District Accountability Committee - Agenda
November 19, 2024
5:30-8:30

Jeffco Public Schools Ed. Center, Board Room (take elevators to the 5th floor)
1829 Denver West Drive, Bldg. 27, Golden, CO 80401

Welcome and Approval of Agenda and Minutes (5:30-5:40) *Therese Rednor will welcome members and determine quorum. Members will approve the October meeting minutes.*	10 min	Therese Rednor, DAC Chair
Safe & Secure Environments (5:40-6:25) Materials: Presentation	45 min	Jeff Pierson, Executive Director of Safety & Security Madalena DeAndrea, Senior Mgr - Security & Emergency Mgmt
Federal Programs/Title I (6:25-6.55) Materials: Presentation	30 min	Rhonda Hatch-Rivera, Director, Federal Programs Andy Flinn, Manager, Grants
BREAK (7:05-7:15)		
Mentorship Connection (7:15-7:30)	15 min	
Special Project Update & Discussion (7:30-7:45)	10 min	Trace Faust, External Facilitator Keystone Policy Center
AAR Post Meeting Time (7:45-8:30)	45 min	Michelle Kuenzler, AAR Chair
Adjournment Board member comments (if present) Submit your questions here (or scan this QR Code) Remember you always have a resource through the DAC website		Therese Rednor

Attendees:

At Large Member - VACANT	Corky Guy	Erin Norton	Jessica Gregg	Laura Grims	Columbine AAR - VACANT
Amanda Bryan	Standley Lake AAR - VACANT	At Large Member - VACANT	Julia Morgan	Bear Creek AAR - VACANT	Therese Rednor
Amanda Gomez	Crystal Marine	Evie Hudak	Conifer AAR - VACANT	Leslie Dennis	Charter School AAR - VACANT
Annie Contractor	David Alex	Giselle Arroyo	Karena Hamm	Lucia Severtson	
Aubrey Allmond	Dawn Fritz	Greg Aigner	Kate Otto	Matthew Noll	
Austin Long	JCEA HS Rep - VACANT	Hannah Hoong	Katie Koivisto	Michele DeAndrea-Austin	
Brisneida Barrueta	Diego Rodriguez	Jaclyn Uttley	Option Schools AAR - VACANT	Michelle Kuenzler	
Caitlin Fitzpatrick	Elizabeth Armstong	Jeanine Baird	Kaylie Weese	Monica Keegan	
Carsten Engebretsen	Emily Lubkert	Jeff Baucum	Kim Bierbrauer	Rob Applegate	
Cheryl Secorski	Eric Koch	Ralston Valley AAR - VACANT	Kristina Stuber	Sara Kuntzler	

Minutes By Agenda Topic:

1. **Topic: Welcome and Approval of Agenda (5:30-5:35)**

   Outputs/Outcomes no comments/changes - stand approved

2. **Topic: Charter Subcommittee**
   a. Process: review notes, vote on whether or not to submit to board
   b. School 1: Lincoln Academy Charter School- Review Doc
      i. Questions about "100% participation rate"
      ii. Question: this looks like a recommendation. Is it? No, not giving an up or down vote on the school.
         1. Subcommittee response: the rubric is black and white, but the renewals are not. Not meeting a standard shouldn't =
      iii. Question: need to sell part of their property - why? Imminent domain, or
      iv. Question: since you cannot make determinations in any category, is this appropriate work for DAC to be doing? - we should discuss this later
      v. Question about this vote tonight - what are we voting on?
      vi. Motion to Approve comments for Lincoln
      vii. Vote to send comments to board: passed vote.
         1. 32 yes votes
         2. 2 abstentions
         3. 0 no votes
   c. School 2: Montessori Peaks Academy - Review Doc
      i. Questions: Capital purchase - buying a new building when up for renewal is that a red flag?
         1. Not for us
      ii. Question: Art Charters on Jeffco Insights - they have to opt into it. Each of these renewals did include performance data from Jeffco Insights
      iii. Confusion on academic data - performance data - is there data or not? There is academic data, but no data about performance against their own curriculum

      iv.   Did the subcommittee use a specific statistic regarding disproportionate discipline - what data is being used to support that statement and what kind of data is being talked about here? (example, a note sent home, vs. a suspension)

      v.   Vote to send comments to board: <mark style="background:lime">passed vote.</mark>
   1. 33 yes votes
   2. 1 abstention
   3. 0 no votes

  d. School 3: Mountain Phoenix Community School - <mark style="background:yellow">Review Doc</mark>
      i.   Questions: note of increase in low-income students, increasing representation of the community in which it's located
      ii.   Question: what are the socioeconomics of the community where it is located?
      iii.   Vote to send comments to board: <mark style="background:lime">passed vote.</mark>
   1. 29 yes votes
   2. 2 abstentions
   3. 0 no votes

  e. School 4: Rocky Mountain Deaf School - <mark style="background:yellow">Review Doc</mark>
      i.   Question: "aggressive expectations" for growth - are those coming from the school or from some outside entity? - from the school
      ii.   Comment: this is such a great example of why the rubric is hard to use - they should get renewed, but by metrics
      iii.   Comment from District Liaison - only state school teaching only in ASL.
      iv.   Vote to send comments to board: <mark style="background:lime">passed vote.</mark>
   1. 33 Yes votes
   2. 0 abstentions
   3. 0 no votes

  f. School 5: Doral Academy - <mark style="background:yellow">Review Doc</mark> (does not include amendments voted on)
      i.   Question: does it look like the external source of cost coverage look like it will cover their costs?
   1. We felt the FTE growth forecast to cover the costs was unrealistic
      ii.   Comment: why don't you just say the numbers, instead of using "unrealistic"
      iii.   Comment: this was a two-year renewal, not a 5-year renewal - they were already put on notice.
      iv.   Motion to approve the document, with the amendment to the document of specific data from the application around the balloon payment and FTE
      v.   Vote to send comments to board: <mark style="background:lime">passed vote.</mark>
   1. 29 Yes votes
   2. 3 Abstentions
   3. 1
   4. No votes

3. **Topic: Code of Conduct Review**
  a. A motion was made to "**delay the final Committee of the Whole vote on the Code of Conduct until the January meeting**, and I further move that the DAC **create a temporary ad hoc subcommittee open to all members to comprehensively review and recommend changes to the DAC Code of Conduct and if necessary, the DAC By laws.** This Code of Conduct subcommittee is to provide a Draft Code of Conduct with all recommendations to the DAC Committee of the Whole prior to the January meeting. I think together we can make DAC, safer and more inclusive."
  b. Discussion:
      i.   Question: what will be in place until January? What protections for us until then? - **Current Code of Conduct will still be in place**
      ii.   Comment: apology that this happened.
      iii.   Question: are we allowed to make subcommittees? - **Yes, as per bylaws.**
      iv.   Question: who would be the chair? **Need to be elected, as is our precedent, but a committee chair can appoint a chair of an ad hoc committee. Not clear in Roberts rules or in bylaws**
      v.   Question: if they become a chair, would they sit on the executive committee, and if so, would that create a conflict of interest? **Would not sit on Exec Committee as an ad hoc subcommittee.**
      vi.   Substitute motion: take the Code of Conduct off the agenda and make this decision in November
      vii.   Amendment to the Motion: bring forward subcommittee recommendation in January for a vote in February (Seconded)
      viii.   Vote for February vote - <mark style="background:lime">simple majority passed</mark>.
      ix.   Vote for original motion to create ad hoc subcommittee - <mark style="background:lime">simple majority passed</mark>
      x.   Creation of the ad hoc subcommittee:
   1. Motion: any parties submit their names before next meeting, hold vote in November

2. Discussion: integrity of committee - shouldn't be chaired by persons involved.
3. Suggestion: interested parties submit names to Greece, those people can start having conversations and get thoughts out, getting out notes
4. Suggestion: temporary chair? Facilitator? If temporary chair, that should be the chair of the DAC, to truly just serve as a facilitator.

xi. Note: we did ask members to come to today's meeting with thoughts, since it was on the agenda for today.

xii. Question: would the person who made this motion, based on personal experience, feel comfortable with the chair serving in this capacity, or should it be an outside party?
1. Probably need an outside person

xiii. Question: would the person who made this motion feel comfortable facilitating?
1. If the committee as a whole is comfortable with this, given her position, yes.

xiv. Motion: any interested parties in chairing the ad hoc subcommittee should submit their names for election procedure in November
1. Offer from 3rd party facilitator, Trace, to be a neutral facilitator.

xv. Amendment to the motion: Trace should ask as an impartial facilitator to the ad hoc subcommittee
Question: can a non DAC member be a facilitator of an ad hoc subcommittee, as per bylaws?
Would be completely neutral party, no decision-making role
- Vote - "full majority" - passed

4. **Topic: SAC Survey Discussion**
   a. Updates to the SAC survey questions - link to notes document
      i. Demographic match of SAC - **can we make checkboxes, not yes/no?**
   b. Suggestion for a separate survey for charters because these questions are not super applicable
   c. Suggestion to restructure the survey based on what we need from it, then do the question revision offline
      i. Consider:
         1. Accountability - are SACs working well as a structure?
         2. What do you need?
   d. Concern: changing questions year to year means we cannot see trends over time
   e. What is needed in the survey:
      i. What is their impression of the DAC structure change?
      ii. Do they feel like their voice makes it to the School Board?
      iii. Do they feel like the AARs represent them?
      iv. ***May be hard to add it to deploy in November
   f. Logistics of the survey process:
      i. Feedback in November in order to…
      ii. For budget considerations to the school board, the district is scheduled to present in Feb.
      iii. Need survey back in December in order to clean it up
      iv. Also, budget will review data in December and present back to the DAC in Jan in time for the district
   g. Comment: not every SAC meets every month so you might not get a response
   h. Comment: A lot of this information we got at our last meeting
   i. Suggestion: break into two surveys: budget version along existing timeline. Other questions on a separate survey
   j. Suggestion: Budget survey is separate, according to this timeline, revamp remainder of questions to gather useful information along a timeline that makes sense
   k. Question: what does the school board need from us?
      i. Erin Kenworthy, board liaison, speaking for herself only: are schools getting the UIP information that they need?
   l. Board liaison: the district has many impressive dashboards that lift up demographic data to the Board. DAC is not the only one.
      i. What Erin wants to know: where are the issues that are occurring that are coalescing/occurring in multiple schools, multiple areas - collective issues impacting multiple schools in the same area
   m. **Outcome: budget survey to go out as planned. Perhaps do not need another survey, given FSCP restructure**

5. **Topic: DAC Member Input**

   a. Trace Faust - 3rd party consulting on committee operations
      i. Special project opportunity - members completed survey of preferences
      ii. Meeting feedback form

Safe and Welcoming Learning Environments Update & Future Investments

Summary Report

Fall/Winter 2024-2025

Safe & Welcoming Learning Environments
Where we were. Where we are. Where we are going.

Safe and Secure Learning Environments is an area of significant interest to the Board, superintendent, Jeffco students, staff, and families, as well as communities.

➔ **October 2018:** the district convened a "taskforce" on this topic that required a large investment of time and resulted in recommendations the district was unable to afford or implement.

➔ **Spring 2024:** a Jeffco Alliance subgroup focused on Safe and Secure Learning Environments. Full report *HERE*.

Guiding investments
➔ Physical Safety
➔ Belonging & Wellbeing
➔ Culture & Climate

Jeffco School Safety
Promise

All staff, students and school communities deserve an environment that is welcoming and without threats, bullying, intimidation and harassment.

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Jeffco School Safety
at a glance

The district has over **145 safety and security staff** + **35 SROs**

1. Campus Security
2. Dispatch
3. Emergency Management
4. Armed Patrol
5. Judicial Services/Behavioral Threat Mgmt

working **24 hours a day**

to protect **155 schools**.

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Campus supervisors and SRO at Ralston Valley High School

School Safety at a glance

➜ 69,000 students   ➜ 14,000 employees   ➜ 168 campuses

155 Schools		
84 Elementary Schools		
17 Middle Schools	17 High Schools	
15 Charter Schools	12 Option Schools	
1 Online School	1 Career/Tech Ed School	2 Outdoor Lab Schools

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School Safety at a glance

During the 2023-2024 school year, Jeffco received a total of **1,315 Safe-2-Tell tips**

67% of public schools recorded at least **1 violent incident** in 2021-22

*National Center for Education Statistics

A higher percentage of middle schools reported bullying on campus at least once per week in 2021-22, with 28 percent saying it took place at least once a week, compared with 15 percent for high/secondary schools and 10 percent for elementary schools. *NCES

EMOTIONAL & BEHAVIORAL HEALTH

- Belonging & wellbeing
- Mental health supports & resources
- Staff training

ENGAGED COMMUNITY

SAFER SCHOOLS

HEALTHY CULTURE

EMERGENCY PREPARDNESS & MANAGEMENT

- Prevention
- Mitigation
- Preparedness
- Response
- Recovery

PHYSICAL SAFETY

Investments in
- People
- Equipment
- Systems

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School Safety Operations

- Standard Reunification Method (SRM)
- Mental Health Crisis Response Team
- Short, Intermediate, & Long-Term Aftermath Management

- Behavioral Threat Assessment
- Culture & Climate in the School & Community
- Emotional & Behavioral Health
- Physical Health & Wellbeing

Recovery

Prevention

Response

Mitigation

Preparedness
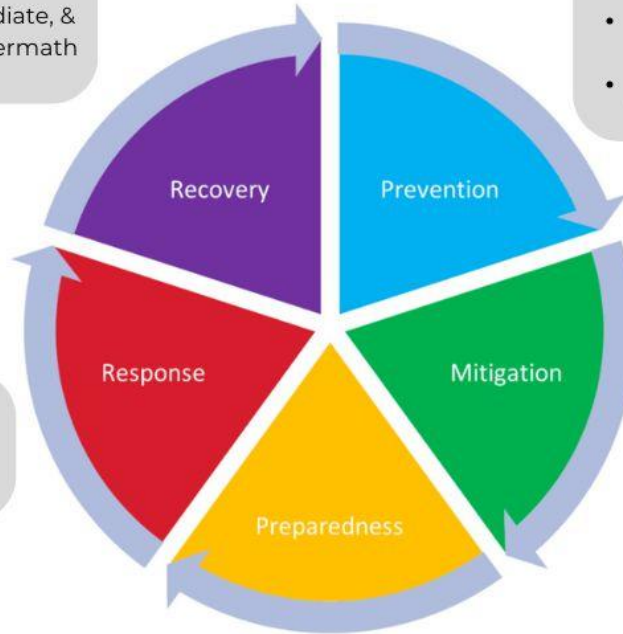
- Standard Response Protocol (SRP)
- Incident Command System

Physical Campus Security
- Secure vestibules
- cameras
- radios, etc.

- Emergency Drills (evacuation, fire, lockdown, & shelter)
- Safety training for students, staff, families, and community

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Five Departments Devoted to a Duty to Protect

Frank DeAngelis Community Safety Center

- Active training environment for police officers and school administrators.
- Over 170,000 people trained, including more than 350 federal, state and local agencies, in active shooter situations.
- Operated by the Jeffco/DeAngelis Foundation in partnership with Jeffco Public Schools

School Safety Evolution

While expert response is important, prevention is key to stopping critical incidents in schools.

➔ Campus Supervisors and School Resource Officers play a key role in prevention.

➔ Caring environments where students feel a sense of belonging is conducive to lowering incidents.

➔ Students feeling safe and supported, both physically and emotionally, helps to lower incidents going forward.

➔ School Safety staff and administrators who are trained on how to stay engaged, identify red flags and use the resources available to help in situations.

➔ Safety technology, including Safe2Tell and visitor management systems, is highly effective at preventing critical incidents.

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Funding

Since Columbine, law enforcement agencies in Jeffco have fully covered the costs of our SRO program. In 2025-26 and beyond, Jeffco will pay 50% of the cost.

Some safety and security investments are included in the district's central fund and budget.

Some safety and security investments are the responsibility of the schools.

Funding

The 2018 Capital Improvement Program & MLO funded

➔ Important safety upgrades in schools across the district through voter-approved bonds, including secure vestibules (entryways) for all schools and classroom push button locks

➔ Created equity in surveillance equipment at each level

➔ Major investment in mental health supports.

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Safe & Welcoming Environments
Where we were. Where we are. Where we are going.

During the 2024-25 school year, the district will generate a Safe & Secure Learning Environments report.

➔ Focused on Physical Safety aspects of the Jeffco Alliance report.

➔ Producing this report is a collaborative effort between the Department of School Safety and the Office of Strategic Initiatives.
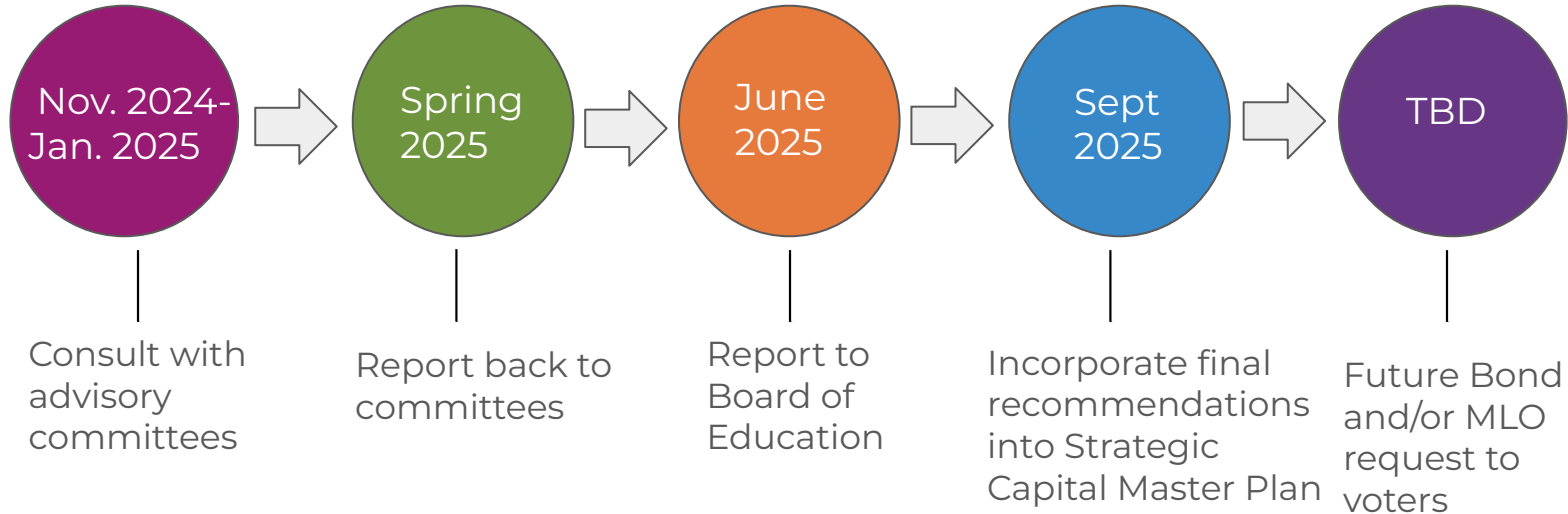
➔ Will include input from advisory committees.

Why focus on physical safety:

1. 50/50 cost sharing of SROs that will begin in 2025-26
2. As the district faces increased financial pressure, we must make critical decisions about how safety investments are funded

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Advisory Committee Input

CAAC	DAC	TDPAC	JSLB	FAC
Equipment (cameras and radios) purchase and replacement cycle Deferred maintenance identified in annual safety audits	FTE investments including SROs and Campus Supervisors Inclusion of school safety investment questions in annual SAC survey	Technology enhancements that improve emergency response time and consistent use of a visitor management system in all schools Other IT investments that support student safety	Deeper understanding of student responses on Panorama survey Student experience with FTE focused on school safety What makes them feel safe? What would make them feel safer?	SRO investment starting in 2025-26 One-time costs v. annual costs Review input received from other committees

Report Timeline

Nov. 2024- Jan. 2025
Consult with advisory committees

Spring 2025
Report back to committees

June 2025
Report to Board of Education

Sept 2025
Incorporate final recommendations into Strategic Capital Master Plan

TBD
Future Bond and/or MLO request to voters

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DAC Advisory Committee Input

➔ *What are some of the things that you most value related to school safety in your specific school community? What makes you and students feel safe?*
    1. *Make a comprehensive list*
    2. *Circle your top 3*

➔ *Generally, what safety and security investments do you think should be autonomous to schools versus directed and supported by the district? (if you get stuck, use your own list as a starting place)*

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DAC Meeting
Federal Program Overview
Nov. 19, 2024

What is ESEA?

- The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson. President Obama signed the Every Student Succeeds Act (ESSA) law on December 10, 2015 reauthorizing ESEA. ESSA includes provisions that will help to ensure success for students and schools.

- ESEA is the longstanding federal law focused on K-12 education that helps ensure equitable opportunities for all students with a focus on students most at-risk of academic achievement navigating complex challenges.

- ESEA provides supplemental funding and resources.

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What is ESEA? ESSA?

ESEA's most recent reauthorization, ESSA, emphasizes:

- Opportunities for historically underserved students
- Local control and flexibility based on local context
- Access to high academic standards and effective educators
- Assessments that measure student progress towards meeting high academic standards
- Federal accountability and actions for results
- Preparation for student success in college and careers
- Leverage of evidence-based practices
- Heightened focus on family engagement and academic partnerships

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Federal Programs

The Department of Federal Programs (DoFP) aims to improve educational opportunities, support equitable access to resources, and to remove barriers for students success. Federal Programs supports the *supplemental* funding provide through ESEA.

Key functions of the Federal Programs are:
- Program Implementation
- Monitoring & compliance
- Fiscal planning & evaluation
- Collaboration & partnerships
- Alignment of federal funds with Jeffco's strategic plan
- Advocacy

DoFP also partners with Jeffco's Transformation team who oversees School Improvement through Empowering Action for School Improvement (EASI) grants.

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Jeffco Public Schools
Department of Federal Programs

Director
Rhonda Hatch-Rivera

Assistant Director
Stephanie Woodhouse

Title I

Specialist
Lindsay Oldham

RISE Program Coordinator
Susie Kirvin

Data Resource
Trish Vietti

Title I Fund School List

Itinerant Guest Teachers

Family Engagement

FEL Coordinator
Susan Kimes-Demboski

FEL Program Leader
Betsy Puc

31 Family Engagement Liaisons

Translation & Interpretation

Coordinator
Tory Baldwin

Translators
Yokasta Lara-Jaquez
Margarita Moya
Irina Sapunova

Technicians
Adriana Hernandez
Kelley Shirley

Spanish Interpreter/Liaisons
Delsia Diaz Burkhard
Leonor Hernández-Prian
Jesus Juarez Salazar
Claudia Thomas
Carina Valenzuela Magallanes

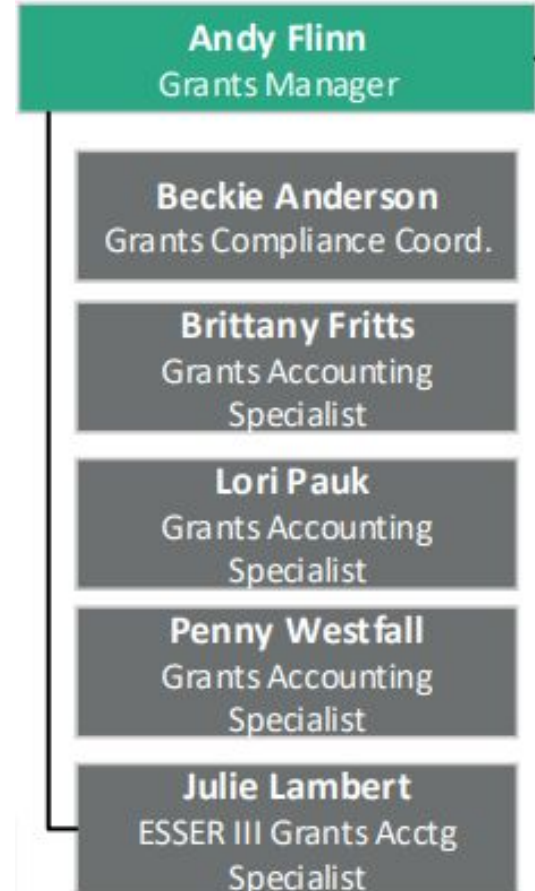**Russian Interpreter/Liaison**
Irina Sapunova

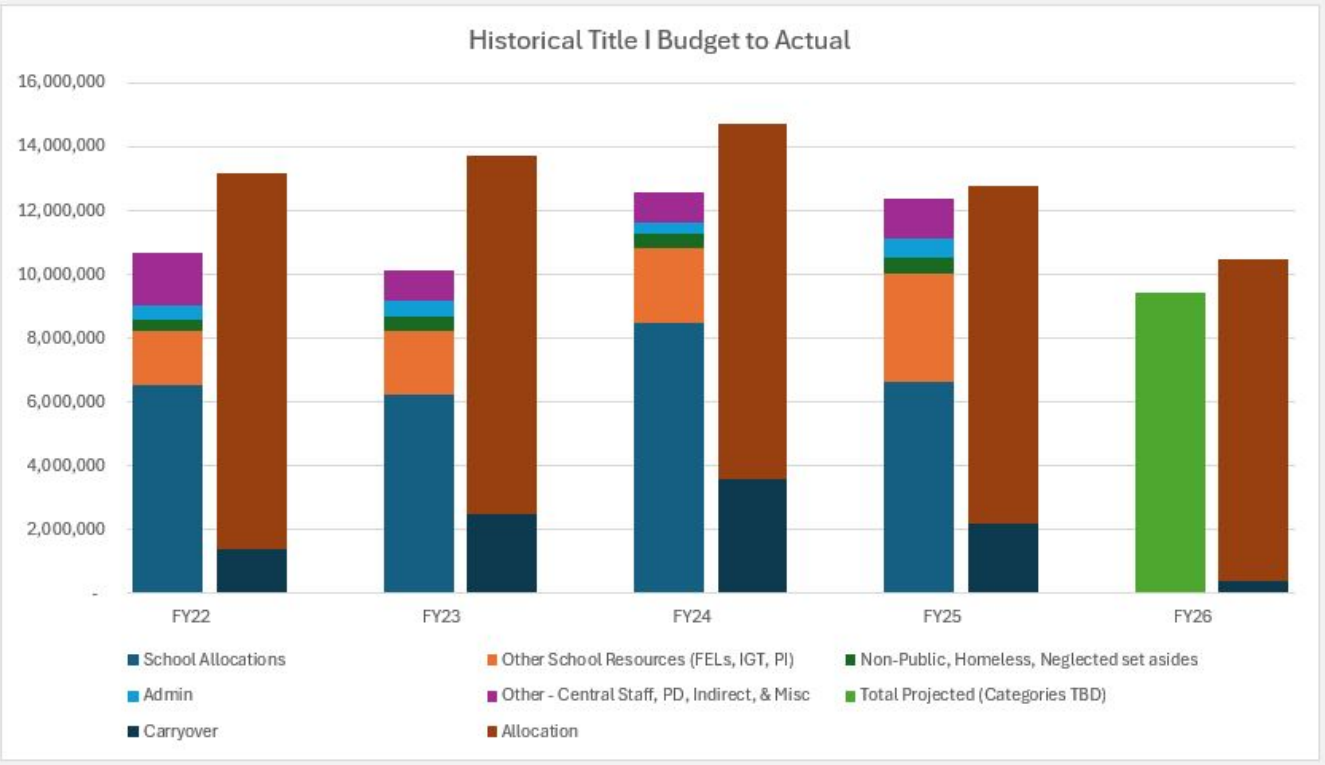2024-2025 Spanish Bilingual Interpreter/Liaison School Assignments

JEFFCO PUBLIC SCHOOLS | FAMILY & COMMUNITY PARTNERSHIPS

Grants Accounting

- The Grants Accounting Department serves as the fiscal contact for the district's 140+ grants
- Our Focus: Supporting our Grant Managers with acquiring, budgeting and grants accounting. Coordinating with Grantors and the District partners to ensure we are meeting all reporting and compliance requirements

Andy Flinn
Grants Manager

Beckie Anderson
Grants Compliance Coord.

Brittany Fritts
Grants Accounting Specialist

Lori Pauk
Grants Accounting Specialist

Penny Westfall
Grants Accounting Specialist

Julie Lambert
ESSER III Grants Acctg Specialist

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Historical Look at Title Funds

Historical Title I Budget to Actual

Title I

Title I, Part A is the ***largest*** federal program supporting both elementary and secondary education. The program's **supplemental** resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.

Components of Title I

- **Title I, Part A** - Improving the Academic Achievement of Disadvantage
- **Title I, Part C** - Education of Migratory Children
- **Title I, Part D** - Neglected & Delinquent

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School Support

- For the 2024-25 school year Jeffco has 33 Title I schools.
- Schools are served in rank order.
- 2 Neglected Institutions
- 1 Delinquent Institutions
- Title I Schools are funded on a Per Pupil Allocation (PPA) measured by the Free and Reduced Count. FRL percentage is gathered annually.
- 80% of Title I funds go directly to schools through the PPA and the Family Engagement Liaisons (FEL) positions.

JEFFERSON COUNTY TITLE I FUNDED SCHOOLS & INSTITUTIONS 2024-2025

Alameda Intl. Jr/Sr High School, 7-12	Welchester Elementary
Arvada High School	Westgate Elementary
Bear Creek K-8	(26)
Creighton Middle School	**SPECIAL SCHOOLS AND PROGRAMS (5)**
Deane Elementary	Brady High School
Edgewater Elementary	Connections Learning Center
Eiber Elementary	Long View High School
Everitt Middle School	McLain Community High School
Foothills Elementary	Sobesky K-12
Foster K-8	
Jefferson Jr/Sr High School, 7-12	**CHARTER SCHOOLS (2)**
Lasley Elementary	New America School
Lawrence Elementary	Rocky Mountain Deaf School (9-12)
Little Elementary	
Lumberg Elementary	**Title I, Part A - (N) INSTITUTIONS (2)**
North Arvada Middle School	Rite of Passage
Patterson International Elementary	Shiloh House, Inc.
Rose Stein Elementary	
Secrest Elementary	**Title I, Part D - (D) INSTITUTION**
Semper Elementary	Mount View
Slater Elementary	
South Lakewood Elementary	
Stevens Elementary	
Swanson Elementary	

Funded Initiatives

- Title I Guest Teachers
- ParaSharp Professional Learning
- TalkingPoints- 2 way communication platform
- Staffing to support Student Engagement Department

![Jeffco Public Schools logo]

Family Engagement

The Title I Parent set-aside is a fund that school districts use to support parent and family engagement activities. The funds are used to:

- Improve student academic achievement
- Increase parent and family engagement
- Consult with parents on how to use the funds
- Align activities with the school's Parent and Family Engagement Policy

The set-aside is allocated as follows:
- 90% to Title I schools: Each Title I school receives a portion of this to implement school-level activities
- 10% to the LEA: The LEA can use this for system-wide initiatives

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Outline of Title II-IV & VI

- Title II- Educator Quality
- Title III- English Learners
- Title III Immigrant Set-Aside
- TIV- Student Support & Academic Enrichment
- TVI- American Indian Education

Grant Timeline

- ESEA Consolidated Application is submitted annually to CDE on June 30.
- After review and approval we have the opportunity to make revisions and updates to the current year budget.
- Each fall we begin planning for the following year
- Fiscal planning considerations include: changes in FRL count (Title I), compensation increases, programmatic changes, and most importantly changes in our allocation.
- Preliminary allocations are announced in May

Title I Grant Timeline
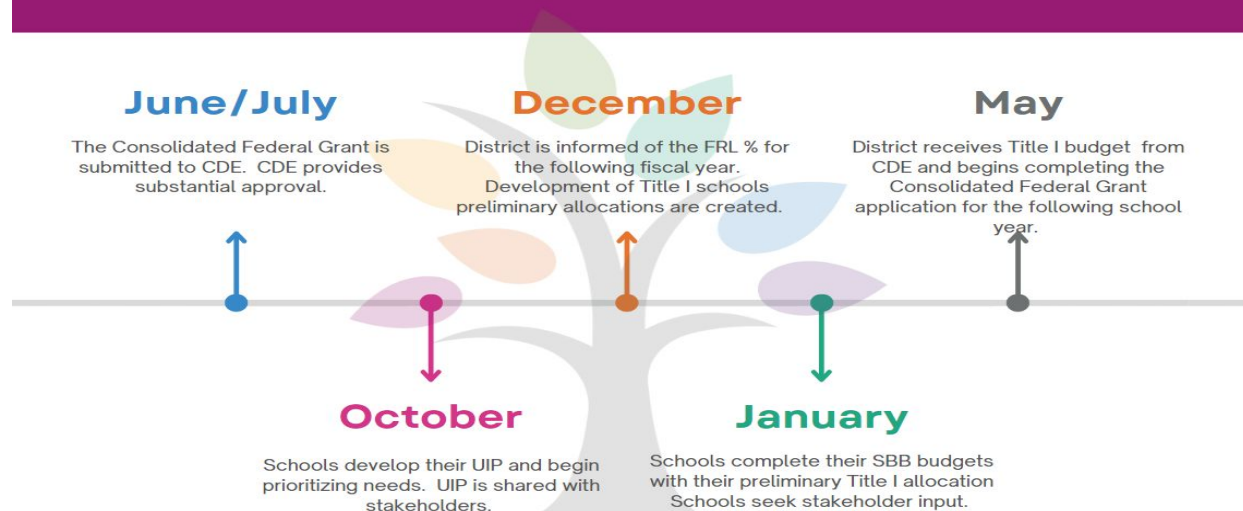
What does this mean for DAC?

Advisory and Inform
- Continue to learn about high impact Family Engagement strategies that directly impact student achievement.
- Inform UIPs at the school level and DUIP at the district level.
  - What school improvement strategies are in place to address subgroups of students not on grade level (i.e. FRL, Multilingual learners, student of color)
- Budget prioritization for funds for our most at-risk students.
  - How are these supplemental funds being used to support our students experiencing poverty?

Title II: Educator Quality

Title II, Part A of the Every Student Succeeds Act (ESSA) of 2015 is intended to increase student academic achievement consistent with challenging State academic standards, improve the quality and effectiveness of educators, increase the number of educators who are effective in improving student academic achievement in schools, and provide low-income and minority students greater access to effective educators..

- Division of Office of School Leadership

- Division of Teaching & Learning
  - Department of of Curriculum & Instruction and Staff Development

Title III: English Learners

Title III is a supplemental grant under the ESEA that is designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting the Colorado Academic Content standards. The Title III Immigrant Set-Aside grant resides within this program and provides opportunities for LEAs to enhance the instructional opportunities for immigrant students and their families.

- Division of Teaching & Learning
  - Culturally & Linguistically Diverse Education

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Title III: Immigrant Set-Aside

The TIII set-aside lies within this program and provides opportunities for districts to enhance the instructional opportunities for immigrant students and their families.

- Division of Teaching & Learning
  - Culturally & Linguistically Diverse Education

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Title IV: Student Support & Academic Enrichment

Title IV, Part A of the Every Student Succeeds Act of 2015 is intended to improve students' academic achievement by increasing the capacity of States, local educational agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Departments:
- Postsecondary & Workforce Readiness
  - Career & Technical Education
- Student Engagement
- Family & Community Partnerships
- Student Technology Services

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Title VI

The Office of Culturally and Linguistically Diverse Education provides support to Colorado school districts, schools, and educational leaders in the academic, linguistic, and social-emotional challenges and opportunities of culturally and linguistically diverse students to ensure equitable access to grade level standards and ensure a well-rounded education.

Departments:
- Native American Education Program (NAEP)

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To change photo, right click on photo & click "REPLACE IMAGE" (maintains shape)

Click here for the district photo library: www.jps.click/photos