staff is called upon most often for support with crisis communication which links families with information about an emergency incident happening at or near their child's school. At times, this also involves keeping local, state and national media, local cities and first responders informed of developments as they unfold. In most cases, the communications team relies on established partnerships with these organizations to coordinate messaging so the public receives consistent, accurate and timely information from various sources.

To ensure everyone can find emergency messages sent within the district, the communications team established its Emergency Alert Center where all crisis messages are posted along with the name of the groups to whom the messages were sent. (sd27j.net/eac)

Over the last two years, a complete districtwide website overhaul has updated and improved every school's website. Those pages target current and prospective parents who want to know more about their school. School staff are trained to provide new and important information on their site, and the school has control over its content.

This year, new communication tools have been added to empower teachers, school administration, and district leaders to communicate more easily with parents using families' language of choice. The newest system is called Two-Way Chat. The system allows users to type in messages in their language and the person receiving the message can have it automatically translated into their language. Another tool available in the coming year will be a newsletter template that will allow schools to automate the

compilation of information for their regular e-newsletter to families and others.

27J’s social media accounts are racking up improving measures of success in reaching targeted audiences, engaging effectively with specific audiences and accomplishing communication goals. The department has also increased its video production, resulting in more people being attracted to the district’s messages.

This year, the communications department created a structure with all of its electronic information to meet Accessibility laws, which go into effect July 1, 2025. Training has been conducted with staff throughout the district, incorporating new ways to create online documents that are accessible to people with disabilities, particularly those with visual impairments. The new Accessibility system will help the district engage with a much broader audience, it will also avoid financial penalties due to violations of the state law.

In 2025, the 27J Communications Department earned various statewide awards from the Colorado School Public Relations Association for overall communication excellence and outstanding results. Based on its campaign research, planning, implementation, and evaluation campaign process,, department staff earned the association’s highest honor, the Medallion Award.

The National School Public Relations Association is evaluating 27J’s Communications Department’s work in consideration of several national awards. Those are slated to be announced in late May 2025.

Student/Family Support and Resources:

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.

MCKINNEY VENTO STUDENTS - As of January 31, 2025, we have identified 879 students** who meet the criteria provided under the McKinney Vento Act. This is a 32% increase from the same time last year. Below is an illustration of the growth in identification of students eligible for services and resources under the McKinney Vento Act.

Nightly Residence	19-20	20-21	21-22	22-23	23-24	24-25
Shelter	15	26	40	34	59	40
Doubled Up	359	425	484	599	799	869
Unsheltered	16	17	3	7	9	13
Hotel/motel	3	16	12	34	25	27
Total MKV Students	393	484	539	674	892	949 *

*As of 5/12/2025

** Qualification criteria and practices changed in the 24-25 school year leading in part to this increase

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 127 McKinney Vento students.

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.

Type of Resource	21-22	22-23	23-24	24-25
Total Referrals	85	92	183	257*
FRC	36	55	100	129
Possible McKinney Vento	36	47	105	101
Rent/Mortgage Assistance	24	51	80	74
Utility Assistance	16	35	50	34

*As of 5/12/2025

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 many resources to our families through valuable community partnerships.

In addition to the services provided through the family referral program, this past school year, 27J also added a Wrap Around Facilitator position to partner with community agencies to provide additional needed services. Our Wrap Around Facilitator provides community connection and resources to families for mental health, substance use, grief and loss, as well as additional services.

FOSTER CARE STUDENTS - According to ESSA and Colorado Statute, students have a right to remain in their school of origin in the event of a change in an out-of-home placement. County human services agencies and school districts have a shared responsibility in providing, arranging, and funding transportation for the duration of time in foster care. The Every Student Succeeds Act is a federal law that contains provisions specifically for students in foster care.

Fostering Opportunities

Fostering Opportunities is an innovative student engagement program for middle school and high school students who have experienced foster care. The goal of the program is to help youth who have experienced foster care be successful in school and ultimately earn a high school credits. The program is delivered by 27J Intervention Services working in close partnership with local child welfare agencies.

Students with a history of foster care often need trauma-informed educational support and mentoring throughout their entire K-12 educational career.

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.

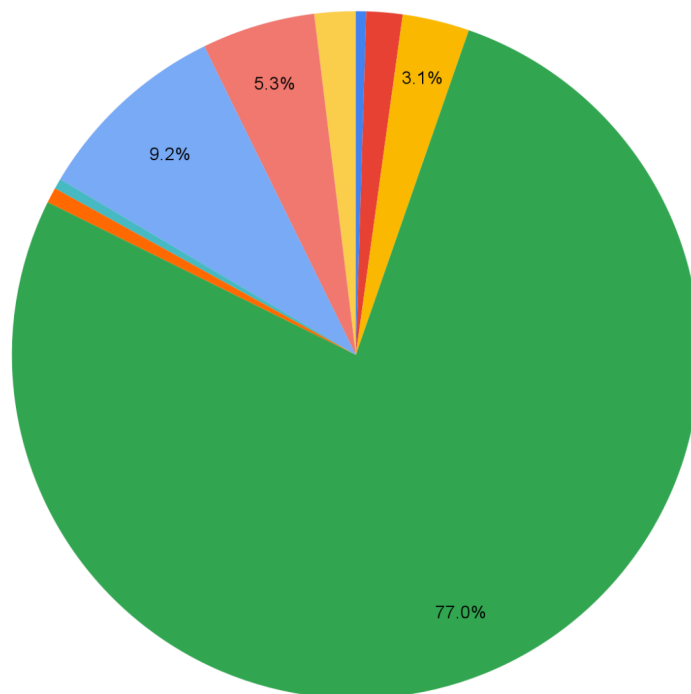
Standard correspondence regarding due process notification in student expulsion matters has been centralized and is managed by the Director of Intervention Services.

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 2024 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. In January of 2025, Title IX regulations were reverted to the previous set of regulations, 2020. 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 zero(0) formal complaints related to Title IX.

However, schools also reported, investigated and provide support plans initiated through 413 screening documents submitted based on district policies around sexual harassment & discrimination policies.

- Dating Violence (verbal or physical)
- Harassment and/or discrimination (sex-oriented verbal kidding, sextortion, cyberbullying of a sexual nature or sexual implications, unwelcome touching etc)
- Harassment and/or discrimination based on gender/Pregnancy or related condition, gender identity/sexual orientation/pronouns, race, religion and/or disability)
- Harassment and/or discrimination of a sexual nature (sex-oriented verbal kidding, sextortion, cyberbullying of a sexual nature or sexual implications, unwelcome touching etc)
- Harassment/discrimination on the basis of disability
- Harassment/discrimination on the basis of religion
- Harassment/discrimination on the basis of race, color, or natural origin
- Hostile Environment Harassment-Unwelcome sex-based conduct determined to be subjectively and objectively AND is severe or pervasive that it limits or denies a person equal access to the participates
- Sexual Assault



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.