

**MONITORING REPORT**  
**May 29, 2025**

Policy: **3.1 & 3.3**

Policy Category: **Ends**

Period Monitored: **2024-2025 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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## BOARD END INTERPRETATION

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 "Executive Summary & Data Reported" section of this report contains the categories in the bullets above.*

## CONTEXT & BACKGROUND

The well-being of students—both physical and mental—is essential to their success in school. Physical health provides the energy needed for learning, while mental health influences thinking, emotions, and overall well-being. When students have support in both areas, they are better equipped to thrive academically and reach their full potential.

In Jeffco, we provide a comprehensive range of physical and mental health supports. Our external partners play a vital role in enhancing these efforts by bringing additional resources, expertise, and services that extend beyond the capacity of our

schools. These partnerships offer unique support to students and families, complementing and strengthening what schools can provide.

A list of these partners and their services can be found in the [Appendix](#). Together, through these collaborations and our use of the Multi-Tiered System of Supports (MTSS) framework, we are able to promote student well-being and create a more positive school experience for all.

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. Sections have been updated with current data where available. Additionally, the **On Track** and **Challenges** sections have been revised to reflect the most recent progress and priorities.

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 within the Appendix.

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## EXECUTIVE SUMMARY & DATA REPORTED

### Addressing Students' Diverse Learning Needs in Jeffco

Since the last [3.1 and 3.3 Monitoring Report](#) in May 2024, we continued our efforts to address our students' diverse academic, physical, and social emotional needs through a collective commitment as a district to knowing them by name, strength, and need. 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, through a Multi-Tiered System of Supports (MTSS) framework. MTSS is a continuous improvement framework that uses data-based decision-making to

enhance academic and social, emotional, and behavioral outcomes for each and every student. This equitable, prevention-based approach utilizes high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives what they need in order to be successful. MTSS aligns supports across stakeholders—district, school, family, and community—to improve and sustain student performance and proficiency aligned to standards.

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

- Implementation of quality, standards-based curriculum for core instruction in elementary English Language Arts and K-12 math (see 2024 [Monitoring Report 1.3](#) for additional information)
- Development and 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
- Direct instruction of social emotional learning
- Implementation of the SSIS - SEL (Social Skills Improvement System) universal screener for social, emotional, & behavioral skills for all students
- Districtwide interim assessments
- Leadership Learning Walks focused on instructional excellence in core instruction
- Training for all new educators in positive classroom behavior supports
- Optional team training for school-wide positive behavior supports, trauma informed school approaches, and de-escalation
- Implementation of district-wide discipline matrix
- Implementation of a district-level prevention and intervention manual
- Training for the development of a school-level prevention and intervention manual
- Clear expectations for school implementation of the above resources and practices

The district has also made progress related to installing the following evidence-based school-wide Tier 2 practices for social, emotional, & behavioral supports:

- Check-In Check-Out strategy
- Enhancing facilitation and instructional capacity for staff leading targeted skills development groups
- Mentoring
- General education functional behavior assessment (FBA) and behavior support planning (BSP)
- Teaming and planning for the individualized needs of students and families

In addition to implementing Tier 1 and Tier 2 systems and expectations, Jeffco has more intensive and specific supports provided 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 Programs (IEPs), a 504 plan, or who are identified as gifted and talented or twice exceptional.

Since 2018, there has been a steady increase in the number of students with Individualized Education Programs (IEPs) in Jeffco (see Table 1 below).

**Table 1. Historical Counts for Students with Individualized Education Plans (IEPs)**

School Year	# 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%
2023 - 2024	10,075	13%
2024 - 2025	10,460	14%

Since 2018, the number of students with 504 plans in the district has steadily increased (Table 2 below).

**Table 2. Historical Counts for Students with 504 Plans**

School Year	# 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%
2023 - 2024	3,862	5%
2024 - 2025	4,117	6%

Between 2018 to 2023 , there was a consistent decline in the number of students with Advanced Learning Plans (ALPs) in Jeffco. Concurrently, there was 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. While both the number of students with ALPs and the percentage of the total population identified as GT has grown over the last two school years, the number of 2e students has continued to climb as well (see Table 3 below).

**Table 3. Historical Counts for Students with Advanced Learning Plans (ALPs)**

School Year	# 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
2023-2024	9477	12%	1083
2024-2025	9903	13%	1265

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.

### **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 2024 - 2025 school year, the following special service providers are supporting our students:

- 44 School Psychologists, including 1 Coordinator
- 108.9 School Social Workers
- 30.4 School Occupational Therapists and 2 Occupational Therapist Assistants
- 4 School Orientation and Mobility Specialists
- 4 School Audiologists
- 12 School Physical Therapists and 1 Physical Therapist Assistant
- 119.5 School Speech-Language Pathologists and 11.6 Speech Language Pathology Assistants

### **Implementing Section 504**

Jeffco's 504 Coordinator, 504 Specialist, and school-based 504 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. School-based 504 Team Leads assume the critical responsibility of addressing the medical and mental health needs of students. These Team Leads are supported by the District 504 Coordinator and 504 Specialist, who enhance the knowledge and confidence of our school-based staff through training and consultation as well as provide direct services in challenging situations.

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

- Tier 1 involves training new 504 Team Leads, providing ongoing professional learning for both the school-based Prevention Specialists and 504 Secretaries and on-demand resources.
- Tier 2 encompasses responding to consults initiated by schools or initiated by the district support team.
- Tier 3 entails assisting schools with co-facilitation of 504 meetings and in some cases, the Section 504 Coordinator/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-intensive 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 (IDEA) 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 (commonly known as '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 with disabilities 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.

**Table 4. Enrollment by Program Placement as of April 2025\***

SSN	AN	ASD	DHH	Sobesky	Miller	JTS	Out-of-District
345	194	373	27	73	117	96	164

\*Please note that enrollment fluctuates year-to-year and during the year, depending on student need. Out-of-District includes students placed in out-of-state facilities by agencies such as the Department of Human Services or Medicaid, for whom the district is responsible for covering the associated educational costs.

**Gifted and Talented (GT) Programming**

Education options for GT students include 16 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**

**Health Services**

At Jeffco Public Schools, the purpose of Health Services is to ensure that every student is healthy and ready to learn in their classroom and neighborhood school.

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.

School nurses and health technicians are at the intersection of health and education. They identify and remove health-related barriers, connect families to resources, and

champion health equity. Through daily care, individualized support, and community collaboration, nurses help create safe, inclusive environments where all students can thrive academically and personally.

### **2024–2025 Service Highlights**

- 7,000+ Individualized Health Care Plans
- 400,000+ student health room visits
- 10,000+ IEP and 650+ 504 meetings supported
- 81 Registered Nurses, including:
  - 5 Direct Service Nurses
  - 18 Site-Based Nurses
  - 3 Fletcher Miller Program Nurses
  - 4 Outdoor Lab Nurses
- 140 Health Techs providing daily care and health room support
- 1 million+ back to classroom hours preserved through effective care—equal to nearly 3 extra school days per student

### **Medical Homebound Instructional Program**

Our Medical Homebound Instructional Program provides academic support to students facing extended absences from school due to medical concerns. This program ensures that these students continue to receive educational opportunities tailored to their specific needs, even when they are unable to attend school in person. During the 2024-2025 school year, we served 23 students in this capacity. 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 ADE](#) 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 2024-2025 school year, 117 schools designated Healthy Schools Liaisons. This was a 21-percentage point increase from the 2023-2024 school year. Also during the 2024- 2025 school year, 69 schools received funding for goal implementation. This was a 6-point increase from the previous school year. Schools set a variety of wellness goals, with most schools focused on increasing student social emotional health (24 schools) and increasing physical activity during the school day through active recess and movement in the classroom programs (29 schools).

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
- Professional development for educators supporting recess to learn recess best practices and how to integrate the PBIS framework on the playground
- The 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 professional learning for garden leaders
- District Wide Wellness Days: These events are opportunities for schools to celebrate and encourage health, wellness, and feelings of belonging for all students. They include the Jeffco Day of Gratitude, Kindness Week, Eat the Rainbow Week, and Move to School Day.
- The Healthy Kids Colorado Survey – Colorado's most comprehensive (optional participation) survey on the health and well-being of 6th-12th graders. This survey will not be readministered until the 2025-2026 school year as it is a biennial survey.

### **Substance Prevention Support and Intervention Services**

Addressing and raising awareness around substance misuse in schools requires a comprehensive, multi-faceted approach that includes prevention, intervention, and sustained support. When substance use incidents occur, school administrators collaborate closely with district nurses to provide personalized guidance, counseling, and intervention for students navigating substance-related challenges.

It is essential to pair necessary disciplinary actions with restorative, harm-reduction practices. This balanced approach not only addresses immediate behavioral concerns but also supports long-term student well-being by offering opportunities for education, personal reflection, and growth. It fosters stronger connections to supportive individuals and programming—both in and beyond the school setting.

This strategy centers on proactive education, evidence-based practices, and meaningful partnerships with community organizations. Together, these efforts guide students toward healthier choices, offer a pathway to recovery when needed, and ultimately promote safer, more supportive learning environments.

### **Substance Use Data for 2024 - 2025**

Substance Use Infractions and Interventions (as of April 15, 2025)

As of April 15, 2025, a total of 1,791 documented substance use infractions were recorded in Infinite Campus. This reflects a 22.7 percentage point decrease in substance-related offenses compared to the same period last year (2,318 violations in 2024).

Out-of-school suspension (OSS) rates have remained consistent year over year:

- 2024–25: 494 of 1,791 infractions (approx. 27.5%) resulted in OSS.
- 2023–24: 627 of 2,318 infractions (approx. 27.0%) resulted in OSS.
- 924 students were referred to a district nurse and received targeted interventions.

These interventions included substance counseling, educational worksheets and activities, and/or case management with one of the following community partners:

- Denver Family Therapy Center
- Jefferson Center for Mental Health
- Full Circle

In addition, students may be assigned online, research-based intervention modules through our partner, 3rd Millennium Classrooms. Modules are matched to the type of infraction and include:

- Nicotine 101
- Alcohol Wise
- THC 101
- Other Drugs
- Cannabis Wise

District nurses may also assign these modules to students referred for support—particularly when a student is under the influence at school or self-reports a need for substance intervention.

As of April 15, 2025, 330 students were assigned a 3rd Millennium intervention module. Of these, only 14 students (approx. 4%) had a subsequent substance offense and were required to repeat the same course—demonstrating a low repeat offense rate and reinforcing the educational impact of these interventions.

Additionally, learning outcomes from the modules show strong gains:

- Average Pre-Test Score: 50.8
- Average Post-Test Score: 79.2

These results indicate that students are gaining meaningful knowledge from the courses, supporting both prevention and long-term behavior change.

## **Supporting Students' Mental Well-Being**

In this section, we will explore the various components of Jeffco's approach to supporting students' mental well-being. Our strategy is rooted in research-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 mental health and well-being within our schools.

## **Comprehensive School Counseling in Jeffco**

Extensive research, including from the American School Counselor Association (ASCA), confirms that comprehensive school counseling programs contribute to higher academic achievement, improved attendance, fewer behavioral issues, and a stronger sense of student belonging. These programs play a vital role in promoting equitable access to learning opportunities and supporting the whole child.

Jeffco's 179 licensed school counselors serve 60 schools, delivering a comprehensive, data-driven program that is student-centered and aligned with district priorities. Counselors lead, advocate, and collaborate with staff and families to close opportunity gaps and foster inclusive school environments. Using a multi-tiered approach, they provide services that support students' academic, career, and social-emotional development. These supports are delivered through classroom lessons, small group sessions, and individual counseling.

The outcomes from the 2024–2025 school year demonstrate the significant and wide-ranging impact of Jeffco's comprehensive school counseling programs on student success and school climate.

### **Career Development**

- Arvada West High School: 34 seniors were offered ASCENT spots for 2024–25, up from 12 the previous year
- Brady High School: 130 students participated in career and job fairs
- Conifer High School: Hosted 39 college visits for students
- Golden High School: Counselors processed nearly 2,000 college applications
- Ralston Valley High School: Seniors earned over \$5 million in scholarships
- Wheat Ridge High School: Achieved a 47.7% FAFSA completion rate

### **Academic Development**

- Bell Middle School: 775 students engaged in postsecondary-focused ICAP instruction

- Dakota Ridge High School: Students completed 563 IB and AP exams in May 2024
- Falcon Bluffs Middle School: Counselors supported transitions by visiting six elementary schools
- Lumberg Elementary: Delivered 81 ICAP lessons to 468 students

### **Social/Emotional Development**

- Ken Caryl Middle School: 90% of students reported increased enjoyment and connection to school
- Oberon Middle School: Counselors facilitated over 1,200 individual meetings and more than 50 restorative conversations
- Summit Middle School: Students demonstrated a 43.8 percentage point improvement in recognizing suicide warning signs following targeted instruction
- Swanson Elementary: 99% of 1st and 2nd graders could identify a go-to coping tool after SEL lessons
- Three Creeks K-8: Trained 32 WEB- Where Everybody Belongs- leaders to mentor incoming 6th grade students

### **Social Emotional Learning Specialists**

Jeffco's 98 Social Emotional Learning Specialists (SELS) are mental health professionals in the fields of school psychology, school social work, and school 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, mental health, 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 support and coach teachers in student achievement and personal growth including the development of essential skills. SELS also provide small skills groups and individual intervention directly to students based on needs including the following:

- Essential life skills
  - Self-awareness
  - Self-management
  - Social awareness
  - Relationship skills
  - Responsible decision-making
- Social, emotional, & behavioral needs
  - Emotional Regulation

- Anxiety
- Depression

### **SEL Universal Screening**

Jeffco initiated universal screening for social-emotional skills, known as the SSIS SEL (Social Skills Improvement System), 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 specific supports and interventions, allowing for a more personalized approach to promoting social emotional skills development. Universal screening for social emotional skills supports Jeffco's commitment of fostering a supportive learning environment and a culture of safety and belonging that is essential to overall student success.

Data from 2023-2024 assessments are available in the Appendix. Each grade band (elementary, middle, and high school) has unique 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, and behavioral outcomes at the district, school, and student level. Some of the themes from the assessments guiding our work include:

- At the beginning of the 2023-2024 school-year, self-management skills was the biggest area of identified need for elementary and middle school levels. We continue to address the self-management needs with increased resources and time in this area, especially for Preschool, Kindergarten, 1st, 2nd and 6th grades. Please note the growth from beginning of year (BOY) to end of year (EOY) in the [Appendix](#) under Universal Screening.
- The biggest area of need identified in the 2023 - 2024 school-year for high school students was relationship skills. We are working with SELS and School Counselors to determine how to best address relationship skills at the high school level.

During the third year of implementation of universal screening across the Jeffco system, the universal screening leadership team investigated the implementation and use of data. Initial investigation demonstrated that the match between the instrument and the needs of secondary schools was in question. Specifically, the ability of staff to measure their students across the constructs was identified as a threat to validity. It was determined that an instrument that utilized student voice to measure skills and needs was a better way to collect this information.

The team engaged in a partnership with the Assessment and Research Department to determine next steps for secondary screening. In the spring of 2024, the team worked with secondary schools to install an adapted version of SEL items provided by Panorama. The statistical analysis of this pilot found that with some adaptation the survey was ready to roll out to all middle and high schools in the district in the fall of 2024.

Thus, the 2024-25 screening included SSIS-SEL for elementary students and Panorama for secondary students. As a result of consultations with Harvard and Boston Public Schools, the team also determined that during the 2024-25 school year Jeffco would move to requiring two windows of data collection with the third window being optional. This change was made in order to ensure that stakeholders had the opportunity to use the data after each collection window. Thirty-five schools opted in for the third window. The third optional data collection window is currently unavailable as the window is still open. The following data reflects the comparison of student skills at the beginning of the year (9/16/24-10/4/24) and the middle of year (2/10/25-3/10/25).

- Self-management skills continues to be the biggest area of need identified at the beginning of the 2024-2025 school-year for the elementary level. We continue to address the self-management needs with increased resources and time in this area especially for Preschool, Kindergarten, 1st, 2nd and 6th grades. Next year, we are leveraging the district focus on 'strong start' to ensure schools and classrooms provide environments that are supportive and instructional for the self-management needs of students. Please note the growth from BOY to EOY in the Appendix under Universal Screening.
- The 2024-25 beginning of year Panorama survey identified the biggest area of need as self-management for the middle school level and relationship skills at the high school level. We are working with SELS and School Counselors to determine how to best address these skills especially with alignment to durable skills at the high school level. The central team is partnering with Instructional Coaches to embed and align these skills to meet the needs of our students. Please note the data for BOY and MOY are in the [Appendix](#) under Universal Screening.

### **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:

- Appointment of staff (suicide prevention coordinator, specialist, and school-based leads)

- Training for staff, students, and parents/caregivers
- Programming [e.g., Signs of Suicide (SOS) for students, SOS for staff, and SOS for communities, Sources of Strength, Suicide Prevention Awareness Month Toolkit and Special Lessons, and Jeffco-created grade-specific lessons]
- Annual suicide risk screening process and protocol training for mental health professionals
- Annual distribution of pertinent policies

All staff complete an annual suicide prevention protocol training, with over 8,250 staff trained in the 2024-25 school year. Bi-yearly all student-facing staff take a 1-hour comprehensive suicide prevention skills training. During the official launch in the 2023-2024 school year, over 6,700 staff members completed the course. During the 2024-25 school year, customized suicide prevention and protocol trainings were used 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 towards healthy 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:

- During the 2024-25 school year (as of April 23rd, 2025) Jeffco professionals completed:
  - 1,364 screeners for suicide risk
  - 166 initial self-harm support meetings
  - 170 collaborative meetings after instances of a significant suicide related incidents outside of school
- During the 2024-25 school year, staff completed on average 60 to 65 screeners a week in September, December, January, and March and completed 40 to 45 on average in August, October, November, February, and April
- During the 2024-25 school year, when it comes to potential for imminent risk:

- 23% of students indicated imminent risk through the screening process and even with no identified risk, parent/caregiver notification is still required and the possibility of creating a Student Support/Safety Plan is offered
- For the 51% of students with lower, non-imminent risk, collaboration with parents/caregivers occurred and students remained at school with a Student Support/Safety Plan
- 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
- During the 2024-25 school year, there's been a:
  - decrease in the average numbers of SSRs annually when compared to the past 5-year period.
- From 2019-2025, 2,000 to 2,500 screeners for suicide risk were completed annually in Jeffco which resulted in:
  - ~60 to 65 screeners per week
  - ~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 points 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 June 2025, the Board will receive an updated Monitoring Report for EL-11, which is fully focused on school safety. This report addresses student safety through the lens of behavior management strategies and support structures that are essential to creating a safe, inclusive, and supportive school environment. These efforts are grounded in the Multi-Tiered System of Supports (MTSS) framework, which guides schools in promoting positive behavior, ensuring early intervention, and fostering a strong sense of belonging for all students.

### **Student Discipline**

Safe school environments start with a positive school climate and culture. 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 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, research-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 ( [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 the way school discipline is handled has a great impact on the learning environment of a school. As we provide trend discipline data for the 2024-2025 school year through April 15, 2025, 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 climate and culture.

In Table 5 below, the data shaded in gray is from the last two school years to show a year-over-year comparison (3-year trend). As of April 15, 2025, the following student discipline data was reported:

**Table 5. Trends in Student Discipline by Behavior Type**

<b>Behavior Type</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Drug Violation (1st/2nd/sale)	215	32	51
Alcohol Violation (1st/2nd)	210	185	160
Tobacco Violation (1st/2nd)	1,192	1,195	913
1st, 2nd Degree or Vehicular Assault	31	14	38
Dangerous Weapons (no intent/intent)	187 (178/9)	154 (116/38)	150 (140/10)
Disobedience/Defiant or Repeated Interference	2,380	3,915	4,172
Detrimental Behavior	5,739	3,729	2,646
Destruction of School Property	235	252	314
Bullying	663	667	478
Other Violation of Code of Conduct	2,679	4,328	6,406
3rd Degree Assault/Disorderly Conduct	2,593 (571/2,022)	1,363 (459/909)	1,199 (309/890)
Marijuana Violation (1st/2nd/sale)	1,199	906	667
Sexual Violence	1	0	0
Unique Students with Substance Infraction	1,322	1,173	1,096
<b>Total Numbers</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>

Total Number of Documented Events /Incidents *may be multiple event types per incident	17,324/10,087	16,745/11,283	15,990/10,557
Total Number of Law Enforcement Referrals	793	614	484
Total Number of In School Suspensions	3,033	3,038	2,788
Total Number of Out of School Suspensions	4,809	4,396	3,789
Total Number of Expulsions	29	15	10
Total UNIQUE STUDENTS with event	6,432	6,134	6,257

*\*\*The 2022-23 and 2023-24 data for this report have been recalculated using the adjusted filters ([see additional info here](#)) to ensure the most accurate trend data is what is being reported.*

As of April 15, 2025, there has been a 6.4 percentage point decrease in documented discipline incidents compared to the same time in 2023–2024. This follows an 11.8 percentage point increase the previous year (2023–2024 compared to 2022–2023), resulting in an overall net increase of 5.4 percentage points in documented incidents over the past three years.

While 2024 saw nearly 300 fewer students with documented offenses compared to 2022–2023, this year (2025) there has been an increase of 123 students, with 101 of those in grades PK through 5. This shift may be partly due to improved documentation practices and a strategic focus on early intervention. Over the past three years, we have seen a steady increase in incidents at the elementary level and a consistent decline for students in grades 6 through 12.

At the secondary level, this trend suggests that preventative efforts may be taking hold and contributing to a stabilization—or even improvement—of behavior. At the elementary level, increased documentation reflects the critical first step of recognizing and responding to behavior early, which is necessary to inform intervention and support.

These trends may also reflect the impact of Priority 1 within the Jeffco Thrives 2025 Strategic Plan, which prioritizes a culture of belonging through preventative systems and positive behavior supports. More staff have also been trained in Restorative Practices, de-escalation strategies, and trauma-informed approaches, which may be contributing to these shifts.

Additionally, our ongoing collaboration between school staff and district nurses around substance use infractions is helping to keep more students in school rather than suspended. This partnership supports accountability while maintaining student relationships with trusted adults and providing meaningful interventions that promote long-term well-being.

### **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.

### **Positive Behavior Support Team (PBST)**

In alignment with Article 10 of the JCEA Master Agreement, every school is tasked with establishing a Positive Behavior Support Team (PBST). PBSTs are responsible for designing and implementing innovative student behavior strategies that align with district frameworks and priorities.

These teams meet regularly to develop and refine school-wide behavior management systems, response protocols, and safety interventions that support both students and staff. Their work includes integrating school-wide and classroom-level practices, applying evidence-based supports, providing professional learning, analyzing behavior data, and creating targeted interventions for specific student groups.

Each PBST includes 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 a cross-section of grade levels and content areas, including art, music, and physical education (AMP) and electives. Team members are selected through a collaborative staff voting process and operate under the leadership of the building administrator and a designated facilitator.

### **Restorative Practices**

Restorative Practices provide students and educators with an evidence-based, intentional, and respectful approach to building relationships and responding to conflict within a school community. When integrated into school culture, restorative practices proactively foster and repair relationships while emphasizing student agency and belonging. Rather than relying solely on punitive discipline, restorative approaches focus on reflective learning—helping students and adults navigate conflict, take ownership of their behavior, and develop empathy and perspective-taking.

In Jeffco, educators and schools can engage in Restorative Practices through two main pathways: Districtwide professional learning sessions, and The Restorative Practices Cohort Model—an intensive 11-week training partnership between schools and the Jeffco Restorative Practices Team.

In the 2024–2025 school year, seven schools are participating in the cohort model. By the end of the school year, 734 educators across 114 sites will have been trained in the continuum of Restorative Practices through both pathways, bringing the three-year total to 2,121 trained educators.

Educators participating in these trainings are:

- Trained, coached, and supported in applying the restorative practices continuum and selecting appropriate responses to various situations
- Equipped with tools and skills to lead community-building activities that strengthen relationships among students, between staff and students, among staff members, and between schools and families
- Introduced to a range of practices including community-building circles, restorative language, responsive circles, restorative conferences/conversations, and reintegration supports
- Formally trained in Restorative Conferences, as outlined in Article 9 (9-1-6-1) of the JCEA Negotiated Agreement, which states: *“All staff members responsible for facilitating formal restorative conferences and developing behavior support plans will receive the appropriate training by District personnel in order to ensure consistency of practice.”* In 2024–2025, 79 staff members across 43 sites have completed this specialized training.

As of this report, 1,680 Restorative Conferences have been documented in Infinite Campus—an increase of 43.6 percentage points compared to the same time period in the 2023–2024 school year (1,170 documented conferences).

Restorative Practices represent a powerful, evidence-based alternative to traditional discipline—balancing accountability with support. However, they are not always appropriate for every situation. For incidents involving bullying, harassment, sexual harassment, or discrimination, school administrators use the Jeffco Discipline Matrix to determine appropriate consequences and interventions. Additional information about the Discipline Matrix can be found in the EL-11 Monitoring Report.

### **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.

**Table 6 CPI Training Statistics**

	<b># Trainings Offered</b>	<b># Staff Trained</b>	<b># Staff trained for first-time</b>	<b># Staff participating in refresher training</b>
2021 - 2022	Not available	852	519	333
2022 - 2023	78	864	503	203
2023 - 2024	80	1041	551	491
2024 - 2025	68	915	474	441

### Supporting Student Voice

In the spring of 2025, Jeffco administered the Jeffco Listens student perception surveys using the Panorama Education survey tool—for the second time in grades 3–5 and the third consecutive year in grades 6 and above. A total of 12,002 elementary students participated, while 24,832 secondary students responded, representing a decrease of approximately 3,600 responses compared to 2024. This valuable feedback continues to inform the district’s and schools’ efforts to reflect, plan, and take meaningful action to better support student success, as outlined in the findings below.

## Elementary Survey (grades 3-5)

### Positive Trends:

- All Panorama topics increased favorability from last year and were all within the top three quintiles nationally (except for *School Engagement* which was in the second quintile again this year).
- *School Safety* for our Jeffco elementary students had the highest national comparison percentile (near the 80th percentile) with an average of 69% favorability across all questions (an increase of 3-percentage points).
- *School Rigorous Expectations* (78% favorable), *School Teacher-Student Relationships* (75% favorable) and *School Climate* (64% favorable) are all above the national average (nearer to the 60th percentile).
- The majority of students indicated that their teachers are respectful to them (85%), encourage them to do their best (85%), and make sure that they understand what they are learning (94%). Additionally, the most growth was with teachers having students explain their answers (6-percentage point increase), and teachers having high expectations of students (4-percentage point increase).

### Areas of Continued Support and Focus:

- While *School Belonging* (64% favorable) and *School Engagement* (51% favorable) increased 2-percentage points, both are still below national averages (near the 40th and 30th percentiles respectively).
- Within the *School Belonging* topic, favorability increased for each question, with 77% of students said that adults give them support at school (1-percentage point increase), but considerably fewer indicated that they feel understood (58%, 1-percentage point increase), are respected by other students (58%, 3-percentage point increase), and belong at the school (67%, 2-percentage point increase).
- Overall, *School Engagement* had the least favorability (51%, 2-percentage point increase) with slightly over half of the students indicating that they are interested in their classes (57%, 1-percentage point increase) and are focused on the activities in their classes (69%, 3-percentage point increase), but less saying that they are excited about going to their classes (46%, 3-percentage point increase) and participating in their classes (51%, 3-percentage point increase).

## Secondary Survey (grades 6+)

### Positive Trends:

- All survey topics increased favorability from last year and were all within the top three quintiles nationally (except for *School Belonging* which increased from the first to the second quintile this year). Additionally, only one question on the entire survey dropped in favorability (*My math work is challenging* dropped 1-percentage point to 73%), while all other questions stayed the same or increased in favorability.
- *School Climate* saw the greatest increase from last year (51% favorable, 5-percentage point increase) and is now above the national average (nearest to the 60th percentile).
- Jeffco middle and high school students continue to feel safe at school. The *School Safety* topic increased an additional percentage point this year (to 62% favorability) and is above the national average (nearest to the 60th percentile).
- Most students said their teachers were respectful (80%, 1-percentage point increase), treated them fairly (69%, 1-percentage point increase), encouraged them to do their best (69%, 3-percentage point increase), regularly had them explain their answers (68%, 3-percentage point increase), and seemed excited to be teaching their classes (54%, 5-percentage point increase) which were all increases from last year.

### Areas of Continued Support and Focus:

- 39% of secondary students feel like they belong at school, which is a significant increase from last year (4-percentage points) but still falls below the average for schools nationwide (near the 30th percentile).
- While *School Rigorous Expectations* (63% favorable) and *School Teacher-Student Relationships* (53% favorable) both increased 3-percentage points, they continue to sit slightly below the national average (near the 40th percentile).
- Similarly to the previous bullet point, *School Engagement* increased by 4-percentage points to 28% favorable, but still sits under the national average (near the 40th percentile).
- Within the *School Engagement* topic, the district experienced considerable increases in secondary students' general class interest (39%, 4-percentage points increase) and being excited about attending their classes (23%, 4-percentage points increase), eagerness to participate in classes (28%, 3-percentage points increase), focusing on class activities (27%, 3-percentage points increase), and talking about ideas from class (24%, 5-percentage points increase), but the topic is still the lowest favorability across all topics at 28% favorable responses.

Across all grade levels surveyed, school safety and teachers who respect and encourage students to do their best are consistent strengths. The topics of belonging and engagement continue to provide areas to focus on for growth at both elementary and secondary levels.

Refer to the [appendix](#) for survey results tables.

## **Supporting Student Stability in Jeffco**

In Jeffco, our schools serve as a consistent source of support, safety, and stability for students and families. However, some students arrive at school needing additional support to fully engage in learning and participate in school activities. These students may be identified as “at-risk” or “opportunity youth,” meaning they are affected by external factors beyond the classroom that can hinder their academic success and increase the risk of dropping out. These factors often include poverty, homelessness, family instability, trauma, and exposure to domestic violence.

When implemented effectively, interventions for at-risk students can serve not only as support mechanisms but also as preventative strategies to reduce the likelihood of future risk behaviors. In Jeffco, these interventions are designed to improve attendance, behavior, academic performance, and overall school engagement.

As part of our holistic approach to supporting at-risk students and their families, Jeffco uses both quantitative data and student voice to guide our work. Insights from the Winter 2025 student perception survey are helping to inform strategies in this area, and key findings are 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 support to schools in the areas of:

- Dropout Prevention and Re-Engagement
- Child Welfare Programming
- Community Family Connections (McKinney Vento/Homeless Services)
- Native American Education Programming (NAEP)

As of April 25, 2025, the Student Engagement Office has served nearly 4,000 Jeffco students during the 2024–2025 school year—an increase of more than 200 students compared to the approximately 3,800 students served last year.

Over the course of the last 18 months, the Student Engagement Office has worked to modernize its case management model—strengthening both the infrastructure and corresponding tools—to more effectively support Jeffco’s most vulnerable students and families. Case management is a research-based intervention that provides intensive advising to students who are at-risk of dropping out and connects them to an array of services to address their academic and non-academic needs. Case managers provide regular monitoring of interventions and services and follow-up with students and families on a regular and intentional basis. These services are designed to improve a student’s health, educational outcomes, and welfare and may include monitoring student academic performance and attendance; raising the expectations for students in setting educational/career goals and improving student engagement in school; reducing the incidence of at-risk behavior and developing conflict resolution skills; addressing family issues or concerns; and referring students to community resources for further assistance.

After a successful pilot during the 2023–2024 school year—where one team in the Student Engagement Office tested new tools developed in partnership with Jeffco IT—all teams transitioned to using the tools by January 2025. These new tools continue to be refined and are centered on a module within Infinite Campus and a dashboard using Microsoft Power BI that improves the ability to manage workload and caseloads effectively, plan interventions more strategically, communicate more effectively across teams, and close some gaps in our systems of support.

The evolution of this work during the 2024–2025 school year has been grounded in the understanding that inconsistent levels of support have existed within and across teams serving some of our most vulnerable students. Great strides were made this year to improve services for families and outcomes for students through more efficient use of resources, the development of supportive tools, and the establishment of consistent protocols. Families now have a consistent point of contact who helps them navigate school systems and feel empowered to participate in their child’s education. Case managers are actively working to address the underlying challenges that have disrupted students’ attendance and engagement—such as academic difficulties, mental health needs, and family-related stress—by coordinating timely and targeted support to help students reengage and succeed in school. As a result, students are benefiting from more personalized, coordinated support that helps remove barriers to their learning, well-being, and engagement. Additionally, the use of common tools ensures that students receive consistent support no matter which school they attend.

In addition, we have embraced a “no wrong door” approach by cross-training teams across the Student Engagement Office and the Family and Community Partnerships division as a whole. This trauma-informed best practice ensures that families are connected to the appropriate supports, no matter where they first seek help or are referred. Rather than being passed from person to person, families work with a dedicated contact who guides them through the process. This aligned, family-focused model has already strengthened relationships and reduced barriers to access.

We will continue to refine and build on this work in the 2025–2026 school year to deepen its impact and ensure every student has the opportunity to succeed.

### ***Dropout Prevention and Re-Engagement***

The Dropout Prevention and Re-Engagement team is made up of six full time 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 integrates our service professionals by including one Lead Advocate who works with both the Dropout Prevention Team and Community and Family Connections Team, one Advocate who supports both the Dropout Prevention Team and the Community and Family Connections Team, two Advocates who work across the Dropout Prevention Team and the Native American Education Program, and one Truancy Diversion position in partnership with the Jefferson County Juvenile Assessment Center. 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.

This team updated their manual and protocols in the 2024-2025 school year to ensure consistency in best practice across staff and to emphasize the urgency in outreaching students within 48 hours of disengagement from school. Additionally, the team worked to regularly monitor student outcomes and adjust interventions in a more responsive way.

During the 2024-2025 school year as of April 25, 2025, the Dropout Prevention team has supported:

- 1,293 students, including 677 who received targeted assistance through case management. These students were supported in navigating and accessing school and community resources and received consistent, personalized outreach—including weekly check-ins, home visits and family meetings, mentoring, attendance monitoring, grade conferencing, high school credit counseling, and assessments of both academic and non-academic needs.

- 573 high school students coded as having “discontinued schooling/dropped out,” 265 were successfully reengaged and returned to school through the efforts of the Student Engagement Advocates. The team will continue proactive outreach to the remaining students currently coded as dropouts as part of their efforts for the 2024–2025 school year.

The Student Engagement team continues to see rising trends in anxiety and depression as significant barriers to student attendance and enrollment. Additionally, socio-economic factors such as lack of transportation, housing instability, and the need for students to work have increasingly impacted school attendance and engagement. Many families have also relocated out of the district due to personal circumstances, and in many cases, there is no record of these students enrolling in other districts. In response, the team is working closely with schools, families, and community partners to identify and remove barriers, provide mental health referrals, connect students to basic needs resources, and reengage students through individualized outreach and case management.

### ***Community Family Connections (CFC) Liaisons***

The McKinney-Vento Homeless Assistance Act (MKV) is a federal law designed to ensure educational stability and equal access to education for children and youth experiencing homelessness. Students who lack a fixed, regular, and adequate nighttime residence—including those living in shelters, motels, vehicles, or temporarily doubled up with others due to financial hardship—qualify for additional support and services under MKV.

Unaccompanied Homeless Youth (UY) are students who meet the MKV definition of homelessness and are not in the physical custody of a parent or legal guardian. These students often face compounded challenges as they navigate both housing instability and a lack of consistent adult support.

The Community and Family Connections (CFC) team plays a vital role in addressing these needs. Their primary goals are to remove barriers to education, raise staff awareness, and partner with community organizations to improve outcomes for students experiencing housing instability. Supports provided to students and families include transportation assistance (such as bus passes and gas cards), basic hygiene supplies, laundromat quarters, school supplies, technology access, and referrals for waiving school fees and to housing, food, and clothing resources. CFC Liaisons are also trained to assist families with Medicaid and CHP+ enrollment, helping to reduce barriers to healthcare and improve overall student well-being.

As of April 25, 2025, the Community and Family Connections liaisons have served 1,410 McKinney-Vento eligible students across Jeffco. Approximately 6% of these

students were identified as Unaccompanied Youth—students experiencing housing instability who are not in the physical custody of a parent or guardian. This total includes both students currently enrolled in Jeffco Schools and those not presently attending any school. For unenrolled students, CFC Liaisons continue to provide basic needs navigation and work to reengage them in school or connect them with suitable career pathways.

In addition to direct student support, the CFC team has strengthened its impact through community partnerships. Through a formal partnership with Family Tree, supported by the Next Steps grant (managed by Family Tree), 19 families were successfully housed during the 2024–2025 school year. More information about this partnership is provided in the Appendix.

Furthermore, in collaboration with the Jeffco Medicaid Team, over \$1,500 in essential supplies—including dental care items, vision aids, and hygiene products—were distributed to support the health and well-being of Jeffco students experiencing housing instability.

During the 2024–2025 school year, the Community and Family Connections (CFC) Team focused on codifying responsibilities and strengthening consistency in best practices for supporting students experiencing homelessness. This work included engaging in professional learning opportunities, adopting new case management tools, aligning team meetings around coherence, and clearly outlining expectations in a team manual to ensure high-quality, consistent support across the district.

### ***Child Welfare Programming (Fostering Opportunities)***

Students in foster care are entitled to key educational protections under federal and state law to help promote stability and access in their schooling experience. These rights include the ability to remain in their school of origin when initially placed in foster care or when changing placements. Additionally, if a school move is determined to be in the student's best interest, they have the right to immediate enrollment in a new school without delay. Foster care students also have the right to receive free school meals and qualify for school fee waivers.

In Jeffco, students in foster care are supported by the Child Welfare team, which collaborates closely with schools, families, and community partners to ensure educational stability, advocacy, and access to essential resources. The team is composed of six mental health professionals with diverse backgrounds in social work, counseling, and education.

Serving as the single point of contact for schools, families, and community agencies, the Child Welfare team plays a critical role in facilitating school stability and smooth enrollment transitions for students in foster care. They coordinate with child

placement agencies and county and state departments to support the timely and appropriate placement, transfer, and enrollment of students.

When a school change is being considered due to a change in foster care placement, the student's child welfare caseworker coordinates a Best Interest Determination (BID) meeting with the Jeffco Child Welfare team. This meeting helps determine whether the student should remain in their school of origin. A school staff member who knows the student is required to be included in the BID meeting to ensure the student's needs and context are fully considered.

In addition, the Child Welfare Team supports district staff in fulfilling their mandatory child protection reporting responsibilities, helping to ensure the safety and well-being of all students.

As of April 25, 2025, during the 2024–2025 school year:

- 148 students in foster care, representing 48 schools, received intensive case management services
- 33 students received ongoing monitoring support
- 153 Best Interest Determination (BID) meetings were held to assess school placement decisions
- 55 transportation requests were processed to help maintain school stability for students entering foster care
- 191 in-school child welfare consultations were conducted to support student well-being and ensure appropriate interventions

Developed by the Jeffco Student Engagement Office, the Fostering Opportunities program is the only evidence-based initiative in Colorado shown to improve educational outcomes for middle and high school students in foster care. Within just one year of participating in the program, students demonstrated improved school attendance and behavior. Initial data also show a 26.5 percentage point increase in participating students who are on track to graduate on time. For the 2023–2024 school year, the four-year graduation rate for Jeffco youth in foster care reached a historic high of 46.7%, exceeding the state average and reflecting a 22 percentage point increase over the previous year.

House Bill 22-1374 (Foster Care Success Act) provides dedicated funding to sustain the Fostering Opportunities program in Jeffco and to support its expansion into other districts across Colorado.

During the 2024–2025 school year, the Child Welfare Team implemented new case management tools in Infinite Campus and PowerBI to improve the tracking of documentation and student data. These enhancements have helped ensure that every student and caregiver receives consistent access to all components of the Fostering Opportunities program, including advocacy, mentoring, academic support, and social-emotional support.

Additionally, the Child Welfare Team has strengthened collaboration with local County Human Services Agencies, the Colorado Department of Education, and the Instructional Data Reporting team to ensure all students in out-of-home placement are accurately identified and connected with the educational rights and supports they are entitled to.

### ***Native American Education Program***

The Native American Education Program (NAEP) supports Native American/Alaska Native, Indigenous, and Native Hawaiian students in Jeffco, many of whom experience two worlds in their day-to-day lives as they navigate the broader Jeffco community but maintain 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 one Coordinator, two Liaisons and two Advocates (shared with Dropout Prevention) on this team support students and families who identify as Native and Indigenous. The NAEP Team began to utilize Infinite Campus and Microsoft Power BI to support their case management work this school year.

### **Culturally Responsive Student Support and Engagement**

During the 2024–2025 school year, 626 identified Native American and Indigenous students received cultural, social-emotional, and academic support through a range of program activities, including clubs, one-on-one check-ins, meet-and-greets, and ongoing case management. Additionally, 197 students and families participated in community-based cultural events and activities throughout the year, helping to strengthen connections between school, culture, and community.

### **Graduation Outcomes**

The graduation rate for Native American students in the 2023–2024 school year was 74.4%. While this reflects a decrease from the previous year's high of 86.8%, it remains a significant improvement compared to the 65.4% rate in 2021–2022. These year-to-year fluctuations are expected due to the relatively small size of each graduating cohort. These outcomes are a direct result of our intentional efforts to

provide case management and student advocacy, which continue to play a vital role in supporting the success and graduation rates of an historically underrepresented group of students in Jeffco.

### **NAEP Program Approach**

The NAEP team takes a holistic, community-centered approach to supporting Native American and Indigenous students by focusing on the following strategies:

- **Community Partnerships:**  
Building meaningful relationships with Native American communities, families, elders, and tribal leaders to better understand and support the unique strengths and needs of students.
- **Culturally Affirming Spaces:**  
Creating inclusive opportunities through school- and community-based affinity groups, celebrating cultural events, displaying Indigenous artwork, and raising awareness about traditional practices and identities.
- **Tailored Support Services:**  
Providing culturally responsive tutoring, counseling, and academic advising to ensure services are accessible, relevant, and rooted in cultural understanding.
- **Addressing Socioeconomic Barriers:**  
Responding to challenges such as poverty, housing instability, and access to healthcare by connecting students and families with essential resources and supports.
- **Indigenous Student Council:**  
Establishing a student-led council for secondary students that fosters a strong sense of community, leadership, and advocacy. This council provides opportunities for connection, collaboration, and student voice, empowering Indigenous students to lead and support one another.

### **Chronic Absenteeism and Student Attendance in Jeffco**

Regular school attendance is essential to student achievement, engagement, and graduation. Jeffco remains committed to dedicating resources and attention to reducing chronic absenteeism through a multi-tiered approach that includes schools, families, and community partners. Together, these groups work to identify and address the complex factors contributing to students missing school. These factors often include lack of access to basic economic supports such as food,

transportation, and stable housing, as well as feelings of disengagement from academic coursework or a lack of safety and belonging at school. *(See Appendix for aligned student perception data.)*

Chronic absenteeism is defined as missing 10 percent or more of the total number of days enrolled during the school year for any reason. Across Colorado and the nation, rates of chronic absenteeism are rising. Colorado currently has the eighth highest absenteeism rate in the country at 27.7%, up from 23% pre-pandemic. In Jeffco, the chronic absenteeism rate for the 2023–2024 school year was 25.3%, a modest improvement from 26% in 2022–2023.

In the 2024–2025 school year, the Student Engagement Office participated in the Colorado Department of Education’s Chronic Absenteeism Cohort, learning and sharing promising practices and ensuring Jeffco remains at the forefront of innovative solutions in this area.

Additionally, the Division of Family and Community Partnerships collaborates with schools and families to understand and address both the barriers and beliefs that influence student attendance. These efforts include aligning district services with community resources to support families in overcoming challenges that may prevent students from attending school regularly.

As a reflection of the district’s commitment to sustained improvement, the District Accountability Committee (DAC) also prioritized chronic absenteeism as a focus area for the 2024–2025 school year. As part of a special project, the DAC explored a range of strategies to support improved attendance, including hosting committee and community conversations to gather family perspectives, analyzing district-level attendance trends to identify root causes, and collaborating with district-based teams to learn more about current and future interventions such as attendance incentives and improved communication with families.

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## COMPLIANCE STATEMENT

This combined Monitoring Report for 3.1 and 3.3 reflects a broad and critical body of work that engages a significant number of central and school-based staff. These dedicated professionals—working closely with students each day—are continually refining and enhancing the services they provide to meet students’ diverse needs

and ensure their physical and mental health, safety, and overall stability. The sections below highlight areas that are currently on track, as well as those identified as challenges, where a cohesive, system-wide approach is being prioritized and led by district leadership.

## On Track

**Data literacy for informed decision making:** This year, Jeffco launched the Student Progress Monitoring Dashboard (PMD)—a one-stop, visual, and user-friendly platform that gives educators access to key student data in one place. The dashboard is available to principals, assistant principals, instructional coaches, digital teacher librarians, and all classroom educators, helping streamline how data are accessed and used to support student needs. This tool is a significant step in building Jeffco's data-driven culture, especially in support of students with diverse learning needs.

To ensure successful adoption, educators were required to complete a foundational Vector training module, which provided an overview of dashboard navigation and features. Additional support was also available through the JeffcoHelp article series to guide users as they integrate the dashboard into their daily work.

**Addressing increased demand for mental, social-emotional, and behavioral health resources:** Jeffco established a centralized mental health evaluation team to support all initial evaluations, aligning with existing centralized models for speech-language and motor services. This shift reduces the administrative burden on school-based providers, ensures consistency across evaluations, and supports more timely access to services—ultimately enhancing outcomes for students who require mental and behavioral health support.

Additionally, Jeffco piloted in-school Telehealth services for both physical and mental/behavioral health needs in a select group of schools. Previously available only for at-home use, these services are now being tested for delivery during the school day—with parent consent—as a more convenient and integrated option for families. The pilot emphasizes minimal disruption to instruction and strong communication with families, with future expansion guided by evaluation and feedback.

**Comprehensive program evaluation of specialized programs:** Following the completion of the comprehensive program evaluation conducted by McREL, the Student Success team has been reviewing the findings and using them to inform the development of a multi-year, multi-phase strategic plan for the division. This

roadmap, set to be finalized over the summer, is anchored in the four pillars of *Jeffco Thrives*: Our Learners: Our Future, Our People: Our Strength, Our Communities: Our Legacy, and Our Operations: Our Foundation.

While the full plan is still in development, several initiatives aligned to the evaluation findings are already underway. These include:

- Hosting the district’s first Jeffco Parents Encouraging Parents (JPEP) Conference to strengthen community relationships and increase access to learning and resources
- Beginning the process to evaluate and replace the district’s Postsecondary Workforce Readiness (PWR) tool to better align with evolving student needs and initiatives like *High School Reimagined* and *Magic of Middle School*
- Launching the use of AI tools to support the creation of student success plans (e.g., IEPs, 504s), aiming to reduce administrative burden and improve plan quality
- Establishing new partnerships, such as Eye Love Care, to provide on-site vision screenings and free glasses for students in need
- Starting work to strengthen MTSS structures at the classroom, school, and district levels, ensuring coherent support systems across the district
- Piloting a program evaluation process across center-based programs in special education to further assess effectiveness and guide future improvements
- Expanding leadership capacity in schools by mentoring and training assistant principals to oversee center-based programs and serve as trained IEP facilitators—strengthening sustainability, role clarity, and confidence at the school level

These early actions reflect the division’s commitment to using the evaluation as a springboard for meaningful and measurable improvement.

**Dropout prevention early warning indicators:** This year, Jeffco advanced its efforts to address student disengagement by integrating early warning indicators into the School and Student Progress Monitoring Dashboard within Power BI. These indicators—such as attendance, behavior, academic performance, and course completion—are critical in identifying students at risk of dropout. When combined with our commitment to knowing each student by name, strength, and need, these data points enable us to proactively identify students who may require additional support.

For the upcoming school year, enhancements will be added to these dashboards to provide new tools to support educators in predictive analytics that proactively identify potential off-track risks to intervene earlier for student success.

## Challenges:

### **Strengthening Systemwide Supports Through Aligned Leadership Structures – Centering the Creation of the Proactive Behavior and Safety Team:**

At the district level, efforts to support student behavior, safety, and well-being have often been managed across separate teams and departments, limiting our ability to provide coherent, proactive, and aligned support to schools. To ensure every school receives timely, coherent, and equitable support, we are accelerating efforts to align district leadership structures through the implementation of a Systemwide Supports Playbook. This playbook clarifies the roles, rhythms, and intersections of four key teams: the Academic Leadership Team (ALT), Operational Leadership Team (OLT), Proactive Behavior and Safety Team (PBST), and Thriving School Support Teams (TSSTs).

A critical and soon-to-be newly established structure, the Proactive Behavior and Safety Team, addresses a long-standing need for greater coordination and coherence in how we support student well-being and school climate. This team brings together subject-matter experts and leaders in social-emotional, behavioral, and physical health, as well as discipline, safety, and crisis response. Building on the strong foundation of existing efforts, this team is designed to take a more proactive, system-level approach—analyzing data trends, planning preventative interventions, coordinating mental health and behavior supports, and aligning safety practices across schools.

This team's creation marks a major shift toward a more integrated and preventive approach to student well-being. It also provides essential guidance and expertise to TSSTs, helping ensure regionally responsive behavior and climate supports that are informed by real-time data and grounded in equity.

The broader Systemwide Supports Playbook outlines shared data protocols, escalation pathways, joint meeting structures, and year-at-a-glance planning tools to help all four teams work both independently and collaboratively. At the center of this system, TSSTs function as the integration hub—translating strategy into action, coordinating support for individual schools, and surfacing systemic challenges that require a central response.

As this model is implemented, we are focused on building the infrastructure and clarity required for these teams to operate seamlessly. The Proactive Behavior and Safety Team, in particular, represents a foundational step forward in creating the conditions for every school to feel safe, supported, and set up for success.

### **Accelerating Instructional Excellence and a Culture of Safety and Belonging**

**Through Coherent, Layered Supports:**

Our systems for instructional and student support have not always worked in tandem, leading to gaps in access, uneven implementation, and missed opportunities to provide timely, coordinated responses to student needs. We are accelerating efforts to strengthen both instructional excellence and a culture of safety and belonging through coherent, layered systems of support. This approach emphasizes both access and appropriate challenge for all students, including those who need targeted or additional support, particularly at the classroom and school levels.

Key strategies include building educator expertise in using academic, behavioral, and well-being data to guide planning and support; aligning daily instruction to high-quality materials and state standards; and ensuring that collaborative team structures support integrated academic, social, emotional, and behavioral planning. These efforts aim to ensure every student experiences high expectations, responsive support, and a strong sense of connection in their learning environment.

**Decrease chronic absenteeism:** We cannot teach students who do not come to school. While Jeffco now has an attendance dashboard in place to monitor average daily attendance across articulation areas and schools, sustaining improvements in attendance remains an ongoing challenge.

This challenge is not unique to Jeffco—declining attendance is a national issue—and we anticipate this will be a year-over-year focus for districts across the country. In Jeffco, we will revisit and relaunch the Jeffco Shows Up campaign in September 2025, especially if our chronic absenteeism data shows a decline. (Chronic absenteeism data for 2024-25 will be available this fall with end of year reporting data).

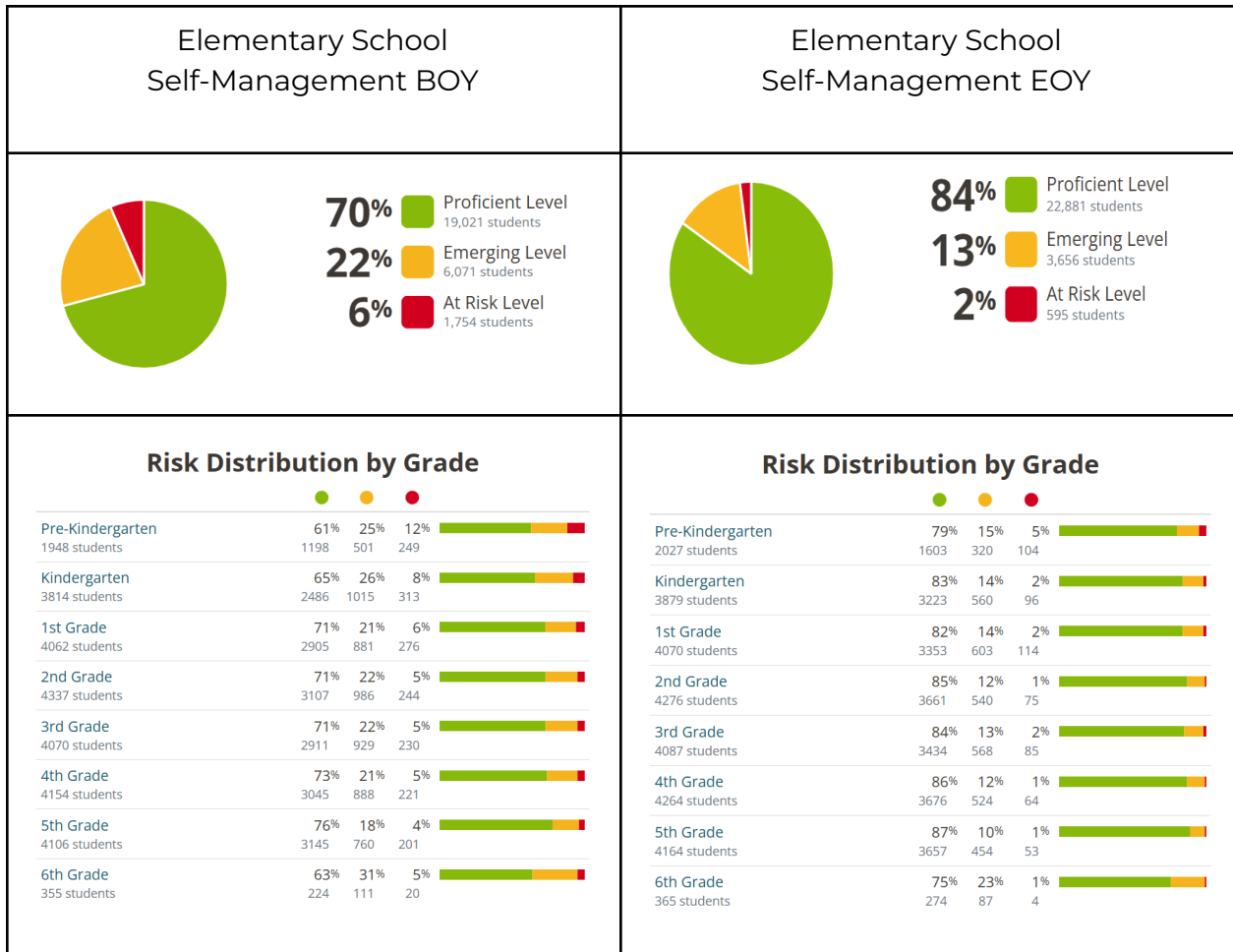
Next year's District Unified Improvement Plan (DUIP) will include a specific attendance target, along with action steps to improve attendance across all schools.

## APPENDIX

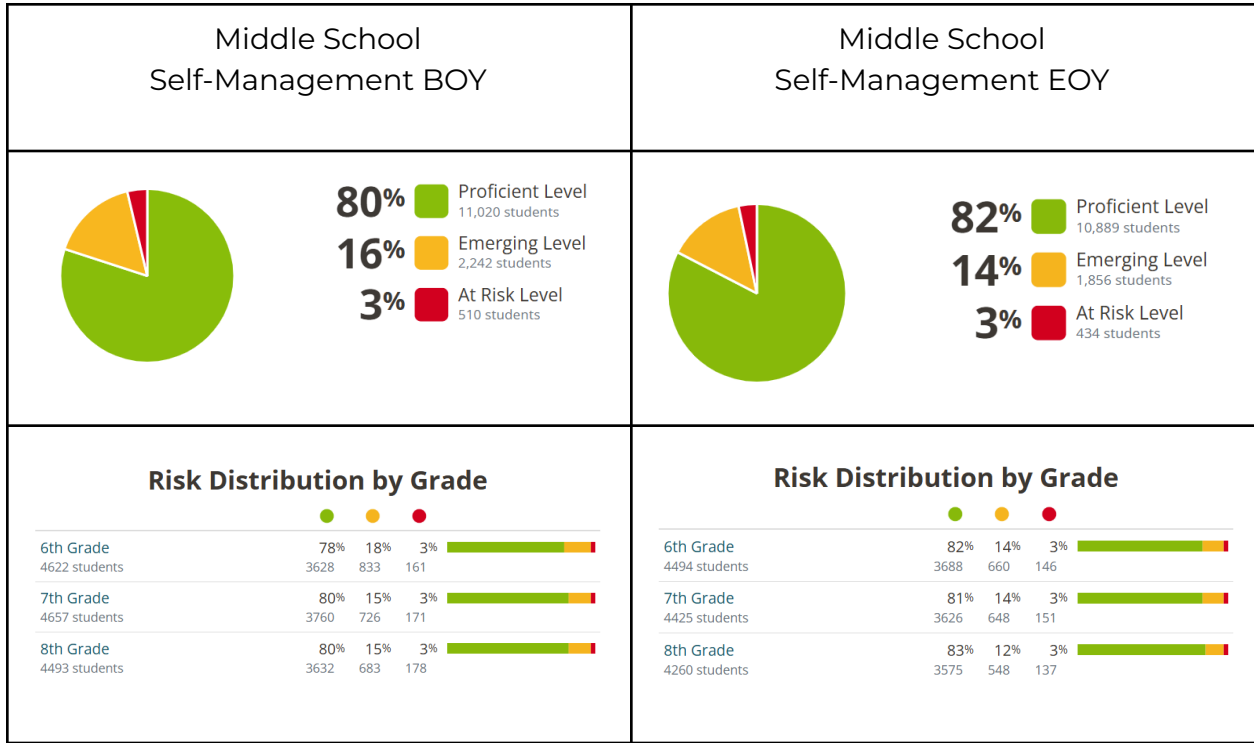
### Universal Screening

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.

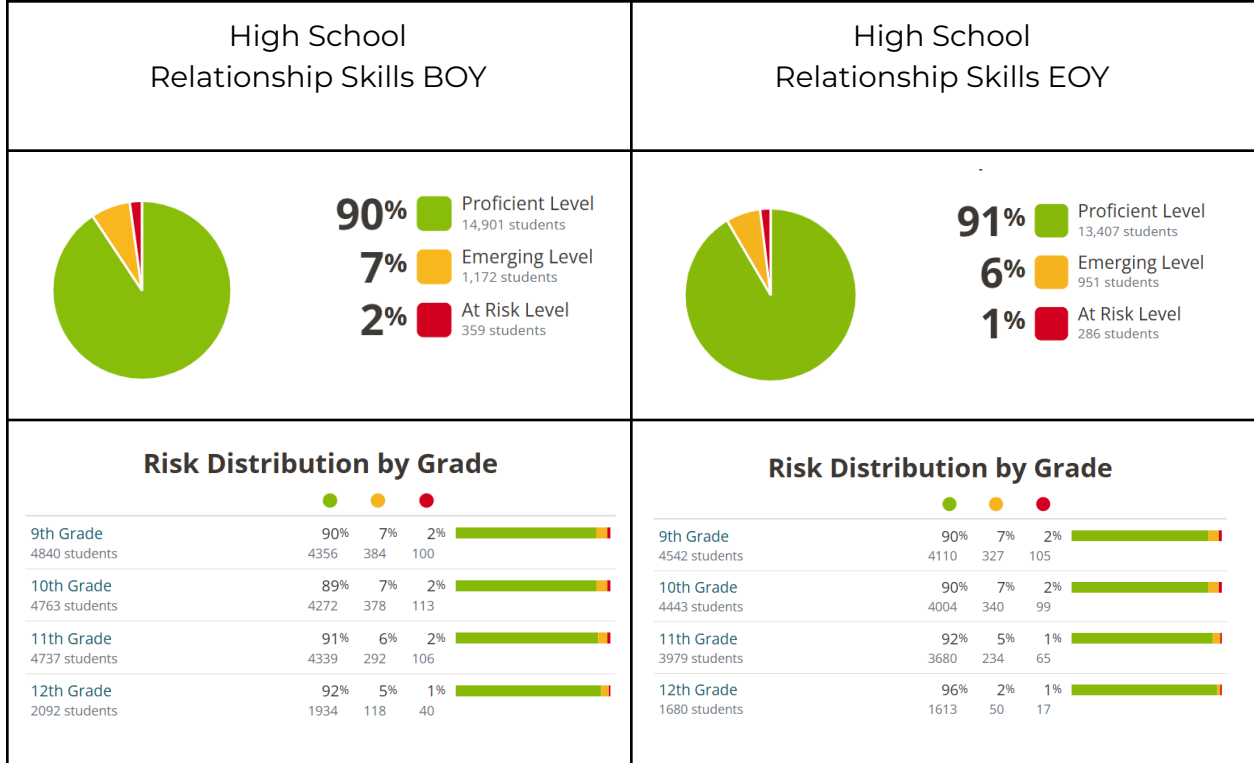
**Figure A-1: 2023 - 2024 Elementary School**



**Figure A-2: 2023 - 2024 Middle School**



**Figure A-3: 2023 - 2024 High School**



**Figure A-4: 2024 - 2025**

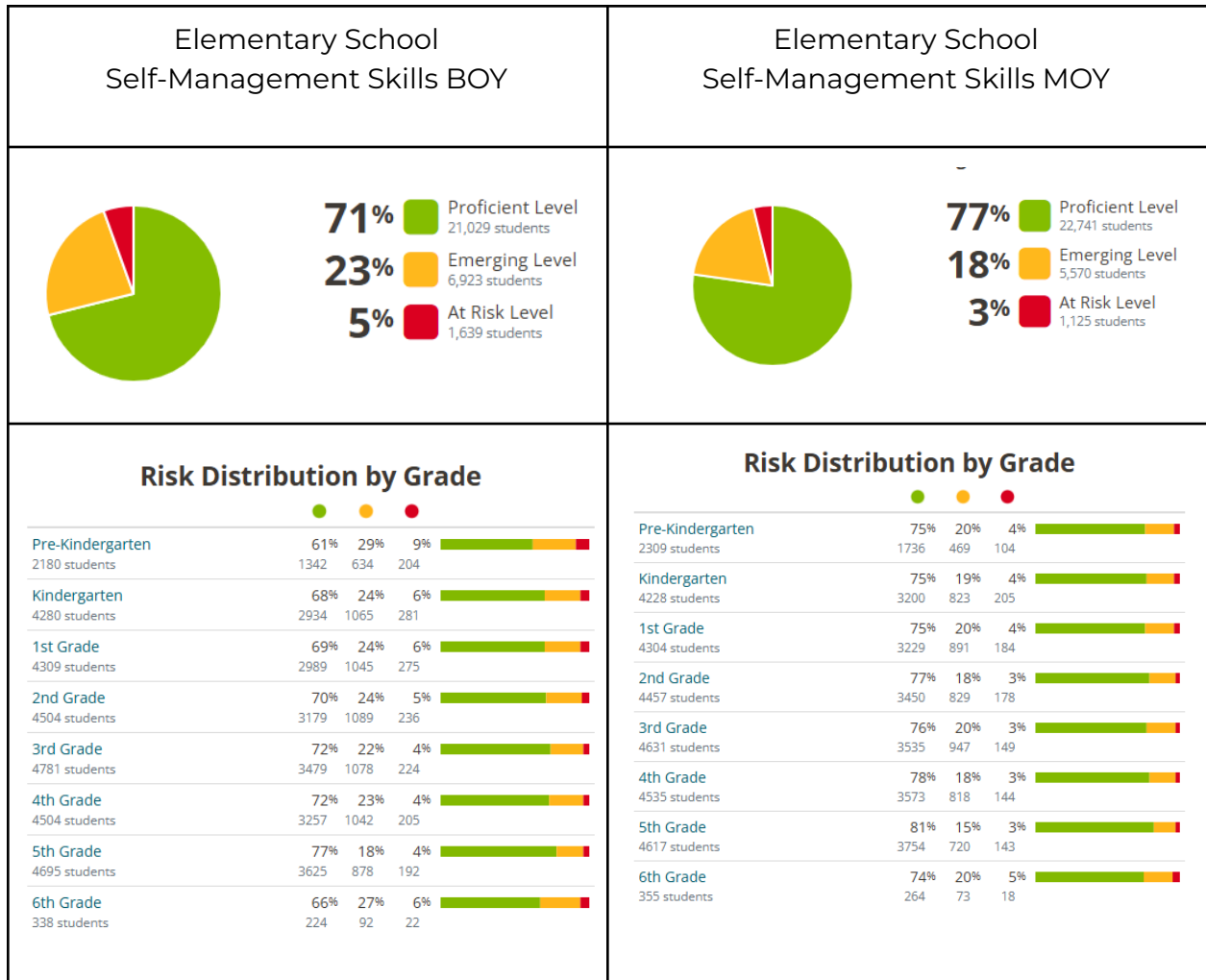
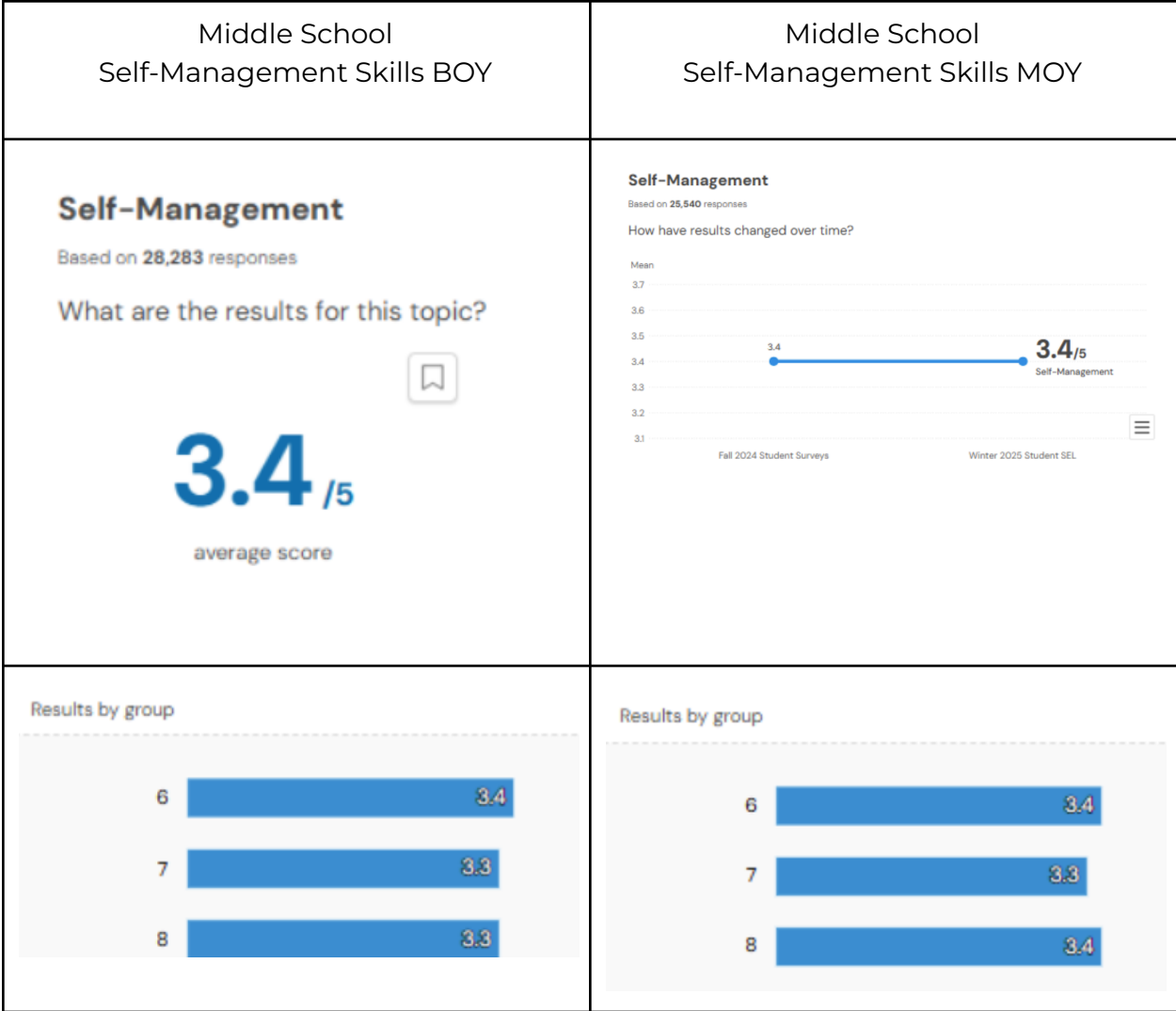
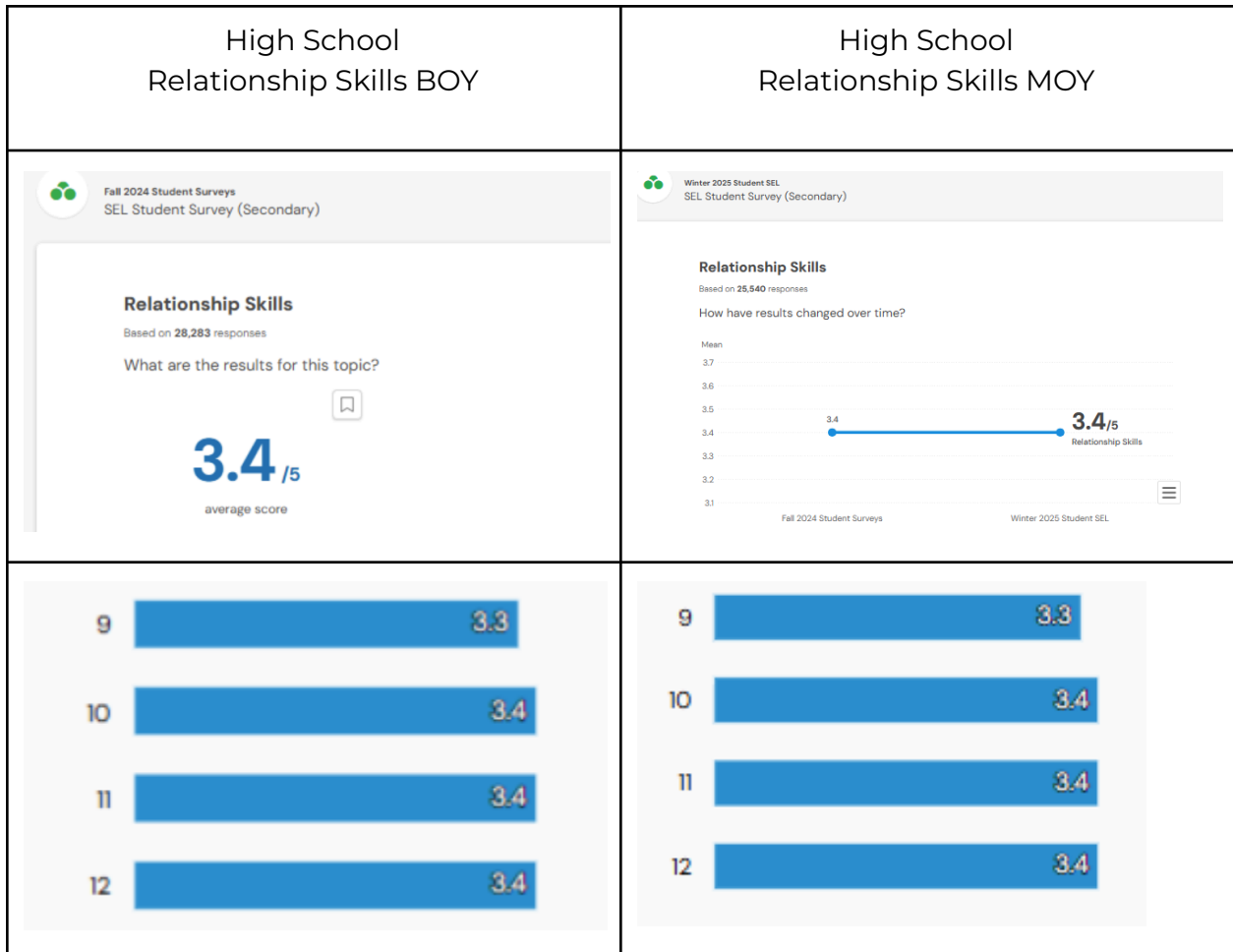


Figure A-5: 2024 - 2025



**Figure A-6: 2024 - 2025**



## Student Engagement Survey Results

**Table A-1. 2025 District Elementary Student Survey Results**

Topic	% Favorable	Since Winter 2024	National Percentile
<i>3rd - 5th Graders (12,002 responses)</i>			
Rigorous Expectations	78%	↑3	60th - 79th
Teacher-Student Relationships	75%	↑2	60th - 79th
Safety	69%	↑3	60th - 79th
Belonging	65%	↑2	40th - 59th
School Climate	64%	↑2	40th - 59th
Academics	60%	↓1	--
Engagement	51%	↑2	40th - 59th

**Table A-2. 2025 District Secondary Student Survey Results**

Topic	% Favorable	Since Winter 2024	National Percentile
<b><i>6th - 12th Graders (24,832 responses)</i></b>			
Rigorous Expectations	63%	↑3	40th - 59th
Safety	62%	↑1	60th - 79th
Academics	58%	↑1	--
Teacher-Student Relationships	53%	↑3	40th - 59th
School Climate	51%	↑5	60th - 79th
Belonging	39%	↑4	20th - 39th
Engagement	28%	↑4	40th - 59th

## 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. They also have a substance use counselor who works directly with our schools to provide Tier 2 and 3 supports to students struggling with misuse.

JCMH's overall 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.

In the 2024-2025 school year, prevention specialists provided support in 10 of our schools. Their prevention services reached a remarkable 2,088 unique students, providing invaluable support to the school community. JCMH also conducted 94 unique classes to address mental health and behavioral topics, contributing to a total of 1,540 classes taught.

On the clinical front, JCMH's services have been instrumental in supporting students in 33 of our schools. A total of 14,493 clinical hours have been provided to our students, covering a wide range of scenarios. Currently there are 740 students on clinicians' caseloads and of those 265 students are at risk or have expressed thoughts of suicide. 56% of students were ages 12-17. 42% were ages 4-11. Notably, 1,672 hours

were provided to students identifying as LGBTQ+. Work with students continues over summer and breaks.

### **Sources of Strength**

The district collaborates with Sources of Strength, a youth wellness and suicide prevention program, to empower peer social networks to increase belonging at secondary schools. 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 community 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. District employees train schools, staff, and students annually to meet fidelity criteria. This district team also coaches schools to reach site-specific goals. During the 2024-2025 school year, over 500 peer leaders in 22 Jeffco Public schools have received training, along with approximately 125 staff members serving as adult advisors. Currently, 26 schools are signed up to implement Sources of Strength in the 2025-26 school year.

### **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 continues to be a key partner in expanding access to mental and physical health services for Jeffco students. Through its school-based telehealth model, Hazel Health provides timely, on-demand care that supports student well-being and reduces barriers to learning.

As of the most recent report in March 2025, Hazel Health has received 915 mental and behavioral health referrals, resulting in 2,532 completed visits. Of those, 218 students were successfully connected to community providers for ongoing care following discharge. On the physical health front, Hazel Health has completed 118 visits, saving an estimated 321 instructional hours. Notably, 94% of those students were able to return to class immediately following their appointment, minimizing disruptions to learning.

Hazel Health's ongoing impact reflects the district's commitment to supporting the whole child by addressing health-related barriers to success in school.

### **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 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.

### **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

### **Affective Needs (AN)**

Center programs for those benefiting from instruction with an increased focus on social-emotional development.

### **ASCENT**

Accelerating Students through Concurrent Enrollment or ASCENT is a fifth-year high school program that allows students to participate in concurrent enrollment the year after 12th grade, to enroll in postsecondary courses and earn college credit at no tuition cost to them or their families. More information [here](#).

### **Autism Spectrum Disorder (ASD)**

Center programs for students significantly impacted by social communication, executive functioning, and behavior needs.

### **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.

### **Deaf and Hard of Hearing (DHH)**

Center programs to support students with hearing impairments.

### **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.

### **Internal Resources**

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

### **Jeffco Transition Services (JTS)**

Programming available for students with disabilities aged 18 - 21 who have ongoing transition needs.

### **[Multi-Tiered System of Supports \(MTSS\)](#)**

A continuous improvement framework that uses data-based decision-making to enhance academic and social, emotional, & behavioral instruction and supports to ensure that every student receives what they need in order to be successful.

**Significant Support Needs (SSN)**

Center programming for students working toward extended evidence outcomes (commonly known as 'alternative achievement standards').