MONITORING REPORT
October 4th, 2023

Policy: **3.1 & 3.3**
Policy Category: **Ends**
Period Monitored: **2022- 2023 School Year**

This is the monitoring report on the Board of Education's Ends Policies 3.1 and 3.3.
This report is presented in accordance with the Board's monitoring schedule.
I certify that the information is true and complete.

Tracy Dorland, Superintendent

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ABOUT POLICY GOVERNANCE - ENDS AND MONITORING

In December 2022, the District and the Board of Education agreed to a monitoring reports calendar aligned with Board Ends and Jeffco Thrives 2025 goals to guide Board updates and meeting agendas. The goal of the monitoring reports is to:

- Present the Board with robust data and information reflecting the work aligned to its Ends and Jeffco Thrives;
- Present the Board with information which it has requested through its executive limitations; and
- Reflect a cycle of necessary board actions (either driven by statute or otherwise, like the budget process).

Based on the Board Ends, district staff creates and compiles data sets into monitoring reports to provide the Board information toward the accomplishment of Ends statements. A calendar of all monitoring reports is presented to the Board annually, with the data aligned to the time frame of availability and to required analysis and accountability deadlines. Through the monitoring process, the Board set goals and thresholds aligned to policy and available data sets. Staff will utilize data to report district compliance with the Ends and Executive Limitations set within policy and show progress toward the goals and thresholds over time.

Each monitoring report focuses on one of the statements within the Board's Ends (i.e., 1.1 - Every student will demonstrate significant and appropriate academic growth using a body of evidence that includes classroom and standardized summative assessments). The narrative within the report contains an interpretation of what compliance of this particular end means. The monitoring report is a compilation of multiple sources of data that inform compliance. For the purposes of this monitoring report, we are combining two Board Ends: 3.1 and 3.3.

INTERPRETATION STATEMENT: BOARD END WORDING and INTERPRETATION 3.1 and 3.3

Jeffco will provide as many resources as possible to students to meet their individual needs, and at the same time, the district cannot do this alone. Due to the interconnection between the services that Jeffco provides to students to meet their needs, and the importance of the partnerships that harness the energy and resources within the community, we are monitoring these two End policies together.

3.1 - Every student will be met where they are to reach their fullest potential in a way that honors, utilizes, and addresses their individual differences.

3.3 - Students and families will have access to resources and community partners that support their health, safety, and stability.

We interpret this to mean:

Jeffco will provide (1) direct services and resources in schools; and (2) connections to services and resources available to Jeffco students and families through community partners that:

- Address students' diverse learning needs;
- Support their physical well-being;
- Support their mental well-being;
- Increase their safety; and

- Increase their stability.

The "Context and Background" section of this report contains the categories in bullets above

JEFFCO THRIVES 2025 ALIGNMENT

Jeffco is guided by its strategic plan, Jeffco Thrives 2025. As a part of the *Our Learners: Our Future* and *Our Communities: Our Legacy* priorities, Jeffco recognizes that offering extraordinary student experiences and a culture of instructional excellence for every student requires collaboration with vendors and community partners that can help us support student success.

Aligned with Board Ends 3.1 and 3.3, Jeffco Thrives includes specific action items targeted to enrich the student experience, strengthen school culture, and support the health and well-being of students and their families including:

- Mental health and wellness supports in every school.
- On-demand, and as appropriate, mental and physical health via telehealth.
- Connections to resources and community partners that support a family's health, safety, and stability.
- Effective case management systems and structures that support at-risk students and their families.

CONTEXT & BACKGROUND

The well-being of bodies and minds is essential for students' success in school. Physical health provides them with the energy for learning, while mental health significantly influences their thought processes and emotional well-being. Achieving balance in both empowers students to thrive academically and unlock their full potential.

In Jeffco, we offer a comprehensive range of physical and mental health support. External partners play a pivotal role in supplementing our efforts, bringing additional resources that enrich the support schools provide. Partners contribute expertise and assistance that goes beyond our capacity and expertise and offer unique help to students and families that complements and supplements what schools provide. Please find a list of these partners and the services they provide in the appendix. This collaboration, when combined with the utilization of our Multi-Tiered

Systems of Support (MTSS) framework, strengthens the well-being of students and families and results in a positive impact on their overall school experience.

This Monitoring Report (covering 3.1 and 3.3) delves into the substantial internal and external resources and community partnerships that, collectively, are enhancing the health, safety, and stability of Jeffco students and families.

We acknowledge the essential connection between student well-being and academic achievement and growth. A companion to Monitoring Report 1.1, the primary focus of this report is the resources, supports, and services Jeffco is utilizing to meet students where they are in their educational journey.

Key Definitions are provided in the Appendix.

Addressing Students' Diverse Learning Needs in Jeffco

In this section, we will highlight key strategies and services in Jeffco for addressing students' diverse learning needs. These include resources and methods like a Multi-tiered System of Support, Special Service Providers, flexible placement options, Assistive Technology, and Gifted and Talented programming, to ensure that all students receive the support they need to thrive in their learning experiences, taking into account their unique needs and abilities.

Multi-Tiered System of Supports (MTSS)
There are many ways in which Jeffco addresses students' diverse learning needs. Every day, leaders, educators and staff work to personalize education for our students, aided by a Multi-Tiered System of Supports (MTSS) mindset, which is a continuous improvement framework in which data-based decision-making is practiced across all levels of the educational system in order to increase outcomes for each and every student. This prevention-based framework utilizes high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives what they need in order to be successful. It helps Jeffco schools, families, and community partners organize resources and supports aligned to academic standards and social, emotional, and behavioral expectations.

The district has made progress related to systemic Tier I practices in the following categories:

- Training for school and district leaders related to the MTSS approach to problem solving and student support
- Implementation of quality, standards-based curriculum for core instruction in elementary English Language Arts and K-12 math (see Monitoring Report 1.3 for additional information))
- Development and beginning implementation of a data dashboard and training for school and district leaders in data literacy
- Elementary teacher training on science of reading and Orton Gillingham strategies
- SSIS - SEL screener for all students
- Districtwide interim assessments
- Learning walks focused on instructional excellence in core instruction
- Districtwide discipline matrix
- Districtwide prevention and intervention manual
- Clear expectations for school implementation of the above resources and practices

In addition to implementing tier I systems and expectations, Jeffco has more intensive and specific supports supported by the Department of Student Success to serve students who qualify for special programming or have plans in place to ensure their success. This most commonly applies to students who have Individualized Education Plans (IEPs), a 504 plan, or who are identified as gifted and talented or twice exceptional.

From 2018 to 2023, there has been a steady increase in the number of students with Individualized Education Plans (IEPs) in Jeffco.

	# Students with IEPs	**% Student Population**
2018 - 2019	9,274	11%
2019 - 2020	9,496	11%
2020 - 2021	9,321	12%
2021 - 2022	9,384	12%

2022 - 2023	9,675	13%

Over the past five years, the number of students with 504 plans in the district has steadily increased.

	# Students with 504s	% Student Population
2018 - 2019	2,464	3%
2019 - 2020	2,908	4%
2020 - 2021	3,087	4%
2021 - 2022	3,237	4%
2022 - 2023	3,492	5%

Between 2018 to 2023 , there has been a consistent decline in the number of students with Advanced Learning Plans (ALPs) in Jeffco. Concurrently, there has been a steady rise in the number of "twice exceptional" or 2e students since we started tracking this data in 2020. Twice exceptional means a student is not only gifted but also has a 504 Plan or IEP, highlighting the complexity and diversity within our GT community.

	# Students with ALPs	% Student Population	# of 2e Students*
2018 - 2019	10,189	12%	-
2019 - 2020	9,818	12%	-
2020 - 2021	9,081	11%	856
2021 - 2022	8,220	11%	857
2022 - 2023	8,025	10%	966

Our district's educational framework is designed to meet the diverse learning needs of all students, including children with disabilities, gifted and talented students, and those with 504 plans, all while adhering to legal requirements, which includes a mandated continuum of alternative placement options to meet the needs of students with disabilities. This continuum includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. Through this comprehensive approach, we strive to create an inclusive and supportive educational environment that enables all students to thrive in the least restrictive environment.

Many district staff and partner providers facilitate learning and break down barriers to academic success for students with diverse learning needs. They also play a crucial role in offering multi-tiered support that benefits all students. For example, they collaborate with educators to develop and implement classroom strategies that enhance the overall learning environment. This can include creating inclusive and universally-designed classroom activities that cater to diverse learning styles, providing guidance on behavior management techniques that benefit all students, and offering professional development to educators on topics like classroom differentiation, inclusion, and universally-designed instruction. These professionals contribute to a more inclusive and supportive educational experience for all students.

Providing Special Service Providers

Special service providers bring diverse and specialized expertise to our educational ecosystem and are essential to our ability to serve a growing number of students on IEPs and 504 plans. In the 2023 - 2024 school year, the following special service providers are supporting our students:

- 42.4 School Psychologists, including 1 Coordinator, and 2 Interns
- 83 School Social Workers
- 30 School Occupational Therapists and 3 Occupational Therapist Assistants
- 4 School Orientation and Mobility Specialists
- 4 School Audiologists
- 11 School Physical Therapists and 1 Physical Therapist Assistant
- 137 School Speech-Language Pathologists and 9 Speech Language Pathology Assistants

Implementing Section 504
Jeffco's 504 Coordinator, 504 Specialists, and 504 Coordination Teams are at the forefront of ensuring that every student's needs are met, promoting inclusivity, and upholding the principles of equal access to education. This commitment reflects not only our compliance with the law, but also our deep-seated belief in the limitless potential of every student in our care. 504 Specialists assume the critical responsibility of addressing the medical and mental health needs of students. These specialists enhance the knowledge and confidence of professionals working directly with students and provide direct services in challenging situations.

In alignment with an MTSS framework and mindset, the Section 504 Specialist offers Tier 1, 2, and 3 assistance to all Jeffco schools.

- Tier 1 involves training new 504 Team leads and overseeing steering committees for the Prevention Specialists and 504 Secretaries
- Tier 2 encompasses responding to consults initiated by schools
- Tier 3 entails assisting schools with co-facilitation of 504 meetings and in some cases, the Section 504 Specialist may fully facilitate meetings, setting an exemplary model and providing much-needed support to the school

This approach not only enhances the knowledge, skills, and success of our school-based staff, it adds capacity to schools to complete the time-consuming 504 process and enables our school-based staff to dedicate more time and energy to provide counseling and other mental health interventions that support the overall well-being of our students.

Assistive Technology Team
Assistive technology encompasses any item, piece of equipment, software system, or product system aimed at enhancing, maintaining, or improving the functional capabilities of students with disabilities that may hinder communication, learning, social interactions, mobility, curriculum access, and active participation in the educational environment. These devices and services are defined by the Individuals with Disabilities Education Act and deemed necessary by the IEP team to ensure the student receives a free and appropriate public education. Examples of assistive technology include specialized pencil grips, paper adaptations, and speech generating devices, among others. Our Jeffco Assistive Technology Team, composed of five specialists, provides consultation on assistive

technology that allows students with disabilities to access their education effectively.

Continuum of Alternative Placement Options

Jeffco offers a range of specialized programs and support services through a continuum of alternative placements to ensure that no student's needs are overlooked. This includes:

- Push-in and pull-out support, supplementary services (e.g., resource rooms) and itinerant instruction that complement regular class placement
- Significant Support Needs (SSN) center programming for students working toward extended evidence outcomes (aka alternative achievement standards)
- Affective Needs (AN) center programs for those benefiting from instruction with an increased focus on social-emotional development
- Autism Spectrum Disorder (ASD) center programs for students significantly impacted by social communication, executive functioning, and behavior needs.
- Jeffco Transition Services(JTS) programming available for students with disabilities aged 18 - 21 who have ongoing transition needs
- Deaf and Hard of Hearing (DHH) center programs to support students with hearing impairments.
- Two separate schools, Sobesky Academy and Fletcher Miller School, specifically designed to serve students in need of separate school placements

For students requiring a higher level of care beyond our district's capabilities, we facilitate out-of-district placements to ensure their educational needs are met appropriately. We also provide medical homebound services to accommodate students with health-related conditions that hinder their ability to attend school.

Enrollment by Program Placement as of September 2023

SSN	AN	ASD	DHH	Sobesky	Miller	Transition	Out-of-District
349	173	354	36	120	90	133	118

*Please note that enrollment fluctuates year-to-year and during the year depending on student need.

Gifted and Talented (GT) Programming
Education options for GT students include 17 GT center-based programs and services in all neighborhood schools, K-12. Additionally, highly advanced children who do not meet kindergarten or first grade age requirements, may be granted early entrance based on the evidence and process outlined in Board Policy JEB. Our commitments to meeting the unique needs of GT students also extends to providing opportunities for acceleration, allowing students to advance more than one grade level as outlined in Board Policy IKE.

Supporting Students' Physical Well-Being in Jeffco

Our approach to Health Services in Jeffco is grounded in a comprehensive and multifaceted strategy geared towards empowering students to reach their optimal learning potential by addressing students' health related barriers to accessing their education and learning experience. In a typical school year (e.g., 2022 - 2023) there are over 7,000 Individualized Health Care Plans in place to support student health and safety in the school setting. This section provides context and information about the programs and services provided by Jeffco to support students' physical health and well-being. These include our Registered Nurses and Health Aides, a program for homebound students, initiatives for healthy schools, and substance use and abuse prevention and interventions. These services promote students' academic success while addressing their health-related challenges.

District Registered Nurses (RNs)
District RNs serve as the primary advocate and point of contact for all health and wellness related matters at each school. They are instrumental in evaluating, monitoring, and addressing students' health concerns in a timely and effective manner. Jeffco has RNs with specialized knowledge in areas such as diabetes management, concussions and brain injury, and CPR/first aid. These RNs collaborate closely with school teams, community resources, and families to support and craft individualized care plans and interventions, ensuring that students with unique health needs receive the support they require.

Working in tandem with our 75 RNs are well-trained Health Aides (123), secretaries, and paraprofessionals who ensure that students receive immediate and appropriate care during the school day. These individuals collaborate closely with our RNs and are trained to perform specific responsibilities within Health Clinics and classrooms.

During the 2022 - 2023 school year, there were over 466,000 student visits to health rooms, and over 71,000 medications administered.

Medical Homebound Instructional Program
Our Medical Homebound Instructional Program provides academic support to students facing extended absences from school due to health concerns. This program ensures that these students continue to receive quality education tailored to their specific needs, even when they are unable to attend school in person. Please refer to District Policy IHBF-Homebound Instruction for comprehensive guidance on homebound instruction in Jeffco.

Healthy Schools
Jeffco Healthy Schools oversees the implementation of the Jeffco Wellness Policy ADF and the District Health Advisory Council (DHAC). Healthy Schools provides funding, technical assistance, and professional learning to assist schools in the implementation and evaluation of wellness goals. Healthy Schools uses a system of Healthy Schools Liaisons as a conduit between the district and schools.

During the 2022 - 2023 school year, 131 schools had Healthy Schools Liaisons, 97 schools received funding for goal implementation and 19 schools had Student-led Healthy School teams. Schools were focused on a variety of wellness goals, with most schools focused on increasing student social emotional health and increasing physical activity during the school day through active recess and movement in the classroom programs.

Jeffco Healthy Schools oversees, provides, and/or manages:

- Professional development for Healthy Schools Liaisons to support implementation of school health goals and compliance with the Local Wellness Policy
- District-wide training opportunities for all staff, which includes movement in the classroom, calming corner, and active recess
    - Example: Jeffco Healthy Schools has an Active Blacktop Stencil Program, in which schools are provided with stencils and paint to encourage creative play and increase movement on the playground.
- 55 Jeffco School Gardens (including three new gardens built in 2022 - 2023 funded by the Colorado Garden Foundation)

- A Garden Summit focused on professional learning specific to the utilization and support of the school garden
- The Healthy Kids Colorado Survey – Colorado's most comprehensive (participation-optional) survey on the health and well-being of 6th-12th graders – used to inform school and district programs that support student health and wellbeing. The survey is administered every other year, with fall semester 2023 being a survey window.

Substance Use Prevention and Intervention Services

Addressing and raising awareness around substance use and abuse within a school setting requires a multi-faceted approach that involves prevention, intervention, and support. Our approach involves proactive education, evidence-based strategies, and close collaboration with essential partners, including our dedicated team of school nurses. Our RNs play a crucial role in substance intervention efforts, providing personalized guidance, counseling, and intervention to students facing substance-related challenges. They also facilitate connections with valuable community resources to guide students toward healthier choices and offer them comprehensive support and a path to recovery whenever required.

Substance Use Data for 2022 - 2023

For the 2022 - 2023 school year, there were 3,794 documented substance use incidents in Infinite Campus:

- 893 students (23.5%) involved in the documented infractions were referred to the nurse for screening and received interventions.
    - 367 additional students were referred to the nurses by staff out of concern (v. substance infraction) and received substance interventions services.
- A total of 1,277 students received interventions. These interventions included substance abuse counseling and case management with one of the following community partners: 2nd Chance, Denver Family Therapy, Jefferson Center for Mental Health, or Full Circle.
- In addition to intervention and support, the district also addresses substance abuse through the discipline matrix process.

When substance use infractions lead to an in-school or out of school suspension, students are also assigned an evidence-based online course through the vendor 3rd Millennium Classrooms. The following online prevention and intervention modules are available and students are assigned a course based on the type of infraction: Nicotine 101, Alcohol

Wise, Conflict Wise, THC 101. Other Drugs, Cannabis Wise, Respect and Resolve. While this intervention is new to Jeffco, surrounding school districts that use the 3rd Millennium Classrooms prevention and intervention modules have seen that more than 80% of students who take one of the assigned courses do not repeat the behavior.

Supporting Students' Mental Well-Being in Jeffco

In this section, we will explore the various components of Jeffco's approach to supporting students' mental well-being. Our strategy is rooted in evidence-based practices and includes a range of resources, each designed to enhance the social, emotional, and behavioral health of our students. Our comprehensive approach includes staff such as counselors and social emotional learning specialists, universal screening for social-emotional skills, and suicide prevention and crisis response and recovery resources and support. Additionally, we have established a centralized mental health resource hub for students and families and utilize therapy dogs as a means of supporting students' emotional needs within our schools. In tandem with the healthy and supportive relationships that students have at home and with their peers, teachers, and school staff, the components in this section represent the ways in which Jeffco is prioritizing the mental health and well-being within our schools.

Counselors and Counselor Corps

Extensive empirical research highlights the positive impact of comprehensive school counseling programs, connecting them to improved attendance and a deeper student connection to school. It underscores that students with increased access to school counselors are more likely to succeed academically and behaviorally in school.

Jeffco's 169 counselors, serving 60 schools, lead, advocate, and collaborate to promote equity and access to increase student success and a sense of belonging. They implement a comprehensive school counseling program that is data-driven, student-centered, and aligns to both school and district priorities. These licensed professionals apply tiered evidence-based practices to promote career, academic and social/emotional development for all. Support is delivered through classroom, small group, and individual student meetings.

The following outcomes from the 2022 - 2023 school year demonstrate the multiple aspects of the student experience impacted by Jeffco's comprehensive school counseling.

- 4,447 8th graders toured our Warren Tech buildings during scheduled field trips

- Lakewood HS provided 26 school connect lessons during tiger time
- Three Creeks 3rd graders grew by over a full point on the question of being able to restate the wants and needs of others involved in a problem after a Second Step lesson was taught
- Lumberg provided tier 1 school counseling lessons to all students,
- Wheat Ridge seniors had over a 50% FAFSA completion rate which is 11% higher than the state average
- More than 2.3 million scholarship dollars was awarded to Ralston Valley seniors
- Oberon counselors facilitated 70 small group counseling sessions on a variety of topics
- McLain HS had 1,862 individual student meetings
- Golden HS processed almost 2,000 college applications
- 60 students at Falcon Bluffs MS received 2nd tier academic interventions
- Dunstan MS students with 10 or more absences in semester 1 decreased by 26% in semester 2
- Evergreen HS students at all grade levels completed 100 percent of the assigned Naviance tasks
- Evergreen MS counselors facilitated 16 Restorative Justice meetings
- Targeted Arvada West freshmen reduced failing grades by 35%

Social Emotional Learning Specialists

Jeffco's 98 Social Emotional Learning Specialists (SELS) are mental health professionals in the fields of school psychology, social work, and counseling. SELS' work is guided by the Center on Positive Behavioral Interventions and Supports (PBIS) and the Collaborative for Academic, Social, and Emotional Learning (CASEL) to ensure effective, efficient, data-driven and research-based implementation that centers on enhancing students' behavior, social skills, and academic outcomes. SELS specialize in:

- Prevention-based tiered social, emotional, and behavioral implementation
- Facilitating positive school culture
- Supporting teachers in direct SEL instruction
- Providing tier 2 and 3 support

SELS provide small group and individual intervention directly to students and support and coach teachers in student's achievement and personal growth including the development of:

- Essential life skills
- Self-awareness

- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

SEL Universal Screening

Jeffco initiated a universal screening for social-emotional skills, known as the SSIS-SEL, in the 2021 - 2022 academic year. This tool is designed to assess skills in each of the five social-emotional learning competencies aligned with the CASEL framework, research-based SEL standards, and the Colorado Academic Standards. Administered three times a year, the SSIS-SEL enables schools to identify students who may benefit from more SEL interventions, allowing for a more personalized approach to promoting social-emotional skills development. Universal screening for social-emotional skills supports Jeffco's commitment to fostering a supportive learning environment and a culture of safety and belonging that is essential to overall student success.

Data from 2021 - 2022 and 2022 - 2023 assessments are available in the appendix. Each grade band (elementary, middle, and high school) has strengths and areas for growth. The data from universal screening for social emotional skills is essential for making the most efficient and effective decisions to increase student social-emotional outcomes at the district, school, and student level. Some of the themes from the assessments guiding our work include:

- The biggest area of need identified in the 2021 - 2022 and 2022 - 2023 school-year at the elementary level was to begin the year with an increased need for self management skills. We have addressed this need with increased resources in this area especially for PreK, Kindergarten, 1st grade, and 2nd grade students. Please note the growth from year 1 to year 2 as well as the growth from BOY to EOY.
- The biggest area of need identified in the 2021 - 2022 school-year for both middle and high school students was relationship skills. The second area of need was self-management. Middle schools and high schools used data from the assessment to address student needs in relationship skills, improving outcomes overall. We are working with SELS and School Counselors to determine how to best address self-management skills at the high school level.

Suicide Prevention & Crisis Response and Recovery

Jeffco takes a comprehensive, multifaceted, and research-based approach to addressing the challenge of suicide risk to ensure that awareness is heightened, safe and evidence based interventions are practiced, and effective prevention measures are in place for all stakeholders. Our approach includes:

- Annual distribution of pertinent policies
- Appointment of staff (suicide prevention coordinator, specialist, and school-based leads)
- Training for both staff, students, and parents/caregivers
- Programming (e.g., Signs of Suicide (SOS) and Question, Persuade, Refer (QPR) gatekeeper trainings, Sources of Strength)
- Annual suicide risk screening process and protocol training for mental health professionals

From 2018 to 2022, we successfully trained over 10,000 employees in QPR (Question, Persuade, Refer), and since the launch of SOS for Staff in the 2023 - 2024 school year, an impressive 3,900 student-facing employees have already completed this training. A number that we hope will continue to increase as we have customized suicide gatekeeper and protocol trainings for bus drivers/bus assistants, food and nutrition staff, and facility managers, tailored to their unique roles.

Our overarching objective in our suicide prevention and crisis response and recovery work is to guide students toward healthier choices, prevent suicide, and facilitate recovery when necessary through:

- Education
- Advocacy
- Collaboration
- Prevention
- Intervention
- Postvention
- Steadfast support
- Risk screening
- Student safety and support planning
- Re-entry planning services

Completed Screeners for Suicide Risk (SSR) assessments data:

- Annually, K-12, we average approximately 2,000 to 2,500 screeners for suicide risk
    - ~60 to 65 screeners per week
- Over a five-year period, our annual averages indicate:
    - ~20% to 25% of these screeners result in no identified risk; and even with no identified risk, parent/caregiver notification is still required and the possibility of creating a Student Support/Safety Plan is offered
    - ~50% to 55%, represent students who expressed lower, non-imminent risk, involving collaboration with parents/caregivers, students remaining at school, and the development of a Student Support/Safety Plan
    - ~20% to 25% of SSR outcomes represent students who expressed the potential for imminent risk, necessitating in-person meetings with parents/caregivers to address crisis management, further clinical assessment, and the creation of comprehensive Student Safety/Support Plans, with considerations for re-entry depending on the severity and duration of school absence

It's crucial to note that raising awareness significantly contributes to the increase in the number of referrals and concerns brought to the attention of school personnel, subsequently leading to a higher number of SSRs. These data are particularly encouraging because each SSR represents a student who may no longer be suffering in silence and has engaged in a conversation about suicide with a trusted adult. Research has consistently shown that having an open and direct conversation about suicide with someone who may be struggling is one of the most protective measures to reduce the risk of a suicide attempt.

Mental Health & Wellness Hub

Jeffco's "Mental Health and Wellness Hub" serves as a comprehensive, one-stop destination for all Jeffco resources aimed at nurturing and sustaining our students' overall health and well-being. It includes valuable features like a virtual calm room and up-to-date seminars tailored to families' needs. This initiative underscores our commitment to ensuring that our families are well-informed about the mental and physical health and wellness resources accessible throughout the district and near their home.

Therapy Dogs

The district recognizes that therapy dogs can be effective in promoting students' social-emotional well-being within schools. The Therapy Dog Waiver policy reflects this recognition by allowing qualified social emotional staff members

to request an exception to the general policy prohibiting animals in school buildings. The district embraces the use of therapy dogs as a means to support students' emotional needs provided all waiver criteria are met.

Supporting Student Safety in Jeffco

In October 2023, the Board will receive the Monitoring Report for EL-11, which is fully focused on school safety. In this Monitoring Report, student safety is addressed as it relates to regular and ongoing behavior management strategies and structures vital to fostering a supportive and inclusive culture of safety and belonging within the framework of Multi-tiered System of Support (MTSS).

Student Discipline

Safe school environments start with positive school climates and cultures. Every student deserves a learning environment that is safe, inclusive, and supportive. Schools with positive and welcoming climates are highly predictive of students' well-being and academic success.

To maintain a safe and respectful learning environment, our educators and school administrators work to address and support behavioral concerns at the teacher/classroom level when at all possible. When that is not possible, every reasonable effort is made to keep students in their learning environment, using suspension and/or expulsion only as a last resort. Our goal is to keep students in school and actively engaged in learning.

In Jeffco, consistently applied, evidence-based approaches to discipline are important tools for creating learning environments that are foundational to the success of all students. The district's Discipline Matrix (referenced in EL-11) is a district-wide tool that ensures student discipline is consistently applied from student to student and school to school.

We recognize that how school discipline is handled has a great impact on the learning environment of a school. As we provide discipline data for the 2022-23 school year, we are also providing detailed information in this section on staffing and structures in place to balance productive discipline practices with safe school environments and positive and welcoming school climates and cultures.

For the 2022 - 23 school year, the following student discipline data was reported to CDE:

Behavior Type	Number of Incidents
Drug Violation	62
Alcohol Violation	86
Tobacco Violation	456
1st, 2nd Degree or Vehicular Assault	5
Dangerous Weapons	33
Disobedience/Defiant or Repeated Interference	1,276
Detrimental Behavior	2,081
Destruction of School Property	84
Bullying	356
Other Violation of Code of Conduct	1,243
3rd Degree Assault/Disorderly Conduct	954
Marijuana Violation	431
Sexual Violence	1
Overall Summary	Overall Number
Total Number of Documented Incidents	7,068
Total Number of Law Enforcement Referrals	675
Total Number of In School Suspensions	2,592
Total Number of Out of School Suspensions	4,449
Total Number of Expulsions	29

Behavior Analyst Team & Behavior Systems Coach

Jeffco provides a team of nine Behavior Analysts and a Behavior Systems Coach who develop functional behavioral assessments, create and implement behavior intervention plans, collect data, and implement effective strategies to address behavior modification, classroom management, and other areas of need, such as positive behavior intervention support (PBIS) and executive functioning.

Proactive Behavior Safety Team (PBST)

In the 2023 - 2024 school year, every school established a Proactive Behavior Safety Team (PBST) charged with developing innovative student behavior strategies aligned with district structures. PBSTs convene regularly to establish behavior management systems, response protocols, and safety interventions for both students and staff. They are charged with integrating school-wide and class-wide approaches to behavior, evidence-based supports, professional development, data-driven performance analysis, and tailored interventions for specific student groups.

PBSTs at each school are composed of a building administrator, at least one mental health professional (such as a counselor, social worker, psychologist, or SEL specialist), and a minimum of three teachers representing various grade levels and departments, including AMP and electives. These teams are selected through a collaborative staff voting process and operate under the guidance of a building administrator and facilitator.

Restorative Practices

Restorative practices provide students and educators with an intentional and respectful way of thinking about, talking about, and responding to behavioral issues in the classroom and school. When integrated in a school community, restorative practices help to build and repair relationships, prioritize student agency and belonging, and de-emphasize punitive discipline in favor of reflective learning and restorative conversations/conferences. Restorative practices also teach students how to navigate conflict, take ownership for their behavior, and to practice empathy and perspective-taking.

In Jeffco, schools and educators can elect to participate in a two day restorative practices training or to be a cohort school. The cohort model is an intensive, 12 week training divided into two phases: Instructional Phase (8 weeks) and Coaching Phase (4 weeks). There are 17 schools participating in the cohort model this school year. By the end of the 2023-2024 school year, a total of 1, 027 educators will be trained between the two models.

As part of the training(s), educators are:

- Trained, coached, and consulted on how to apply the restorative practices continuum and understand which restorative processes are best for responding to particular situations
- Equipped with the skills and tools needed to lead community building activities to foster authentic relationships between staff and students and their peers, staff and their colleagues, and schools and families
- Trained on how to hold restorative conferences and/or conversations

In the 2022-23 school year, there were 1,308 restorative conferences documented as a resolution or part of a resolution of a behavior incident. Approximately 61% of schools in Jeffco (95/155) documented Restorative Conference resolutions during the 2022-2023 school year.

Restorative practices is an alternative approach to traditional student discipline. It is not always appropriate, in particular related to incidents of bullying, harassment, sexual harassment, and/or discrimination. When these behaviors present themselves, school administrators use the Jeffco Discipline Matrix to determine the appropriate level of discipline and consequence. Please see more about the discipline matrix in Monitoring Report EL-11.

Crisis Prevention Intervention Team

In Jeffco, three certified Crisis Prevention Intervention (CPI) trainers support the use of a non-violent crisis program developed by the Crisis Prevention Institute. The Non-violent Crisis Intervention training provides staff with essential skills and a structured approach to safely manage and prevent challenging behaviors. It is rooted in the core values – Care, Welfare, Safety, and Security – which reinforce person-centered care and initiatives to minimize and eliminate the use of restrictive practices.

CPI Training Statistics

	# Trainings Offered	**# Staff Trained**	**# Staff trained for first-time**	**# Staff participating in refresher training**
2021 - 2022	Not available	852	519	333
2022 - 2023	78	864	503	203
2023 - 2024*	24	404	201	203

**Year to date*

In October of this school year, the CPI team will offer three Verbal De-escalation Intervention trainings to all school administrators in addition to the initial and refresher trainings made available throughout the school year. Through

this training, leaders will gain essential skills to build an effective culture of care, welfare, safety, and security within our schools. These skills encompass the ability to:

- Identify, prevent, and address various crisis behaviors by employing person-centered and trauma-informed approaches
- How to manage emotional responses when dealing with distressing behavior
- Non-restrictive safety intervention strategies, both in verbal communication and environmental adjustments, aimed at enhancing safety while minimizing harm

Supporting Student Stability in Jeffco

In Jeffco, our schools are a consistent source of support, security, and stability for our students and families, and there are students who come to school needing additional support to experience success in school and school activities. Some of these students may be identified as “at-risk” or “opportunity youth” students, an indicator that they may be affected by external, outside of school factors which may negatively impact their ability to fully engage at school and, therefore, they are more at-risk of dropping out of school. These external factors might include poverty, homelessness, family mobility and instability, trauma, and domestic violence.

When implemented effectively, interventions for at-risk students can also be preventative measures for future risk behavior. In Jeffco, interventions for at-risk students' are focused on attendance, behavior, academic achievement, and overall school success.

In our efforts to provide a holistic approach to supporting at-risk students and their families, we look at data and also consider student perspectives. Data from the spring 2023 student perception survey that is informing our work in this area is included in the appendix.

Student Engagement Programming

The Student Engagement Office serves as a resource to support students, families, and schools by providing a continuum of prevention and intervention services for students who may be at risk or are struggling to engage at school. The team works to streamline the coordination of school, district and community resources that support our student engagement and re-engagement efforts in order to better serve students throughout Jeffco.

The Student Engagement Office provides direct supports to schools in the area of: Dropout Prevention and Re-Engagement; Child Welfare Programming; Community Family Connections (Homeless Liaisons); and Native American Education Program. These supports are explained in more detail below. In the 2022-23 school year, the student engagement office served 3,829 Jeffco students.

Dropout Prevention and Re-Engagement
The Dropout Prevention and Re-Engagement team is made up of six Student Engagement Advocates who work directly to support 'opportunity youth' as defined as students who have dropped out of school or who are at-risk of dropping out due to attendance, behavior, or course failure. The team works to connect students and families to the educational, social, and community support they need to successfully re-engage in school and to ultimately graduate from high school.

During the 2022-2023 school year:

- 1,521 students received support in navigating and accessing school and community resources through case management that included weekly check-ins, home visits/family meetings, mentoring, attendance tracking, grade conferencing, the assessment of academic and non academic needs, and high school credit counseling.
- Approximately, 900 high school students were coded as "discontinued schooling/dropped out" in Infinite Campus. Through work of the student engagement advocates, 324 high school students, out of the 900, were reengaged in school after dropping out. The team will continue to outreach to the remaining ~576 students who remain coded as dropouts for the 23-24 school year.

Community Family Connections (CFC) Liaisons
The McKinney-Vento (MKV) Homeless Assistance Act ensures educational stability for children and youth experiencing housing instability. Students who lack fixed, regular, and adequate nighttime residence qualify for additional support and resources. Unaccompanied Youth, students whose living situation is not fixed, regular or adequate and who are not in the physical custody of a parent or legal guardian, also qualify.

In the 2022-23 school year, seven CFC Liaisons worked to support 1,474 MKV eligible students and their families. CFC Liaisons are trained to assist with Medicaid /CHP enrollment. Removing barriers to education, increasing staff

awareness, and leveraging community partnerships to increase positive outcomes for students are the primary goals of the CFC team.

During the 2022-2023 school year:

- We served 1,474 identified McKinney- Vento eligible students in Jeffco as reported to CDE. This has been the average trend year over year for the last four years.
    - About 15% of identified MKV students were identified as Unaccompanied Youth.
- We have a formal partnership with Family Tree through the Next Steps grant (managed by Family Tree). *More information about Family Tree can be found in the Appendix below.* 13 families were housed through this partnership for the 2022-23 school year.
- In partnership with the Jeffco Medicaid team, $8,500 dollars were given to Jeffco Students in the form of dental, vision and hygiene items.

Child Welfare Programming
Students in foster care have the right to remain in their school of origin when they are initially placed in foster care or move foster care placements. Additionally, students in foster care have the right to immediate enrollment, if moving schools is determined to be in their best interest. They also have the right to free meals and school fee waivers.

Our Child Welfare team is comprised of 4.5 licensed mental health providers with diverse backgrounds in social work, counseling, and teaching. The Child Welfare team serves as the single point of contact for schools, families, and community agencies to help facilitate school stability and seamless enrollment transfers for students in foster care. They work with child placement agencies as well as county and state departments to facilitate the prompt and appropriate placement, transfer, and/or enrollment of students in schools. If child welfare is considering a school change due to a foster care placement change, the student's child welfare caseworker arranges a Best Interest Determination (BID) meeting with Jeffco's Child Welfare team to decide if the student should remain in the school of origin. Someone from the school who knows the student is required to be invited to the BID meeting.

During the 2022-2023 school year:

- 53 students in foster care (representing 48 schools) received intensive case management services

- 20 students in foster care received monitoring services
- 51 Best Interest Determination Meetings were held
- 35 Transportation requests were processed
- 138 in-school foster care consultations were conducted

Native American Education Program
The Native American Education Program (NAEP) supports Native American/Alaska Native students in Jeffco, many of whom experience two worlds in their day-to-day lives as they navigate the broader Jeffco community but still have a strong cultural identity with their tribal Nations. The goal of the NAEP is to support educational success and increase belonging through the use of culturally responsive practices with Native and Indigenous students and families. Support is provided in the areas of mentoring, dropout prevention case management, cultural events and activities, and peer and family networking and support. The 1 Coordinator, 2 Liaisons and 1 Advocate on this team support students and families who identify as Native and Indigenous.

During the 2022-2023 school year:

- 437 identified students received cultural, social emotional, and academic support through program participation and case management
- 315 students and families participated in community cultural activities and events throughout the year

Addressing Chronic Absenteeism
Regular school attendance is essential to student achievement and graduation, and Jeffco is committed to dedicating resources and attention to reducing chronic absenteeism rates. Improving attendance and reducing absenteeism takes schools, families and community partners working together to identify and address factors contributing to students missing school, particularly a lack of access to basic economic supports including food, reliable transportation, and housing as well feelings of disengagement with academic coursework and safety and belonging. See appendix for aligned student perception data.

Chronic absenteeism is defined as missing 10 percent or greater of the total number of days enrolled during the school year for any reason. Across Colorado and the country, student chronic absenteeism is on the rise. Colorado has the sixth highest absenteeism rate, tied with Nevada at 36%, up from 23% pre-pandemic. Jeffco's 2022-23 chronic absenteeism rate was 26%.

This year, we kicked off the month of September as Attendance Awareness Month, with a “Jeffco Shows Up” district-wide student attendance campaign. The campaign aims to increase the average daily attendance rates of each of our schools. School leaders were provided an attendance toolkit of resources, and families have received communications all month long explaining the importance of regular school attendance and information about how to access additional support or resources if needed. An attendance tracking data dashboard was also created to help track average daily attendance rates by articulation area.

The Division of Family and Community Partnerships also partners with schools and families to understand and address the barriers and mindsets affecting regular school attendance. In response, we will utilize district services and match community resources to the issues at play.

COMPLIANCE STATEMENT

Note: Tracking and quantifying community resources for the benefit of students and families is an area of priority focus as highlighted in Monitoring Report 2.2. We are in the process of developing a public community partner dashboard that will more accurately and comprehensively report the district’s partnerships as well as the impact of our community partners’ contributions.

This combined 3.1 and 3.3 Monitoring Report covers a large body of work and areas of focus for a significant number of central and school-based staff. These staff, who are on the ground and working most closely with our students and staff, are constantly refining and improving how they provide services to address students’ diverse needs and support their physical and mental health and safety and stability on a daily basis. Below, we have identified areas that are “on-track” or for “focused acceleration” where we are prioritizing a cohesive and system-wide approach led by district leadership.

On Track

Continued emphasis on MTSS implementation: The adoption and implementation of a Multi-Tiered System of Supports (MTSS) is ongoing across all Jeffco schools. Sustaining this systematic approach is vital for providing early intervention to ensure that students receive timely assistance, potentially preventing academic and behavioral challenges.

Data dashboard for informed decision making: Aligned to Monitoring Report 2.3, the district has launched data dashboards that collect and disaggregate data for school and district leaders, enabling us to take a more data-driven approach to addressing students' diverse learning needs. Future dashboard updates over the next 12-18 months include discipline, attendance, case management, and student success.

Creative staffing solutions: Staffing shortages in education and the healthcare fields are negatively impacting Jeffco's ability to adequately address students' diverse needs and support their growing physical and mental health needs. Last year, we contracted with a telehealth provider (you can read more about Hazel Health and how we are utilizing it in the appendix) to increase and enhance mental health supports available to students. We are also contracting with other vendors for services, providers, and temporary staffing to ensure we can meet students' needs. Looking ahead we have formed an internal think tank that will be comprised of central and school-based staff to generate ideas that will better position Jeffco to be more fully staffed in the areas of special education and mental health going into the 2024 2025 school year. To achieve this goal we must think differently and creatively about our workforce development strategies in order to attract and retain qualified staff who can ensure that students receive thriving educational experiences and support for their well-being.

Increasing suicide awareness. The increase in the number of suicide risk referrals and concerns brought to the attention of school personnel are an indication that Jeffco's proactive efforts to remove the stigma associated with suicide through open and direct conversation on the topic, public awareness initiatives and campaigns, and trainings for students and adults are effective in reducing the risk of a suicide attempts in our communities.

Proactive Behavior Safety Team (PBST). This year, every school established a PBST to establish behavior management systems, response protocols, and safety interventions for both students and staff. This team integrates school-wide and class-wide approaches to behavior, evidence-based supports, professional development, data-driven performance analysis, and tailored interventions for specific student groups.

Prevention and intervention strategies: The Office of Student Discipline is creating a Jeffco Prevention and Intervention (P&I) Manual that will guide schools on systemic best practice for supporting student discipline and behavior. The district's Discipline Matrix (referenced in EL-11) is embedded in the P&I Manual.

Continuum of alternative placement options: In the past, the district faced a significant gap in its continuum of services available to students with disabilities, particularly in the area of Autism Spectrum Disorder (ASD) and Affective Needs (AN) programming at the secondary level. However, over the last year, the district has taken proactive

steps to address this gap by expanding its ASD and AN programming for students in grades 6-12. This expansion reflects our commitment to providing comprehensive and inclusive educational opportunities that meet the diverse needs of all students.

SEL Programming and universal screening for social-emotional skills: In recent years, our district has made significant strides in prioritizing the social-emotional well-being of our students that was only possible through additional investments made by Jeffco taxpayers and federal funding. The successful 2018 mill levy allowed Jeffco to make substantial investments in Social-Emotional Learning Specialists (SELS), and counseling professionals. It also allowed us to increase professional development to improve student mental health services, including in the areas of suicide prevention and substance use and abuse counseling. These investments approved by Jeffco voters played a crucial role in bolstering the mental well-being support system for our students. Additionally, with Elementary and Secondary School Emergency Relief (ESSER) funding we have implemented SSIS-SEL, our comprehensive universal screening tool for assessing social-emotional skills. This tool enables educators to proactively identify areas where students may benefit from additional SEL interventions that support their social-emotional growth.

Comprehensive healthcare support: We have enhanced our Health Services department by introducing resource nurses with specialized expertise in diabetes management, concussions and brain injury, and CPR/First Aid. This strategic addition strengthens our ability to provide comprehensive healthcare support to students with unique health needs while ensuring compliance with health policies and statute.

Focused Acceleration:

Data literacy for informed decision making: Intensifying data literacy among educators and administrators on how to interpret the data they are seeing to support students with special needs who are receiving special education and/or gifted and talented services. This focus will help ensure that interventions and supports are tailored to individual student needs to enhance their academic, social, and emotional development in a timely way.

Addressing increased demand for mental, social-emotional, and behavioral health resources: Expanding access to mental health services, as well as health services and substance use and abuse services, to meet the growing demand effectively across all tiers of support requires: (1) The workforce development strategies mentioned in the “on track” section; (2) A comprehensive review of Jeffco’s resource allocation models to optimize the distribution of resources where they are most needed; and (3) Leveraging creative community partnerships to enhance our capacity to provide holistic support to our students.

Comprehensive program evaluation of specialized programs: Optimizing resources for the best outcomes for

students, especially amid staffing shortages, requires that we determine the effectiveness of the specialized initiatives we offer (e.g., center-based models in gifted and special education programming) in ensuring that the specialized supports we are providing are positively impacting students' academic and personal growth. This evaluation of our programming must be done with a lens to when and how it is appropriate for us to leverage community partnerships and external resources to supplement and support quality specialized programing, in light of resource limitations.

Determining the effectiveness of the specialized initiatives also requires us to conduct a thorough audit of both supplemental instructional resources and professional learning opportunities aligned with specialized programs. This includes the opportunity to align resources with best practices and the district's goals in literacy and math. Through this audit, we will identify specific needs and gaps in support and respond with a plan to provide the necessary resources and training to educators to ensure they have the tools and knowledge to meet the unique needs of their students.

Dropout prevention early warning indicators: Early warning indicators are important to identifying students at risk of dropping out. These indicators include various data sources (e.g., attendance, behavior, academic performance, and course completion), which when combined with knowing our students by name, strength and need, help us identify students who may be struggling and require additional support to proactively prevent school disengagement and dropout. The next step is to combine the indicators in a dashboard to create, in essence, an early warning system that ensures that Jeffco is taking a systemic approach to dropout intervention, prevention, and reengagement.

Decrease chronic absenteeism: We cannot teach students who do not come to school. Jeffco now has an attendance dashboard in place. We are focused on increasing average daily attendance and working with schools and families to understand and address the barriers and mindsets affecting regular school attendance in order to shift district services, match community resources, and identify new programs (and funding sources) to have the greatest impact.

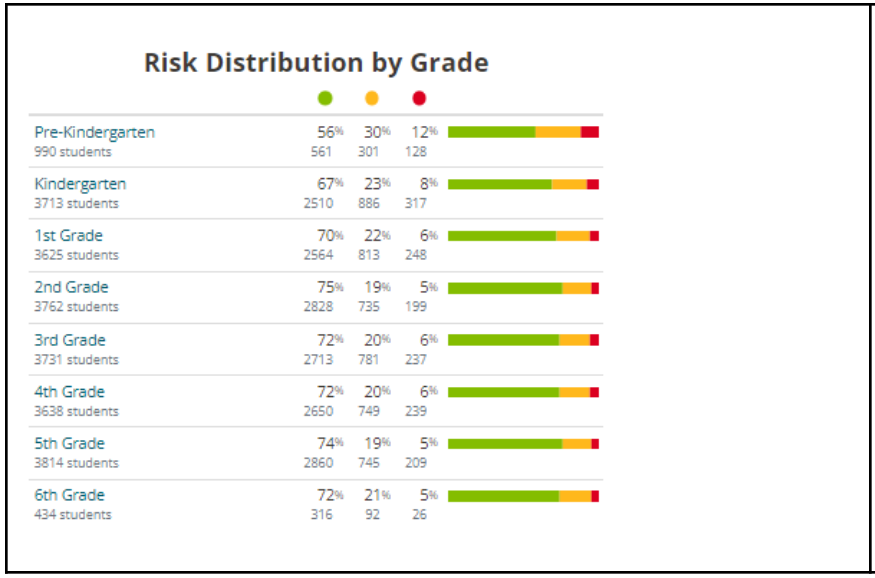
APPENDIX

Universal Screening

The data from universal screening for social emotional skills is essential for making the most efficient and effective decisions to increase student social-emotional outcomes at the district, school, and student level.

Table 1: 2021 - 2022

Elementary School Self-Management BOY	Elementary School Self-Management EOY
71% Proficient Level 17,002 students 21% Emerging Level 5,102 students 6% At Risk Level 1,603 students	77% Proficient Level 20,521 students 18% Emerging Level 4,809 students 4% At Risk Level 1,169 students



Risk Distribution by Grade

Pre-Kindergarten 990 students	56% 561	30% 301	12% 128
Kindergarten 3713 students	67% 2510	23% 886	8% 317
1st Grade 3625 students	70% 2564	22% 813	6% 248
2nd Grade 3762 students	75% 2828	19% 735	5% 199
3rd Grade 3731 students	72% 2713	20% 781	6% 237
4th Grade 3638 students	72% 2650	20% 749	6% 239
5th Grade 3814 students	74% 2860	19% 745	5% 209
6th Grade 434 students	72% 316	21% 92	5% 26

Risk Distribution by Grade

Pre-Kindergarten 1241 students	66% 829	21% 273	11% 139
Kindergarten 4152 students	76% 3157	19% 819	4% 176
1st Grade 4005 students	76% 3080	18% 750	4% 175
2nd Grade 4208 students	80% 3396	15% 665	3% 147
3rd Grade 4141 students	77% 3212	18% 746	4% 183
4th Grade 4039 students	78% 3171	17% 719	3% 149
5th Grade 4242 students	78% 3327	17% 756	3% 159
6th Grade 471 students	74% 349	17% 81	8% 41

Table 2: 2022 - 2023

Elementary School Self-Management BOY	Elementary School Self-Management EOY
70% Proficient Level 18,873 students 23% Emerging Level 6,277 students 6% At Risk Level 1,779 students	79% Proficient Level 21,364 students 16% Emerging Level 4,515 students 3% At Risk Level 1,010 students

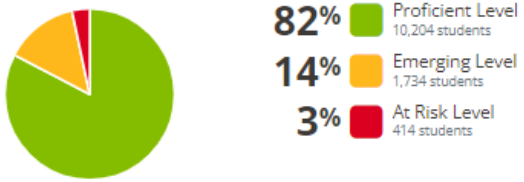
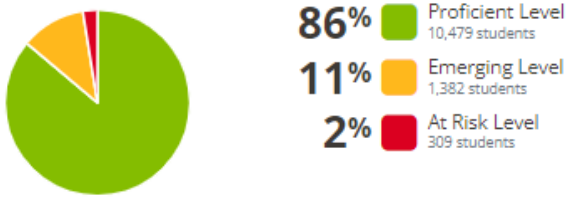
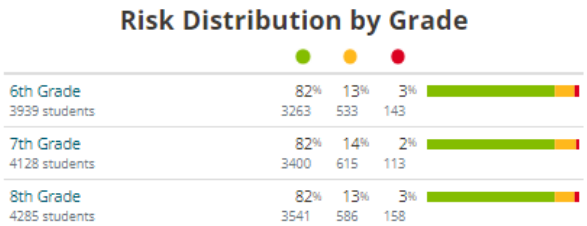
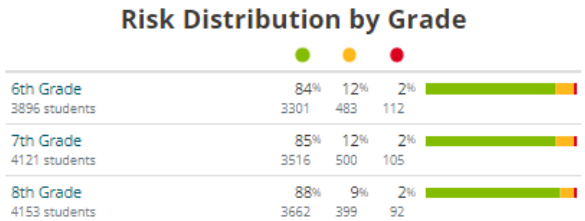
Risk Distribution by Grade

Pre-Kindergarten 1372 students	53% 740	30% 419	15% 213
Kindergarten 4098 students	65% 2696	25% 1060	8% 342
1st Grade 4387 students	69% 3069	23% 1041	6% 277
2nd Grade 4070 students	73% 2972	21% 870	5% 228
3rd Grade 4294 students	69% 3002	24% 1032	6% 260
4th Grade 4185 students	72% 3038	21% 918	5% 229
5th Grade 4057 students	74% 3033	20% 835	4% 189
6th Grade 466 students	69% 323	21% 102	8% 41

Risk Distribution by Grade

Pre-Kindergarten 1451 students	73% 1067	20% 296	6% 88
Kindergarten 4109 students	76% 3163	18% 759	4% 187
1st Grade 4364 students	77% 3393	18% 812	3% 159
2nd Grade 4035 students	80% 3258	15% 645	3% 132
3rd Grade 4276 students	80% 3434	15% 669	4% 173
4th Grade 4153 students	80% 3333	16% 675	3% 145
5th Grade 4054 students	83% 3370	14% 570	2% 114
6th Grade 447 students	77% 346	19% 89	2% 12

Table 3: 2021 - 2022

Middle School Relationship Skills BOY	Middle School Relationship Skills EOY
	
	

Student Engagement Survey Results

In the spring of 2023, 24,990 students in grades 6-12 responded to a perception survey regarding their experiences in Jeffco. This feedback has provided the district and our schools with insights to reflect, plan and take action toward better serving our students as outlined below.

Highlights:

- Jeffco students feel safe at school; our safety and environment scores match the national average.

- 60% of students feel positive about the high academic standards set at our schools.
- Most students said their teachers were respectful (80%), treated them fairly (67%) and encouraged them to do their best (65%).

Focus areas of growth:

- 34% of our students feel like they belong at school, which is lower than the average for schools nationwide.
- Our district ranks lower in areas like teacher-student relationships and school engagement, with scores between 20% and 40% favorable.
- Even though high academic standards was one of our highest performing areas at 60%, it's still below the national average and we have an opportunity to grow.
- 24% of students feel engaged with school and 17% are excited about attending their classes.

External Providers & Partners

Jefferson County Juvenile Assessment Center (JCJAC)
The Jefferson County Juvenile Assessment Center (JCJAC) is a collaborative program involving various stakeholders, including Juvenile Assessment Center Staff, Colorado Youth Detention Continuum (CYDC), Jefferson Center for Mental Health (JCMH), Department of Human Services (DHS), the First Judicial District's Attorney's Office, local law enforcement agencies, and Jeffco Public Schools. The JCJAC offers assessments to the Jefferson County Community at no cost to families. The assessments aim to provide a comprehensive understanding of each family's unique structure and identify the root causes of presenting issues, offering service referrals to address these concerns. Issues addressed include welfare placement, runaway cases, parent-child conflicts, substance use, abuse, and various family-related matters. The JCJAC serves as a centralized facility, offering a single point of entry for the processing, assessment, screening, and referral of at-risk youth and juvenile offenders.

Jefferson Center for Mental Health (JCMH)
The Jefferson Center for Mental Health (JCMH) plays a pivotal role in enhancing mental health, substance use services, behavioral healthcare, and counseling within Jeffco schools through its dedicated prevention and

intervention specialists. JCMH offers a comprehensive range of supplemental support, including whole group, small group, individual, and family assistance to our schools.

In the 2022 - 2023 school year, JCMH had a significant impact on student well-being. Their prevention services reached a remarkable 5,978 unique students, providing invaluable support to the school community. JCMH also conducted 95 unique classes to address mental health and behavioral topics, contributing to a total of 1,026 classes taught.

On the clinical front, JCMH's services have been instrumental in supporting students facing various challenges. A total of 331 students utilized the resources provided, covering a wide range of scenarios. Notably, 104 of these students had a clearly identified risk of suicide, prompting additional monitoring and tracking of their well-being.

JCMH's involvement extends across 42 schools within the district, offering crucial mental health and substance use services to students in need. Additionally, they have a dedicated substance use counselor working collaboratively with the district to assist students involved in drug-related incidents on school grounds.

JCMH's prevention team is actively engaged in 10 elementary schools, contributing to a total of 12 schools benefiting from their services throughout the year. Preliminary data indicates that they have reached an impressive 1,716 unique students, underscoring JCMH's unwavering commitment to fostering the mental and emotional health of Jeffco's students.

Sources of Strength

The district collaborates with Sources of Strength, a youth mental health promotion and suicide prevention program, to empower peer social networks in fostering healthy norms and culture. This initiative aims to prevent suicide, violence, bullying, and substance misuse by enhancing well-being, promoting help-seeking, building resilience, encouraging healthy coping mechanisms, and fostering a sense of belonging among students. Sources of Strength takes an upstream approach to youth suicide prevention, bolstering multiple sources of support or protective factors for young individuals, equipping them with strengths to navigate challenging times. Currently, over 450 peer leaders in 21 Jeffco Public schools have received training, along with approximately 50 staff members serving as adult

advisors. Additionally, the district has a dedicated Sources of Strength coach to facilitate and support the program's implementation.

STRIDE Community Health Centers
In collaboration with Jeffco Public Schools, STRIDE offers a comprehensive range of in-clinic services for individuals aged 0-21. This includes behavioral health services, chronic disease management, developmental screenings, immunizations, treatment for minor injuries, newborn care, well-child checks, physicals, sick visits, sports physicals, as well as sexual and reproductive health education. These services are currently available at two school locations: Golden High School and Rose Stein Elementary School. Furthermore, STRIDE extends its support through telehealth services accessible to all age groups.

Hazel Health
Hazel Health collaborates with Jeffco to bolster mental and physical health services available to the school district and families. They achieve this by providing mental and physical telehealth services to Jeffco students. In the school year 2022-2023 (from February 28, 2023, to June 29, 2023), Hazel Health addressed student healthcare needs effectively. They received 601 referrals spanning across 111 schools, with each school having at least one referral. Over this period, Hazel Health completed a total of 786 student visits, with 235 students concluding their visits after receiving the required care.

Continuing into the school year 2023-2024 (from July 1, 2023, to September 5, 2023), Hazel Health remained committed to providing accessible healthcare services. They received 101 referrals from 49 schools, each with at least one referral. During this timeframe, Hazel Health conducted 505 completed visits, with 164 students successfully concluding their visits after receiving the necessary care. Hazel Health's ongoing dedication underscores its pivotal role in supporting the well-being of Jeffco students.

University of Colorado Medicine (CU Department of Psychiatry)
In Jeffco Schools, high schools account for 50% of all 504 plans, with 31.07% addressing anxiety and 12.63% addressing depression. Additionally, 50% of students across all grade levels with active truancy cases attribute their absences to anxiety. In response, Jeffco Public Schools has forged a partnership with the CU Department of Psychiatry through the adoption of a program called F.A.C.E. Your Fears. This program strengthens our capacity to understand how

anxiety manifests in the classroom and gives educators essential tools for recognizing anxiety, providing appropriate support, and facilitating effective skill building with students struggling with anxiety. F.A.C.E. Your Fears can be implemented at all levels and developmentally differentiates for elementary, middle, and high school. This collaboration encompasses specialized, role specific training tailored to address these challenges in school settings, a 6 week small group, level specific curriculum uniquely designed for implementation by mental health professionals, ongoing consultation with CU's project lead, Dr. Scott Cypers, provision of parent/caregiver training sessions upon individual school requests, and access to a comprehensive video library featuring effective strategies that can be used at home, in school, or in the community. This is a newly developed partnership during for the 2023 - 2024 school year, and outcomes will be available in the future.

School to Work Alliance Program (SWAP)

The School to Work Alliance Program is a collaborative initiative between the Colorado Division of Vocational Rehabilitation (DVR) and Jeffco Public Schools, and is supported by the Colorado Department of Education (CDE). SWAP provides case management and direct services to 270 young adults with disabilities (between the ages of 15-24) who have mild to moderate needs in employment and who need support in developing vocational awareness, career exploration, and experiencing career and employment opportunities to become competitively employed and to achieve successful outcomes. The purpose of SWAP is to assist young adults in making the transition from school to employment, provide successful employment outcomes, increase community linkages, and new patterns of service for young adults within all categories of disabilities. Services may include pre-employment transition services, career exploration, career development, employment-related instruction, job development/placement, case management, one year follow up, and year-round community based services.

In the 2022 - 2023 school year, 317 students received SWAP services. Out of these, an impressive 280 individuals with disabilities actively engaged in pre-employment transition services. Even more encouraging, 107 developed a comprehensive plan for employment, and 23 were able to close their cases or achieve rehabilitation successfully.

This achievement is particularly significant as it marks the first time since the onset of the COVID-19 pandemic that we have met our service goals, demonstrating our commitment to supporting individuals with disabilities in their journey towards meaningful employment and rehabilitation.

Jeffco Connections Collaborative
Jeffco Public Schools is an invested community partner in Jeffco Connections. Jeffco Connections serves as Jefferson County's Collaborative Management Program (CMP) and serves hundreds of children, youth and their families on an annual basis. Jeffco Connections provides a space for collaborative camaraderie to manifest itself into meaningful initiatives and programs that benefit the most vulnerable members of our community. The collaborative partnership is made up of 26 private and public entities all committed to bettering the lives of our students and families in Jefferson County.

Family Tree
Located within Jefferson County in Arvada, Family Tree works alongside people affected by child abuse, domestic violence and homelessness throughout their journey to safety and economic independence, providing emergency residential services, case management and advocacy, therapeutic services, outreach support, housing search and placement, education and employment support, among many other services.

Family Tree Housing and Family Stabilization Services works closely with our Community Family Connections Liaisons to support our students and families experiencing homelessness or those at-risk of homelessness. They offer an information help line, homeless prevention services, case management, education and employment services, and various other supportive services in order to help our families achieve economic independence.

Jefferson County Public Health
Jefferson County Public Health (JCPH) works with the district to promote the well-being of students and the broader community. This collaboration often includes health education programs, school safety and wellness initiatives, and other crucial support. JCPH advises on policies related to nutrition, tobacco, and emergency preparedness, while also providing essential data for informed decision-making. During public health emergencies, like disease outbreaks, they play a crucial role in guiding safety measures and vaccination efforts in schools. By sharing resources, conducting outreach, and fostering a holistic approach to health, this partnership ensures that schools are well-equipped to address various health challenges and maintain a safe and healthy learning environment.

Judi's House

Judi's House (JH) is a comprehensive grief center dedicated to children aged 3-18, young adults aged 18-25, and parents and caregivers navigating the challenging journey of grief. Their mission is to create a community where no child faces grief alone. JH extends its support to children and families grieving the loss of a "special person," covering various familial and relational roles.

At JH, they adhere to best practices, underpinned by research, evaluation, and innovation. Their primary approach to addressing childhood grief is through the "Pathfinders" program, a guided short-term curriculum designed for middle school age students, led by trained mental health professionals and graduate-level interns. Schools in Jeffco have the opportunity to reach out to JH if they would like to learn more about bringing Pathfinders to their buildings. If the school determines a need, participants are then identified based on input from various school stakeholders, ensuring the utmost privacy and consent of parents/caregivers. Initial assessments and outcome evaluations are conducted to provide effective support to grieving students.

JH also extends its expertise to other Jeffco schools, delivering professional learning around comprehensive grief and trauma education, facilitating information of support groups, and consultations to foster grief-sensitive environments. For schools that request their support or are referred by our Department of Student Services, JH offers tailored training programs, including "Grief in the Classroom" sessions, "Caring for Grieving Kids" workshops, and "Youth and Grief" workshops. Through our partnership with JH, they add valuable insights into our support of schools in recognizing and addressing childhood grief while promoting supportive school environments.

Statewide Assistive Technology and Augmentative Alternative Communication (SWAAAC)
SWAAAC is a collaborative program that brings together various administrative units statewide, the Colorado Department of Education (CDE), and the University of Colorado Denver Center for Inclusive Design and Engineering. SWAAAC's primary purpose is to provide a statewide assistive technology loan library. School districts, including Jeffco Public Schools, can access this library to try out assistive technology devices. The goal is to determine whether these devices are the most suitable fit for a particular child and their family.

This partnership holds significant importance for Jeffco Public Schools, as it empowers us to make well-informed decisions. These decisions are crucial in our efforts to cater to the unique needs of students with disabilities. SWAAAC

plays a pivotal role in enabling us to ensure that every student receives the appropriate support and tools they need to thrive.

Developmental Disabilities Resource Center (DDRC)
The Developmental Disabilities Resource Center (DDRC) is dedicated to empowering individuals with intellectual and developmental disabilities and their families to actively participate in their communities. Serving as the designated Community Centered Board for Jefferson, Gilpin, Clear Creek, and Summit Counties, DDRC provides crucial support to children and adults with developmental disabilities and their families. It serves as a single entry point into various local, state, and federally funded services. DDRC's impact extends beyond individuals and families; it fosters community inclusion and has facilitated employment opportunities, ultimately enhancing the overall well-being of the served individuals and the community.

Division of Vocational Rehabilitation (DVR)
The Division of Vocational Rehabilitation (DVR) is committed to helping individuals with disabilities thrive in the workplace and achieve independence. They firmly believe that anyone with a disability, regardless of its type or severity, can find employment. DVR collaborates closely with various partners and stakeholders, including vendors, employers, state and federal agencies, Workforce Centers, Centers for Independent Living, and Jefferson County (Jeffco) as a significant stakeholder.

Key Definitions

Internal Resources

These are the services and support systems that are directly provided and managed by Jeffco Public Schools.

External Resources

These are supplemental services and support systems that come from outside sources, often external organizations or partners. These external resources are brought in to complement the efforts of the school district and provide extra help.

Community Partnerships

These are collaborative relationships formed between Jeffco Public Schools and various community organizations or groups. These partnerships involve working together to achieve shared goals and provide specific benefits to our students and families we serve at no additional cost to the district or schools.