

MONITORING REPORT
June 11, 2026

Policy: **3.1 & 3.3**
Policy Category: **Ends**
Period Monitored: **2025-2026 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.*

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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.

These intentional efforts are measured by:

Measures Aligned to Board End 3.1

Students receive differentiated academic, behavioral, and social-emotional supports designed to meet their individual strengths and needs.

Evidence Includes:

- MTSS implementation and intervention systems
- IEP, 504, and GT/2e student support data
- Universal SEL screening results

- Jeffco Listens: Student Perception Survey
- Counseling and mental health supports

Measures Aligned to Board End 3.3

Students and families have access to resources, services, and partnerships that support their health, safety, and stability.

Evidence Includes:

- Health Services and wellness supports
- Suicide prevention and crisis response systems
- Substance prevention and intervention outcomes
- Student discipline and restorative practices data
- Student Engagement Programming & Community Partnerships

CONTEXT & BACKGROUND

The well-being of students—physically, mentally, socially, and emotionally—is foundational to their ability to learn, grow, and thrive in school. Research consistently demonstrates that students are more likely to achieve academic success when they experience safety, belonging, stability, and access to the supports necessary to meet their individual needs. Physical health provides the foundation for regular attendance, engagement, and sustained learning, while mental and emotional well-being influence students' ability to regulate emotions, build relationships, persevere through challenges, and fully participate in the educational experience.

In Jeffco Public Schools, we recognize that student success cannot be separated from the conditions that shape students' daily lives both inside and outside of school. Many students and families navigate significant barriers that impact learning, including housing instability, food insecurity, mental health challenges, substance misuse, trauma, social isolation, and interrupted access to healthcare or community resources. At the same time, students bring extraordinary strengths, resilience, cultural assets, and aspirations that must be recognized, honored, and cultivated through supportive and responsive educational systems.

This Monitoring Report highlights the comprehensive systems, resources, partnerships, and practices Jeffco utilizes to meet students where they are and ensure that every student has access to the supports necessary to reach their fullest potential. As a companion to [Monitoring Report 1.1](#), which focuses primarily on

academic achievement and growth, this report centers on the systems of support that create the conditions for learning and success. Specifically, this report examines how Jeffco advances Board Ends 3.1 and 3.3 through direct services, preventative supports, intervention systems, and strategic partnerships that strengthen student well-being, safety, and stability.

The work reflected throughout this report is grounded in Jeffco's commitment to knowing every student by name, strength, and need. This commitment guides our efforts to create equitable, inclusive, and responsive systems that support the whole child. Across schools and departments, Jeffco continues to strengthen a Multi-Tiered System of Supports (MTSS) framework that integrates academic, behavioral, social-emotional, mental health, and family support systems to ensure students receive the right support at the right time.

Jeffco's approach recognizes that schools cannot meet students' needs alone. Community partnerships remain essential in expanding the district's capacity to support students and families. Through collaboration with mental health providers, healthcare organizations, housing and food assistance agencies, child welfare organizations, higher education institutions, nonprofit partners, and local government agencies, Jeffco is able to connect students and families to a broader continuum of care and opportunity. These partnerships enhance school-based supports, reduce barriers to access, and provide critical interventions that contribute to student success both in and beyond the classroom. A list of these partners and their services can be found in the [Appendix](#).

Collectively, the data presented throughout this report suggest that students are experiencing stronger levels of belonging, connection, support, and access to resources. At the same time, the district remains focused on addressing persistent disparities in student experience, attendance, and access to opportunity. While meaningful progress is evident across multiple measures, continued improvement efforts will focus on ensuring every student experiences the conditions necessary to learn, thrive, and reach their fullest potential.

EXECUTIVE SUMMARY & DATA REPORTED

Addressing Students' Diverse Learning Needs in Jeffco

Since the last [3.1 and 3.3 Monitoring Report](#) in May 2025, 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 [2025 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
- Training for school-level teams to create effective structures for proactive behavior and safety supports
- 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 and 3 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
- Intensification of general education support and strategies to address individual student needs

In addition to implementing Tier I 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 2020, 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
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%
2025 - 2026	10,620	15%

Since 2020, 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
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%
2025 - 2026	4,322	6%

The number of students with Advanced Learning Plans (ALPs) in Jeffco had declined during the pandemic years, but has seen an increase in more recent years.

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 several 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
2020 - 2021	9,081	11%	856
2021 - 2022	8,220	11%	857
2022 - 2023	8,025	10%	966
2023-2024	9,477	12%	1,083
2024-2025	9,903	13%	1,265
2025-2026	9,656	13%	1,320

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 2025 - 2026 school year, the following special service providers are supporting our students:

- 39.5 School Psychologists, including 1 Coordinator
- 93.2 School Social Workers
- 30.8 School Occupational Therapists and 3 Occupational Therapist Assistants
- 4 School Orientation and Mobility Specialists
- 4 School Audiologists
- 12.25 School Physical Therapists and 1 Physical Therapist Assistant
- 130.4 School Speech-Language Pathologists and 11.6 Speech Language Pathology Assistants and 1 Coordinator

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, while providing ongoing professional learning for both the school-based Prevention Specialists and 504 Support Technicians, 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 four 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 March 2026*

SSN	AN	ASD	DHH	Sobesky	Miller	JTS	Out-of-District
285	212	395	23	71	79	135	179

*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 also 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

Health Services supports the whole child by ensuring student safety, addressing health needs, and promoting readiness to learn so every student can fully access the extraordinary school experience they deserve.

At Jeffco Public Schools, Health Services ensures that every student is healthy, safe, and ready to learn. This work directly supports student attendance, academic success, and overall well-being by removing health-related barriers to learning.

School nurses provide clinical leadership at the intersection of health and education. They manage acute and chronic conditions, develop individualized care plans, and coordinate with families and providers. Nurses also play a key role in mental health support, substance use intervention, and prevention, helping identify concerns early and connect students to needed resources. They enable students with complex and medically fragile needs to safely attend school and fully access their education.

Health technicians ensure student safety and provide daily health room support. As the first point of contact for student health needs, they deliver immediate care and serve as an extension of the nurse, maintaining continuity of care throughout the school day.

Health Services plays a critical role in improving attendance by reducing early dismissals and supporting students with ongoing health needs. The team also ensures safe school environments through medication management, emergency response, and staff training. Through partnerships with families and community providers, Health Services helps strengthen access to care beyond the school day.

2025–2026 Health Service Highlights

73 Registered Nurses and 146 Health Technicians support students across Jeffco.

- 7,000+ Individualized Health Care Plans
- Preservation of Instructional Time: During the school year, health rooms supported 386,374 student visits, with approximately 75% of students returning to class the same day. As a result, an estimated 55,000 hours of instructional time was preserved.
- 10,000+ IEP's supported
- 650+ Section 504 meetings supported

Health Services continues to strengthen safe school environments, improve attendance, and ensure equitable access to learning for all students.

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. To date during the 2025-2026 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 ADF](#) and the District Health Advisory Council (DHAC). Jeffco Healthy Schools fosters school culture, policies, and environments that encourage healthy lifestyle choices and promote healthy habits for students, families, and staff. Healthy Schools is focused on advancing the physical, social-emotional and mental health of students in schools and upholding the District Wellness Policy.

Healthy Schools uses a system of Healthy Schools Liaisons as a conduit between the district and schools. Healthy School liaisons assess school health and compliance with the district wellness policy by completing the district wellness policy evaluation. They then set and monitor health and wellness goals for their school. They participate in Healthy Schools programming and are eligible for Healthy Schools funding to support their goals.

During the 2025-2026 school year, 115 schools designated Healthy Schools Liaisons. Healthy Schools provided wellness grants for 35 schools. These grants supported the areas of social emotional health, nutrition education, increasing movement in the classroom and at recess. Healthy Schools liaisons utilized this funding for items such as calming corners, Sources of Strength resources, PBIS supplies, recess equipment, and classroom movement tools.

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 District 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.
- Professional learning and networking opportunities for Jeffco School Gardens.

- 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

Healthy Kids Colorado Survey (HKCS)

The Healthy Kids Colorado Survey (HKCS) is Colorado's most comprehensive participation-optional survey on the health and well-being of 6th-12th graders in Colorado. The purpose of the survey is to better understand youth health and the factors that help young people make healthy choices. The survey is administered by the Colorado Department of Public Health and Environment (CDPHE) and the Colorado School of Public Health (CSPH). The biennial survey is voluntary, anonymous and is taken online during one class period. The HKCS has a rigorous policy to protect confidentiality and anonymity of student data, as only school, district, and state level reports are compiled. Families can opt-out of the survey and each student reserves the right to not take the survey even if their family has not opted out. All questions are optional. Families receive an opt out form two weeks prior to the survey date and can preview the survey questions for an informed decision.

The HKCS contains questions in the areas of school safety/violence, school connectedness, bullying, mental health, substance use, nutrition/physical activity, and sexual health/consent (high school only). All survey results are disaggregated by grade level, gender, race/ethnicity, gender identity, and sexual orientation. The comprehensive data from the HKCS allows Jeffco to track student health trends, create data-driven health and wellness goals at the district and school levels, as well as identify and prioritize health disparities.

Data from the survey informs the work of several groups, including the Jeffco District Health Advisory Council (DHAC), school counselors, prevention specialists, school nurses, the PE Coordinator, the EDI Specialist, Communities that Care, and Jefferson County Public Health. This school year, a new cross-divisional team has been established to guarantee the systemic utilization of this data.

Jeffco has representative data for middle school and high school from the 2019, 2021, 2023, 2025 survey administrations. In 2025, 11 Jeffco high schools and 6 Jeffco middle schools participated in the HKCS. Below are positive and negative trends that stand out from the data.

High School Survey (Grades 9-12)

Positive Trends:

- **Improving Mental Health:** Since 2021, student mental health has shown steady improvement. Manageable stress levels rose from 54% to 61%, while symptoms of depression dropped significantly from 40% to 23%. Additionally, there has been a consistent decline in self-harm and suicidal ideation, planning, and attempts.
- **Positive School Climate:** Students' sense of belonging at school (74% in 2025) and enjoyment of school (45% in 2025) have both increased since 2021.
- **Decreased Substance Use:** Since 2019, substance use among high school students has decreased significantly: alcohol use fell from 32% to 21%, marijuana use nearly halved from 21% to 12%, and vaping saw the sharpest decline, dropping from 28% to 12%.

Negative Trends:

- **Safety Concerns:** The percentage of students who skipped school because they felt unsafe rose from 9% in 2023 to 13% in 2025.
- **Decreased Trust in School Staff:** The percentage of high school students who would tell an adult *in school* if they were concerned about well-being dropped from 51% in 2023 to 43% in 2025, even as reporting to family members and anonymous systems increased.
- **Gender and Racial Health Disparities:** Females and LGBTQ+ students report much higher levels of sadness, bullying, and thoughts of suicide compared to boys and straight students. At the same time, students of color and LGBTQ+ students are more likely to deal with hunger at home and report they don't feel that they truly belong at their school.

Middle School Survey (Grades 6-8)

Positive Trends:

- **Improved Mental Health:** Since 2021, symptoms of depression fell from 31% to 21%, while suicidal ideation dropped from 21% to 18% and suicide planning decreased from 16% to 12%.
- **Improved Sleep, Nutrition, and Food Security:** There was a large spike in students reporting to get 8+ hours of sleep from 2021 to 2025. Students also reported an increase in daily fruit and vegetable consumption as well as a decrease in hunger due to a lack of food at home.

Negative Trends:

- **Safety Concerns:** The percentage of students who skipped school because they felt unsafe rose from 9% in 2023 to 13% in 2025.

- **Gender and Racial Health Disparities:** Female students report higher rates of mental health and safety challenges than their peers. LGBTQ+ and gender-diverse students face disproportionately higher risks in nearly every category. A lower sense of belonging at school was reported by Multiracial students (66%) and Black students (67%) compared to White students (77%).

See [Appendix](#) for detailed survey results.

Substance Prevention Support

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 Infractions and Intervention Data for 2025 - 2026

As of March 17, 2026, a total of 1,435 substance use infractions were documented in Infinite Campus, representing a decrease of 356 infractions compared to the same period last year (1,791 infractions in 2024–25).

Out-of-school suspension (OSS) rates have increased slightly year over year:

- **2025–26:** 435 of 1,435 infractions (30.3%) resulted in OSS. Additionally, 414 students were referred to a district nurse and received targeted interventions.
- **2024–25:** 494 of 1,791 infractions (27.6%) resulted in OSS.
- **2023–24:** 627 of 2,318 infractions (27.0%) resulted in OSS.

Interventions provided through district nurses and community partners included substance counseling, educational activities, and case management services. Community partners included organizations such as Denver Family Therapy Center, Jefferson Center for Mental Health, and Full Circle.

Students may also be assigned research-based online intervention modules through 3rd Millennium Classrooms, including:

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

Modules are assigned based on the type of infraction and may also be used when students self-report concerns or are identified as needing substance-related support.

During the same reporting period, 294 students were assigned a 3rd Millennium intervention module. Of those students, only 14 (4.8%) had a subsequent substance-related offense and were required to repeat the course, matching last year's low recidivism rate.

Learning outcomes from the modules also demonstrate positive gains:

- **Average Pre-Test Score:** 49.3
- **Average Post-Test Score:** 61.2

These results suggest that students are increasing their knowledge of substance use risks and prevention strategies, supporting both early intervention 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 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 studies 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.

In Jeffco, 186 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 through classroom lessons, small groups, 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

- **Bell Middle:** Counselors met with all sixth graders and conducted 278 check-in meetings by September.
- **Chatfield High:** 3,381 student visits to the counseling office included 71 classroom lessons, 63 ICAP presentations, and 78 observations.
- **Conifer High:** 38 seniors completed 200 hours of community service.
- **Little Elementary:** 74 fifth graders participated in Young AmeriTowne for hands-on career experience.
- **Lumberg Elementary:** 69 new students were welcomed with breakfasts, tours, and Kynd Kits; guest teachers were recognized with cards and goody bags.
- **North Arvada Middle:** 149 students participated in Career Lunches.
- **Ralston Valley:** Graduating seniors were awarded over \$5 million in scholarships.
- **Wheat Ridge High:** 45% of seniors submitted FAFSA applications.

Academic Development

- **Bear Creek High:** 564 RRCC course registrations were completed across 25 courses and 40 sections, totaling over \$3 million in tuition revenue.
- **Columbine High:** 530 students took over 1,000 AP exams.
- **Falcon Bluffs Middle:** 55 eighth graders served as WEB Leaders supporting sixth-grade transitions.
- **Green Mountain High:** 1,641 college applications were submitted by the Class of 2025.
- **Lasley Elementary:** 70 weekly attendance goals were met across grades.
- **Manning:** Counselors conducted over 770 student check-in/out meetings.

- **McLain:** 14 students were accepted into Warren Tech.
- **Rose Stein Elementary:** 22 students completed 3,520 check-ins/check-outs over 14 weeks.

Social/Emotional Development

- **Bear Creek K-8:** 362 students completed virtual Safe2Tell training.
- **Bradford K-8:** 15 small groups were facilitated by the school counselor.
- **Evergreen Middle:** Seven empathy interview rounds guided curriculum, school processes, and events.
- **Everitt Middle:** 159 seventh graders participated in the Signs of Suicide lesson.
- **Ken Caryl Middle:** Students reported a 6% increase in engagement and belonging from the start to end of the year.
- **Stevens Elementary:** 67 SEL-focused classroom lessons were delivered on social emotional learning and team building.
- **Swanson Elementary:** 95% of second graders can name and use at least one coping tool.
- **Three Creeks K-8:** 31 WEB Leaders supported 143 sixth graders to foster belonging.

Social Emotional Learning Specialists

Jeffco's 108 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 (SEB) implementation
- Facilitating positive school culture
- Supporting teachers in direct SEL instruction
- Providing Tier 2 and 3 support
- Universal screening for SEL skills
- Data-based decision making across a layered continuum of SEB needs and supports

SELS support staff, students, and families in service of increasing belonging, positive school climate, school-wide and classroom level behavior supports, and the direct instruction of SEL. SELS also provide direct intervention to students and families via the following Tier 2 and 3 supports. SELS facilitate the implementation of Check-In, Check-Out. SELS also support the SEB needs of students through the

implementation of skills based small groups and individual intervention. The topics of these support include but are not limited to the following:

- Essential life skills
 - Self-awareness
 - Self-management
 - Social awareness
 - Relationship skills
 - Responsible decision-making
- Social, emotional, & behavioral needs
 - Emotional Regulation
 - Impulse control
 - Self-confidence
 - Anxiety
 - Depression

SEL Universal Screening

Jeffco initiated universal screening for social-emotional skills in the 2021 - 2022 academic year. Since 2024-25, Jeffco Public Schools has been using the SSIS SEL at the elementary level and Panorama SEL survey at the middle and high school levels. These tools are 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.

The SSIS SEL is administered by teachers and the Panorama SEL Survey is a student self-report. Both are administered two to three times a year. These instruments enable 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 2025-2026 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:

Elementary:

- The SSIS SEL for the 2025-26 school-year has demonstrated skill gains over time from beginning of the year (BOY) to middle of the year (MOY). With growth in the Social Emotional Competence Total from 64% proficient to 71%

proficient. The greatest growth is in preschool from 56% proficient in the BOY to 70% proficient at the MOY collection.

- At the beginning of the 2025-2026 school-year, the data for self-management skills was the biggest area of identified need for elementary. We continue to address the self-management needs with increased resources and time in this area, especially for Preschool, Kindergarten, 1st, and 2nd. Please note the growth from BOY to MOY in [Appendix Figure A-1](#) under Universal Screening.

Middle & High School

- The Panorama SEL Survey for the 2025-26 school-year has demonstrated skill gains over time from beginning of the year (BOY) to middle of the year (MOY). With growth in Self-Management across grades 6-12 from 74% favorable to 75% favorable. Every grade level except one improved in this skill.
- The lowest scores for the Middle School grades were in Self-Management. [Appendix Figure A-2](#)
- The lowest scores for High School were in Relationship Skills. Please note the growth from BOY to MOY in the [Appendix Figure A-3](#) 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 (psych safety director, suicide prevention coordinator, specialists, and school-based leads)
- Training for ALL staff, 7th and 9th grade students, and interested parents/caregivers. Over 10,000 7th & 9th grade students trained in the 2025-26 school year.
- 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 and improvement of pertinent policies
- Training and development of procedures for NSSI, and students experiencing ongoing suicidality
- Regular coaching for schools based on upstream prevention and data points regarding suicide risk
- Community partnerships to secure resources and services for Jeffco students as pertains to belonging and suicide risk
- Consultation and supports for schools supporting students with ongoing suicidal thoughts and behaviors so that students may succeed at school

All staff complete an annual suicide prevention education and protocol review training, with over 12,358 staff trained in the 2025-26 school year. Bi-yearly all student-facing staff take a 1-hour comprehensive suicide prevention skills training from Signs of Suicide (SOS). During the 2025-2026 school year, over 6,855 staff members completed the course. During the 2025-2026 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

Crisis Response & Recovery Support in Jeffco Schools:

- During the 2024-25 school year the district team supported responses to 48 crises. This included support for:
 - 15 parent deaths
 - 16 staff deaths
 - 10 student deaths
 - 1 student suicide attempt and 1 student accident

As of March 20th, the Jeffco Crisis team has supported:

- 28 crises, including:
 - 1 School Shooting
 - Deaths
 - 4 Parent/family members
 - 7 Staff
 - 18 Student deaths

Support for these responses includes communication and notification to the school community, tracking and triage of students needing support, brief grief interventions, support at staff and parent meetings, as well as support for stabilization and long-term recovery of the school building.

Completed Screening for Suicide Risk (SSR) data:

- During the 2025-26 school year (as of March 16, 2026) Jeffco professionals completed:
 - 1,238 screeners for suicide risk (960 initial screeners, 258 subsequent)
 - 142 initial self-harm support meetings
 - 260 documented instances of a significant suicide related incidents outside of school acquired through collaborative contact with parent/caregiver/student
- During the 2025-26 school year, staff completed an average of 230 screeners per month (an average of 60 per week)
- During the 2025-26 school year:
 - Of the 1,238 total screeners, 367 students (or 30%) indicated potential for imminent risk through the screening process. These instances necessitate 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
 - Of the 1,238 total screeners, 670 students (54%) indicated lower, non-imminent risk. Collaboration with parents/caregivers occurred and students remained at school with a Student Support/Safety Plan
 - Of the 1,238 total screeners, 252 students (20%) identified no risk. In these instances parent/caregiver notification is required with the offer to cocreate a Student Support/Safety Plan.
 - There has been an increase in the average numbers of SSRs when compared to the 2024-25 totals, yet still a decrease annually when compared to the past 5-year period.
- From 2019-2026, 2,000 to 2,500 screeners for suicide risk were completed annually in Jeffco.

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 recorded parent/caregiver mental health and wellness seminar sessions/slides 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 2026, 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 2025-2026 school year through April 15, 2026, 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 three school years to show a year-over-year comparison (3-year trend). As of April 15, 2026, the following student discipline data were reported:

Table 5. Trends in Student Discipline by Behavior Type

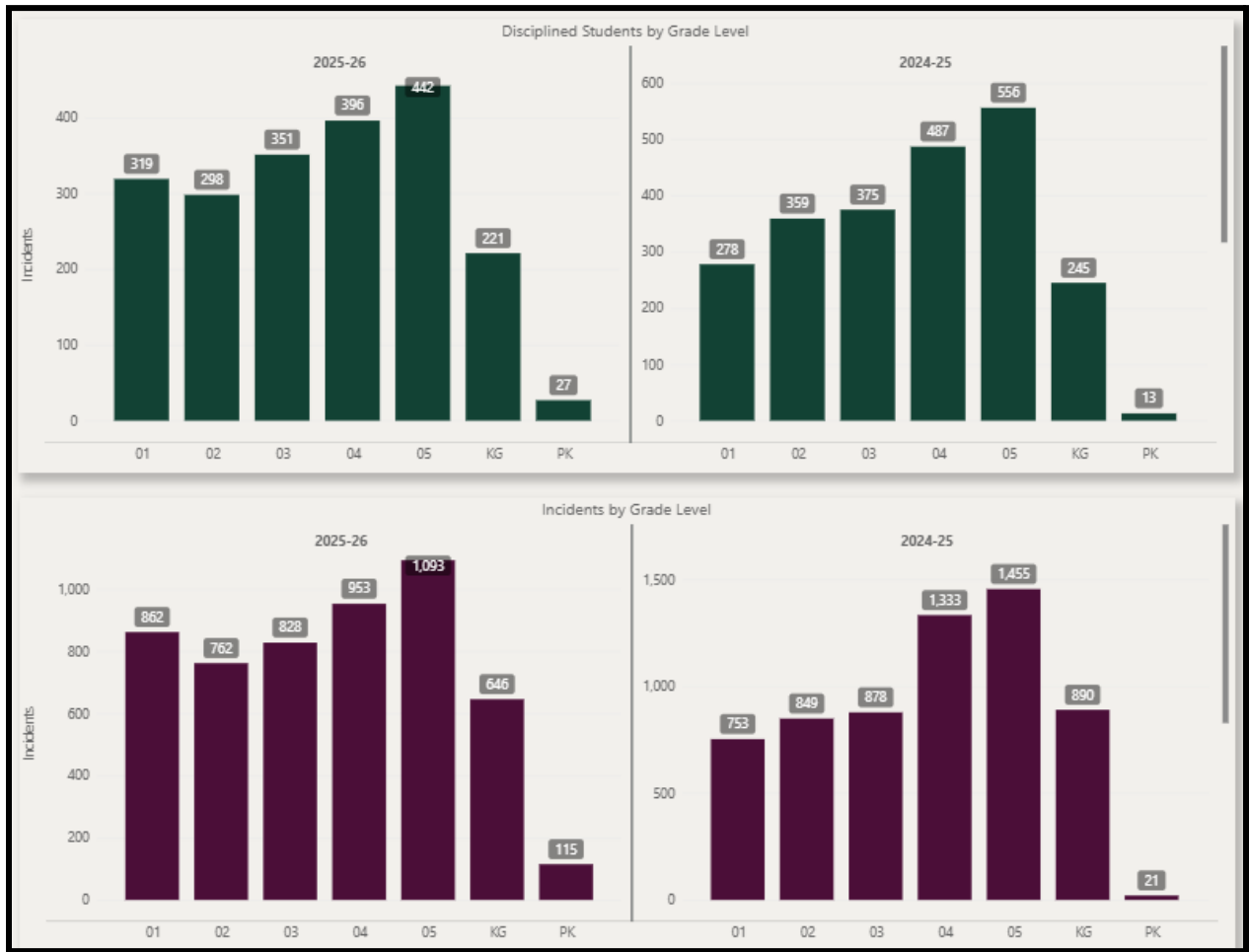
Behavior Type	2022-23	2023-24	2024-25	2025-2026
Drug Violation (1st/2nd/sale)	215	32	51	78
Alcohol Violation (1st/2nd)	210	185	160	61
Tobacco Violation (1st/2nd)	1,192	1,195	913	580
1st, 2nd Degree or Vehicular Assault	31	14	38	5
Dangerous Weapons (no intent/intent)	187 (178/9)	154 (116/38)	150 (140/10)	79 (70/9)
Disobedience/Defiant or Repeated Interference	2,380	3,915	4,172	4,291
Detrimental Behavior	5,739	3,729	2,646	2,190
Destruction of School Property	235	252	314	188
Bullying	663	667	478	379
Other Violation of Code of Conduct	2,679	4,328	5,202	6835
3rd Degree Assault/Disorderly Conduct	2,593 (571/2,022)	1,363 (459/909)	1,199 (309/890)	2015 (204/1811)
Marijuana Violation (1st/2nd/sale)	1,199	906	667	304
Sexual Violence	1	0	0	0
Unique Students with Substance Infraction	1,322	1,173	1,096	999

Total Numbers	2022-23	2023-24	2024-25	2025-26
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	17,005/11,740
Total Number of Law Enforcement Referrals	793	614	484	314
Total Number of In School Suspensions	3,033	3,038	2,788	2,868
Total Number of Out of School Suspensions	4,809	4,396	3,789	3,552
Total Number of Expulsions	29	15	10	10
Total UNIQUE STUDENTS with event	6,432	6,134	6,257	6,455

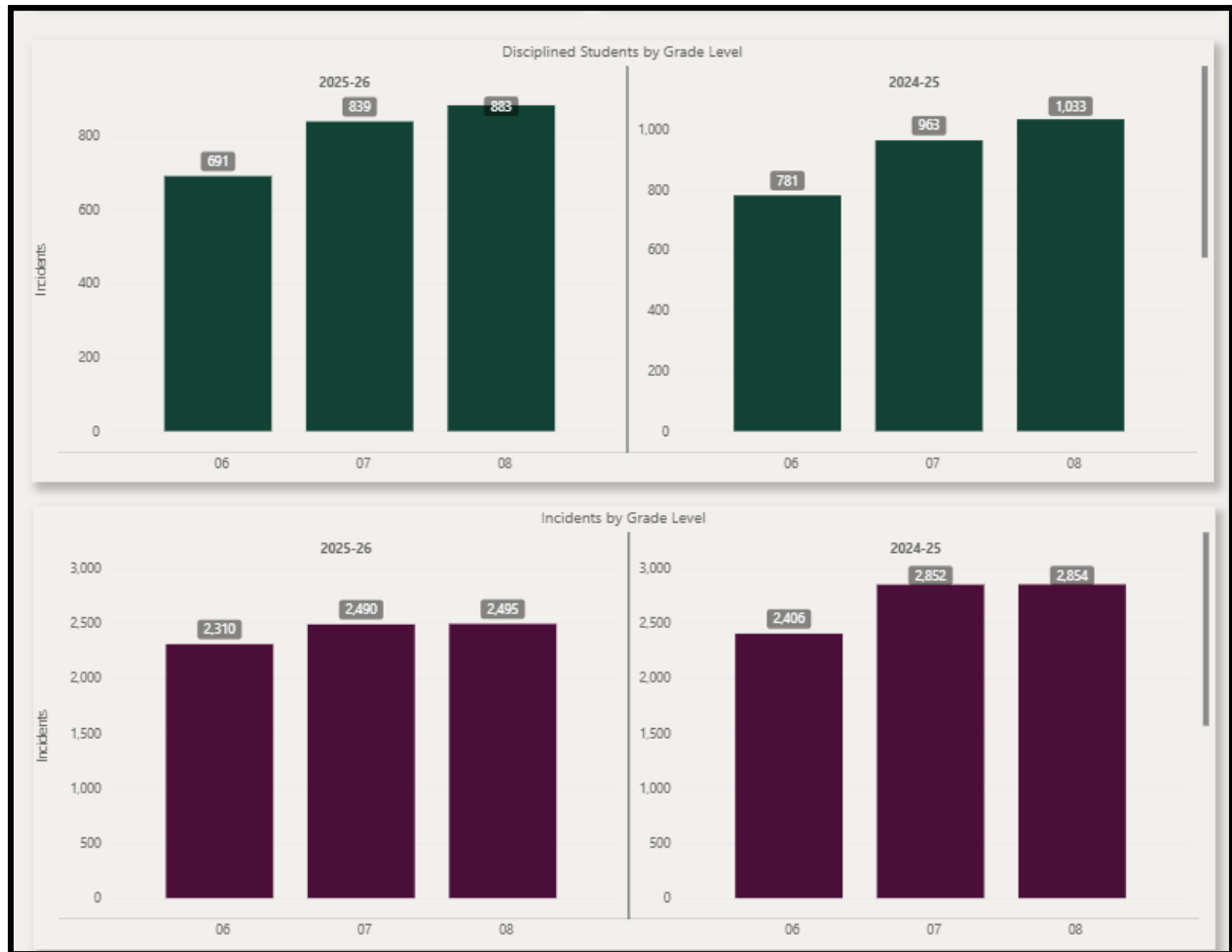
As of April 15, 2026, there has been a 11.2 percentage point increase in documented discipline incidents compared to the same time in 2024-2025. This follows a 6.4 percentage point decrease the previous year (2024-2025 compared to 2023-2024), resulting in an overall net increase of 4.8 percentage points in documented incidents over the past two years.

As shown in Figure 1 below, there has been a small but steady increase in the number of incidents and the number of unique students with a discipline incident in PK through grade 5 in the last 2 years, and we are currently on pace to continue this trend. This shift may be partly due to improved/increased documentation practices and a strategic focus on early identification and intervention.

Figure 1. Discipline and Incident Trends by Elementary Grade Level



Conversely, the number of incidents and unique students with a discipline incident at the secondary level has seen a small but steady decline over the last 3 years, with middle school having the most marked decrease (approximately 450 fewer unique students with a discipline incident for grades 6-8 since last year). See Figure 2 below.

Figure 2. Discipline and Incident Trends by Secondary Grade Level

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

Jeffco provides a team of Behavior Analysts who consult with and train school district staff to effectively support student behavior. This team guides school staff in collecting data, developing functional behavioral assessments, and creating behavior intervention plans, while utilizing behavior skills training to coach direct service providers in implementing these strategies with fidelity across classroom management and other areas of need.

Behavior Systems Coach

The Behavior Systems Coach partners with teachers to implement sustainable, classroom-level practices aligned to school-wide expectations. Using observation and interview data, the coach plans targeted coaching cycles to build teacher confidence and strengthen skills in promoting positive behavioral supports for student success.

Proactive Behavior and Safety Team (PBST)

In alignment with Article 10 of the JCEA Master Agreement, every school is tasked with establishing a Proactive Behavior and Safety 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 2025-2026 school year, 5 schools are participating in the cohort model in a full time capacity, with ten schools continuing to engage in full time or part time capacity. By the end of the school year, 661 educators across 109 sites will have been trained in the continuum of Restorative Practices through both pathways, bringing the four-year total to 2,782 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 2025-2026, 67 staff members across 50 sites have completed this specialized training. Dean roles, who are required to collaborate with district supports to evaluate best practices for student discipline, including restorative practices, were required to attend the Formal Conference training. At the beginning of the 2025-2026 school year, only 6% of Deans were trained in Formal Conferencing. By the end of the 2025-2026 school year, 75% of Deans will be trained.

As of this report, 1,620 Restorative Conferences have been documented in Infinite Campus. While there has been an increase in Infinite Campus documenting

Classroom Behaviors using Restorative Interventions, there is still room for growth in this area. As of this report, 5,970 Classroom Behavior events were responded to with a restorative intervention (facilitated restorative circle with class, informal restorative conversation with student and other restorative response to repair harm), and 4,105 of those interventions were informal restorative conversations with students.

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. Restorative Practices provide students and educators with an evidence-based approach to building relationships, addressing conflict, and strengthening school communities. When embedded within school culture, restorative practices proactively foster connection, repair harm, and promote student agency, accountability, and belonging. Rather than relying solely on punitive discipline, restorative approaches emphasize reflective learning, helping students and adults navigate conflict, take responsibility for their actions, and develop empathy and perspective-taking skills.

Jeffco supports the implementation of Restorative Practices through two primary pathways:

- Districtwide professional learning opportunities
- The Restorative Practices Cohort Model, an intensive 11-week partnership between schools and the Jeffco Restorative Practices Team

During the 2025–26 school year, five schools participated in the cohort model at full implementation, while ten additional schools continued their engagement at either a full- or part-time level. By the end of the school year, 661 educators across 109 sites will have received training in the restorative practices continuum through these pathways, bringing the four-year total to 2,782 trained educators.

Through training and coaching, educators learn to:

- Apply the restorative practices continuum and select appropriate responses to a variety of situations
- Facilitate community-building activities that strengthen relationships among students, staff, and families
- Implement practices such as community-building circles, restorative language, responsive circles, restorative conferences and conversations, and reintegration supports

In alignment with Article 9 (9-1-6-1) of the JCEA Negotiated Agreement, staff responsible for facilitating formal restorative conferences and developing behavior support plans receive specialized training to ensure consistency of practice.

During the 2025–26 school year, 67 staff members across 50 sites completed Formal Restorative Conference training. Because Deans are responsible for collaborating with district supports to evaluate disciplinary responses, including restorative practices, attendance at this training was required. At the beginning of the school year, only 6% of Deans had received Formal Conference training. By the end of the year, that percentage will increase to 75%.

Implementation data demonstrates growing use of restorative approaches across schools. As of this report:

- 1,620 Restorative Conferences have been documented in Infinite Campus.
- 5,970 classroom behavior incidents were addressed using restorative interventions, including facilitated restorative circles, informal restorative conversations, and other restorative responses designed to repair harm.
- Of those interventions, 4,105 were informal restorative conversations between staff and students.

While documentation of restorative responses has increased, opportunities remain to strengthen consistent implementation and recording practices across schools.

Restorative Practices represent a powerful, evidence-based approach that balances accountability with support. However, restorative responses are not appropriate for every situation. For incidents involving bullying, harassment, sexual harassment, or discrimination, school administrators utilize the Jeffco Discipline Matrix to determine appropriate consequences and interventions while ensuring compliance with district policy and legal requirements.

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

	# Trainings Offered	Total # Staff Trained	# Staff trained in an INITIAL	# Staff participating in REFRESHER training
2021 - 2022	Not available	852	519	333
2022 - 2023	78	864	503	203
2023 - 2024	80	1,041	551	491
2024 - 2025	68	915	474	441
2025 - to date (3/20/26)	58	845	389	456

Supporting Student Voice

In the spring of 2026, Jeffco administered the Jeffco Listens student perception survey through the Panorama Education platform. This marked the third consecutive year of administration for grades 3–5 and the fourth consecutive year for grades 6–12, allowing the district to continue monitoring longitudinal trends in student experience and perception data.

A total of **12,137 elementary students and 25,118 secondary students** participated in the survey, representing an increase of 421 responses compared to 2025. While overall participation rates remain below historical benchmarks, student feedback continues to provide valuable insight into student belonging, engagement, relationships, and school climate across Jeffco schools.

Overall, results from the 2026 Jeffco Listens survey demonstrate encouraging progress in several key areas related to student connection, belonging, and school experience. Across both elementary and secondary grade levels, students reported improved perceptions of school climate, student belonging, teacher relationships, and engagement. Note that national norms will not be provided this year due to revisions in the norming process by Panorama; however, these comparative metrics are expected to be available again next year.

Elementary Survey (grades 3-5)

Promising Trends

All Panorama-created topics demonstrated continued positive momentum, with

favorability ratings increasing for the second consecutive year.

Several topics achieved high favorability with consistent year-over-year increases, including:

- Rigorous Expectations: 80% favorable (+2)
- Teacher-Student Relationships: 77% favorable (+2)
- Safety: 71% favorable (+2)
- Sense of Belonging: 67% favorable (+2)

The most significant increase was seen in School Climate, which rose to 68% favorable (+4), while School Engagement also improved to 53% favorable (+2).

Students also reported strong perceptions of teacher support and classroom relationships:

- 94% reported teachers help them understand what they are learning
- 86% reported teachers encourage them to do their best
- 85% reported teachers treat them respectfully
- 80% reported teachers take time to ensure they understand their schoolwork

Additionally, some of the largest year-over-year increases were related to student engagement and connection, including:

- Excitement to go to class (+11)
- Excitement to participate in class (+7)
- Feeling understood for who they are (+6)

These results reflect encouraging progress in creating positive, engaging, and supportive learning environments for elementary students across Jeffco.

Areas of Continued District Focus

While School Belonging (67% favorable) and School Engagement (53% favorable) both increased by two percentage points, the overall favorability levels indicate continued opportunities for growth in these important areas of the student experience.

Within the School Belonging category:

- 78% (+1) of students reported that adults at school provide them support
- 71% (+4) reported feeling like they belong at school
- However, only 56% (-2) reported feeling respected by other students

While the data demonstrates positive momentum, these findings reinforce the importance of continuing efforts to strengthen peer relationships, belonging, and student connection.

School Engagement continues to have the lowest overall favorability at 53%, although results are trending positively. Approximately two-thirds of students reported being interested in their classes (61%, +4).

Academics, a set of Jeffco-created custom questions aligned to the district strategic plan, was the only topic that experienced a slight decline overall (59%, -1). While perceptions related to teachers helping students understand learning remained strong (94%, no change), students reported lower favorability in several areas connected to academic challenge, including:

- Being asked difficult questions in class (54%, -3)
- Challenging math work (61%, -2)
- Challenging writing tasks (50%, -2)
- Challenging reading tasks (30%, -2)

These findings highlight the importance of continuing to strengthen both student engagement and rigorous learning experiences across elementary schools.

Secondary Survey (grades 6-12)

Promising Trends

Secondary students reported continued positive momentum in connection, belonging, and overall school climate, with notable gains in:

- School Belonging: 46% favorable (+7)
- School Climate: 57% favorable (+6)
- Engagement: 31% favorable (+3)

Perceptions related to academics and school experience remained generally stable, including:

- Rigorous Expectations: 63% favorable (0)
- Teacher-Student Relationships: 53% favorable (0)
- Academics: 58% favorable (0)

Safety perceptions remained relatively consistent, with a slight decrease to 61% favorable (-1).

Students also reported a more positive perception of overall school culture, including improvements in:

- The overall mood at school: 62% favorable (+5)
- Excitement teachers bring to class: 58% favorable (+4)
- Fairness of school rules: 62% favorable (+3)

Perceptions related to rigorous expectations also showed encouraging movement. Students increasingly reported that teachers:

- Ask them to explain their answers: 72% favorable (+4)
- Maintain high expectations: 59% favorable (+3)
- Encourage persistence: 64% favorable (+3)

At the same time, encouragement to do one's best remained stable (69%, 0), while perceptions that teachers take enough time to ensure understanding saw a slight decline (58%, -3).

Within Teacher-Student Relationships, students reported stronger personal connections with teachers, including increases in:

- Teachers being genuinely interested in student well-being: 51% favorable (+2)
- Students wanting to keep the same teachers next year: 49% favorable (+2)

Teacher respect for students remained the highest-rated indicator within this category at 79% favorable, despite a slight one-point decrease (-1). Student perceptions of teacher concern when they are upset remained stable at 45% favorable.

Overall, these findings reflect continued progress in creating more connected, engaging, and supportive secondary school experiences for students across Jeffco.

Areas of Continued District Focus

While School Belonging (46% favorable, +7) and School Engagement (31% favorable, +3) demonstrated significant year-over-year growth, overall favorability levels indicate continued opportunities for improvement in these important areas of the student experience.

Within the School Belonging category, students reported positive movement across all indicators, including notable increases in:

- Feeling understood for who they are: 46% favorable (+10)
- Feeling respected by peers: 49% favorable (+9)
- Overall sense of belonging at school: 56% favorable (+9)

Perceptions related to support from adults also improved, although at a more gradual pace (34% favorable, +1).

School Engagement demonstrated gains across all survey questions, with the strongest increases in:

- Feeling focused during class activities: 33% favorable (+6)
- Discussions about school outside of class: 28% favorable (+4)
- Interest in class activities: 42% favorable (+3)
- Excitement to participate in class: 31% favorable (+3)
- General enthusiasm about attending classes: 26% favorable (+3)

Student perceptions related to Academics remained generally stable overall. Students increasingly reported seeing the lifelong value of mathematics (53% favorable, +5), along with slight gains in getting good grades in math (62% favorable, +1) and identifying math as their best subject (45% favorable, +1).

At the same time, perceptions related to academic challenge remained mixed. Perceptions of challenging math work remained flat (73%, 0), while favorability related to challenging writing (63%, -1) and reading tasks (49%, -1) saw slight declines.

These findings reinforce the importance of continuing efforts to strengthen student engagement, belonging, and rigorous learning experiences across secondary schools.

Survey Results Disaggregated by Student Groups

At the elementary level, favorability generally declines from 3rd through 5th grade. Students of color, students with IEPs, and multilingual learners reported lower favorability across most survey topics, particularly in School Safety and Rigorous Expectations. Students identified as Gifted and Talented generally reported higher favorability than the district average across all topics except Academics.

At the secondary level, favorability was lowest among 7th and 8th grade students. Students of color, students with IEPs, and multilingual learners also reported lower favorability across most survey topics, particularly in School Safety and Academics, although students with IEPs reported comparatively higher favorability within the Academics category. Students identified as Gifted and Talented or supported through Advanced Learning Plans reported higher favorability than the district average across all survey topics.

Survey result heatmaps by student group are included in [Appendix B](#). In the heatmaps, gray indicates scores near the district average, orange indicates scores below the district average, and green indicates scores above the district average, with darker shades representing greater variance from the district average.

Overall, the results continue to reflect positive multi-year momentum in school culture, belonging, and student connection across Jeffco schools, particularly through significant increases in school climate and belonging across both elementary and secondary grade levels. While this progress is encouraging, the data also reinforces the importance of continuing efforts to strengthen student engagement, deepen belonging, and expand rigorous and supportive learning experiences for all students. Refer to [appendix](#) for detailed survey result tables.

Supporting Student Stability in Jeffco

Jeffco schools serve as a consistent source of support, safety, and stability for students and families. While many students thrive with universal, Tier 1 school supports, some face circumstances outside of school that can create barriers to attendance, engagement, and academic success. These challenges often include housing instability, poverty, trauma, mobility, family disruption, involvement with child welfare systems, or other adverse life experiences.

To address these barriers, Jeffco provides intensive prevention and intervention services designed to strengthen student engagement, increase school connectedness, and improve academic outcomes. When implemented effectively, these supports not only respond to immediate student needs but also help prevent future risk behaviors and reduce the likelihood of disengagement or dropping out.

Student Engagement Programming

The Student Engagement Office implements evidence-based strategies to support students facing significant barriers to educational success. Through a coordinated continuum of prevention, intervention, and re-engagement services, the team partners with students, families, schools, and community organizations to promote attendance, persistence, belonging, and graduation.

Serving as a central resource for schools, the Student Engagement Office coordinates district and community supports while providing direct services in the following areas:

- **Dropout Prevention and Re-Engagement** – Supporting students who are disengaged from school or at risk of leaving before graduation.
- **Child Welfare Programming** – Promoting educational stability and continuity for students and families involved with child welfare systems.
- **Community Family Connections (McKinney-Vento/Homeless Services)** – Removing barriers to education and supporting students and families experiencing homelessness or housing instability.

- **Native American Education Programming (NAEP)** – Supporting the academic success, cultural identity, and educational engagement of Native American students and families.

Together, these programs help ensure that students experiencing significant life challenges remain connected to school, have access to needed resources, and are supported on their path toward academic success and graduation.

The growing reach of these services is reflected in the number of students supported each year. As of April 25, 2026, the Student Engagement Office had served nearly 4,500 Jeffco students during the 2025–26 school year—an increase of more than 500 students compared to the previous year.

Strengthening Case Management Supports

During the 2025–26 school year, the Student Engagement Office continued its multi-year effort to align professional learning, tools, and practices in support of highly effective case management. Case management is a research-based intervention that provides intensive, individualized support to students at risk of dropping out by connecting them to services that address both academic and non-academic needs.

Case managers monitor student progress, coordinate interventions, and maintain consistent communication with students and families. Through this work, students receive support to improve attendance and academic performance, strengthen school engagement, set meaningful educational and career goals, reduce at-risk behaviors, build conflict-resolution skills, address family needs, and connect with community resources.

The 2025–26 school year also marked the first full year of implementing a divisionwide "no wrong door" approach. This trauma-informed practice was designed to reduce barriers to access by ensuring that families were connected to the appropriate supports regardless of where they first sought assistance. Rather than being referred from person to person, families worked with a dedicated staff member who helped them navigate district and community resources, resulting in stronger relationships and a more seamless support experience.

To further strengthen coordination of services, the Student Engagement Office partnered with Information Technology (IT) to develop tools that support cross-departmental case management. These tools improved the team's ability to monitor student and family engagement, track service delivery, and ensure that each student and family had a designated point of contact responsible for coordinating support. Continued collaboration with IT will be essential to refining these tools and maximizing their effectiveness.

Community Partnerships

The Student Engagement Office also coordinates partnerships with community agencies that help address the needs of Jeffco's most impacted students and families.

Through its longstanding partnership with Family Tree, 37 families with school-aged children received housing stabilization support, helping them remain housed during the 2025–26 school year.

In addition, a new partnership with the Denver Rescue Mission was launched to provide one-time emergency assistance for families facing housing challenges due to unexpected hardships. Through private donor funding, this partnership helped 30 families, representing 70 students, avoid homelessness.

These partnerships demonstrate the critical role that coordinated community supports play in helping students remain stable, engaged, and successful in school.

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,' 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.

We have built capacity among the Community and Family Connections team to provide Dropout Prevention and Re-engagement support for students who they are already supporting through McKinney-Vento services so that families can receive the necessary support from one point of contact. 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 follows their manual and protocols 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. Advocates also support students who are still enrolled with case management in order to improve outcomes and prevent dropout events, as well as prevent truancy. Students who are

referred to truancy are provided with an Advocate to assist with resources and advocacy throughout the court process.

During the 2025-2026 school year as of April 25, 2025, the Dropout Prevention team has supported:

- 1,475 students, including 430 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.
- 562 high school students coded as having “discontinued schooling/dropped out,” 234 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 2025–2026 school year.

As the Student Engagement team works to support attendance, enrollment, and school connectedness, it continues to observe a range of factors that influence students' ability to consistently engage in school. While schools play a critical role in creating welcoming, supportive, and engaging learning environments, many of the barriers students experience originate outside of the school setting and require coordinated responses from families, community organizations, and public systems.

During the 2025–26 school year, concerns related to student mental health, including anxiety and depression, continued to impact attendance and engagement as reported to us by some students. To expand access to support, the district partnered with Jefferson Center for Mental Health to provide additional resources and referrals for students and families.

The team has also observed a growing number of students facing challenges related to housing instability, transportation challenges to and from school, family economic hardship, and other life circumstances that can affect regular attendance and school participation. In some cases, students take on work or caregiving responsibilities that compete with school attendance. Additionally, families may relocate due to changing personal or economic circumstances, and not all students are immediately connected to educational services in their new communities.

In response, the Student Engagement team works closely with schools, families, and community partners to identify and address barriers whenever possible. Through individualized outreach, case management, mental health referrals, housing and basic-needs support, and re-engagement efforts, the team seeks to ensure that

every student remains connected to educational opportunities and has the support needed to persist toward graduation.

Community Family Connections (CFC) Liaisons

The McKinney-Vento Homeless Assistance Act (MKV) is a federal statute enacted to promote educational stability and ensure equitable access to public education for children and youth experiencing homelessness. Under this law, students who lack a fixed, regular, and adequate nighttime residence, including those residing in shelters, motels, vehicles, or temporarily doubled up with others due to economic hardship, are entitled to a range of supplemental supports and protections. These provisions are designed to mitigate the educational disruption commonly associated with housing instability and to uphold students' rights to uninterrupted, meaningful participation in school.

A particularly vulnerable subset of this population is identified as Unaccompanied Homeless Youth (UY). These students meet the MKV definition of homelessness while also not being in the physical custody of a parent or legal guardian. As a result, they often encounter compounded and interrelated challenges, navigating both unstable living conditions and the absence of reliable adult guidance. These dual circumstances can significantly impede academic progress, school engagement, and overall well-being, necessitating targeted and responsive interventions.

The Community and Family Connections (CFC) team serves a central role in addressing the complex needs of students experiencing housing instability. The team's core objectives include removing systemic and situational barriers to educational access, enhancing staff awareness and responsiveness to student needs, and cultivating strategic partnerships with community-based organizations to improve student outcomes. Over the past year, the CFC team has strengthened its approach by relying heavily on the "No Wrong Door" framework, ensuring that all points of contact, whether through schools, families, or community agencies lead to coordinated and comprehensive support.

In alignment with this framework, the team has expanded its focus to include a stronger emphasis on academic engagement and success. CFC staff are cross-trained to support students who are also impacted by truancy or disengagement, including those who have dropped out and require assistance reentering an educational setting or identifying alternative academic pathways. Particular attention has been given to McKinney-Vento eligible seniors who are at risk of not graduating. These students have received individualized support to develop flexible and attainable graduation plans that account for external responsibilities such as employment, as well as barriers related to credit completion and graduation requirements. Additionally, the team has initiated earlier

interventions with juniors, proactively establishing supports that position students for a successful transition into their senior year.

A notable operational advancement during the current school year has been the implementation of a live-response intake line, allowing families and school staff to connect with CFC support in real time. This shift has improved accessibility and responsiveness, reducing delays in service provision. The range of support offered includes transportation assistance (such as bus passes and gas cards), access to hygiene supplies and laundromat services, school supplies, technology resources, and referrals for fee waivers, as well as connections to housing, food, and clothing assistance. The district-wide pilot of the FCP Flag has further enhanced system efficiency by enabling school staff to readily identify McKinney-Vento eligible students and implement timely supports, including the waiver of school-related fees and fines.

CFC Liaisons also contribute to broader student well-being by assisting families with enrollment in public health insurance programs, including Medicaid and the Child Health Plan Plus (CHP+), thereby reducing barriers to healthcare access and supporting students' physical and mental health.

As of April 25, 2026, CFC Liaisons have provided services to **1,297 McKinney-Vento eligible students** across Jeffco Public Schools. Approximately 6 percent of these students have been identified as Unaccompanied Youth. This population includes both currently enrolled students and those not actively attending school. For students who are unenrolled, CFC Liaisons continue to offer essential resource navigation while actively working to reengage them in educational programs or connect them with viable career pathways.

Beyond direct service delivery, the CFC team has amplified its impact through the development of strategic community partnerships. Through a formal collaboration with Family Tree, 37 families were served through Rapid Rehousing and Homeless Prevention models during the 2025–2026 school year. Additional details regarding this partnership are included in the Appendix.

During the 2025–2026 school year, the CFC team has prioritized strengthening consistency and quality across service delivery. This has included the adoption of new case management tools and the development of a comprehensive team manual outlining clear expectations. Collectively, these efforts are designed to ensure that all students experiencing homelessness receive equitable, high-quality support across the district.

Child Welfare Programming (Fostering Opportunities)

In Jeffco, the Child Welfare team provides dedicated support for students in foster care by prioritizing educational stability and access to resources through close collaboration with schools, families, and community partners. This multidisciplinary team of six mental health professionals serves as the primary point of contact, ensuring seamless enrollment transitions and continuity of education during placement changes. They work closely with child placement agencies and state departments to coordinate timely school placement in the most appropriate setting.

Complementing this work is the Fostering Opportunities program, an evidence-based initiative developed by the Jeffco Student Engagement Office to improve academic outcomes for middle and high school students in out-of-home placement. Through case management, mentoring, advocacy, and social-emotional and academic support, students are supported through graduation. Ongoing evaluation by the Colorado Lab shows positive impacts on attendance and behavior, along with a 26.5 percentage point increase in students staying on track to graduate. The program has expanded to two additional metro-area districts with funding from the Foster Care Success Act (HB 22-1374).

Jeffco data for students in foster care saw a decrease in graduation rates and an increase in dropout rates during the 2024–25 school year. The Child Welfare team recognizes this as an ongoing challenge and remains committed to addressing it through their daily work. These outcomes can be difficult to significantly influence given the relatively small population size, as well as the high mobility and complex barriers faced by students in out-of-home placement, which can impact on-time graduation. When students in out-of-home placement enroll in Jeffco already significantly behind in credits, the limited time available to recover those credits presents an additional challenge to meeting standard graduation timelines. In response, the Child Welfare team continues to strengthen targeted supports, underscoring the importance of the Fostering Opportunities program. Ensuring that students in foster care successfully complete high school on time remains a primary goal.

Fostering Opportunities offers a weekly Community & Belonging group at Arvada High School, which serves the highest number of students in out-of-home placement among Jeffco High schools. This space provides connection, student voice, and relationship-building through a mix of guided topics and unstructured time. Within this consistent group of 10–14 students, participants have developed strong, supportive relationships and value having a predictable, welcoming space.

As the state-mandated Child Welfare Education Liaison, the Child Welfare Programming Coordinator ensures compliance with laws that protect educational continuity for students in foster care. These protections allow students to remain in

their school of origin when possible or enroll immediately in a new school when necessary, with all school fees waived.

School placement decisions during transitions are made collaboratively through a Best Interest Determination (BID) meeting led by the student's caseworker and the Child Welfare team. Input from a school staff member who knows the student ensures decisions are guided by the student's academic and emotional needs, not just logistics.

Beyond student advocacy, the Child Welfare Team plays a vital role in supporting the entire district by guiding staff through their mandatory reporting obligations. They serve as essential consultants and support pillars, ensuring every employee is equipped to protect student well-being. This includes developing and delivering the district's annual mandatory reporter training, as well as facilitating required sessions on Adult Sexual Misconduct. By providing these regular training sessions, the team ensures that all staff members remain compliant with state laws and prepared to maintain a safe environment for every student.

As of April 25, 2026, during the 2025-2026 school year:

- 174 students in foster care, representing 41 schools, received intensive case management services
- 46 students received ongoing monitoring support
- 178 Best Interest Determination (BID) meetings were held to assess school placement decisions
- 84 students received ESSA transportation to maintain school stability after entering foster care
- 131 in-school child welfare consultations were conducted to support student well-being and ensure appropriate interventions

Native American Education Program

The Native American Education Program (NAEP) supports Native American/Alaska Native, Indigenous, and Native Hawaiian students in Jeffco by increasing educational success and a sense of belonging through culturally responsive practices. Many students are navigating both their school community and their cultural identities. NAEP works to honor and strengthen those connections.

The NAEP team consists of one Coordinator, two Liaisons, and two Advocates who work across this team and the Dropout Prevention Team. The NAEP provides mentoring, case management, dropout prevention, cultural programming, and family engagement. This year, the team strengthened its data-informed practices to

better monitor student progress and target supports. Intentional outreach and relationship-building also led to the identification of nearly 200 additional Native and Indigenous students who accessed services.

During the 2025–2026 school year, 690 students received academic, social-emotional, and cultural support through one-on-one check-ins, in-school meet-and-greet sessions, and clubs. The team provided targeted case management to 90 students, offering individualized support through regular check-ins, goal setting, academic monitoring, and coordination with school staff and families to address student's unique needs. Meet-and-greets provided opportunities to connect with Native-identifying students in group settings to build relationships, and engage in small cultural activities, while monthly clubs created consistent spaces for connection and peer support. Additionally, 202 students and 68 family members participated in cultural events, strengthening connections between school, culture, and community.

The NAEP team takes a holistic, community-centered approach grounded in relationship-building, cultural affirmation, and targeted support:

- **Partnerships:** Collaborating with families, elders, tribal leaders, and local Native organizations to align supports with community strengths and needs.
- **Culturally Affirming Spaces:** Creating opportunities for students to see themselves reflected through affinity groups, cultural events, and Indigenous representation in schools.
- **Student Engagement & Access:** Facilitating in-school meet-and-greets and hosting monthly clubs at select schools with higher populations of identified students to provide consistent opportunities for connection, cultural engagement, and peer support.
- **Tailored Support Services:** Providing culturally responsive academic and social-emotional support through mentoring, advising, and case management.
- **Addressing Barriers:** Connecting students and families to resources related to housing, food access, and healthcare.
- **Indigenous Student Council:** Supporting student leadership and advocacy. This year, council members presented during public comment at a school board meeting to advocate for land acknowledgements at graduation ceremonies.

Our Family Parent Advisory Committee focused this school year on supporting programming through volunteering and fund raising. A goal for next year is to continue to build our membership and create additional opportunities to ensure programming is family driven and collaborative.

The 2024–2025 dropout rate for Native American students was 1.6%, compared to the state average of 3.8%, reflecting strong student engagement and support. Additionally, the team works to connect off-track students to a variety of alternative pathways, including earning a GED or graduating via non-traditional programs, demonstrating the program's commitment to meeting diverse student needs.

Chronic Absenteeism and Student Attendance in Jeffco

Regular school attendance is essential to student achievement, engagement, and graduation. In Jeffco, we recognize that positive school attendance is a shared responsibility among schools, families, students, and community partners.

Our student and family perception data indicate continued growth in students' sense of belonging, connection, and support at school. These positive school experiences are important contributors to student engagement and attendance and reflect the district's ongoing commitment to creating welcoming and inclusive learning environments. (See Appendix for aligned student perception data.)

At the same time, chronic absenteeism remains a significant challenge. During the 2024–25 school year, 26.6% of students were chronically absent, meaning they missed 10% or more of the school year for any reason. These rates lag in CDE reporting by one year.

Attendance is influenced by both students' experiences in school *and* oftentimes circumstances outside of school. While schools play a critical role in fostering engagement and connection, many students and families face challenges such as housing instability, transportation barriers, mental health concerns, economic pressures, and caregiving responsibilities that can affect consistent school attendance. Addressing chronic absenteeism therefore requires both strong school cultures and coordinated community support.

Jeffco continues to address attendance through a multi-tiered approach that combines prevention, early intervention, and individualized support. During the 2025–26 school year, the district participated in the Colorado Department of Education's Chronic Absenteeism Cohort, allowing staff to learn from and share promising practices with districts across the state.

The Division of Family and Community Partnerships also works closely with schools, families, and community organizations to help identify barriers to attendance and connect students and families to resources. During the 2025–26 school year, the District's Proactive Behavior and Safety Team (PBST) also began identifying and aligning districtwide practices designed to promote positive behavior, school connectedness, and regular attendance.

Looking ahead to the 2026–27 school year, the district will focus on strengthening school-based PBSTs and attendance teams to ensure a proactive and tiered approach to attendance support. This work will include promoting positive attendance habits, identifying concerns early, and implementing differentiated interventions for students experiencing chronic absenteeism.

Jeffco remains committed to improving attendance through strong school cultures, meaningful family partnerships, early intervention, and coordinated systems of support that help students stay engaged and connected to school.

COMPLIANCE STATEMENT

This combined Monitoring Report for Ends 3.1 and 3.3 demonstrates that Jeffco is meeting the intent of these Ends through coordinated systems of academic, behavioral, wellness, safety, and stability supports designed to meet students where they are and create the conditions for success. Evidence presented throughout this report reflects positive progress in student belonging, school climate, access to supports, and coordinated systems of care.

While meaningful progress has been made, continued focus is needed to address disparities in student experience and belonging, strengthen the alignment of academic, behavioral, and student support systems, and reduce chronic absenteeism.

On Track

ON TRACK: Student Belonging, Climate, and Engagement Continue to Improve

Jeffco continues to see positive momentum in student belonging, school climate, engagement, and teacher–student relationships. Results from the 2026 Jeffco Listens student survey showed improvements across both elementary and secondary levels, including a 4-point increase in elementary school climate and a 2-point increase in elementary belonging. At the secondary level, students reported a 7-point increase in belonging and a 6-point increase in school climate—some of the strongest gains in recent years. Students also reported deeper connections to their peers and school communities, reflected in a 10-point increase in feeling understood for who they are and a 9-point increase in overall sense of belonging.

ON TRACK: Positive Impact of Substance Abuse Prevention and Intervention

Jeffco continues to see positive outcomes from its substance prevention and

intervention efforts. As of March 2026, documented substance-related infractions decreased from 1,791 to 1,435 incidents compared to the same period last year, representing 356 fewer substance-related violations. In addition to appropriate disciplinary responses, 414 students were referred to district nurses and received targeted interventions, including counseling, educational programming, and case management support through community partners. Furthermore, 294 students participated in evidence-based 3rd Millennium intervention modules, with fewer than 5% committing a subsequent substance-related offense. These results suggest that Jeffco's prevention and intervention approach is helping students make healthier choices, increase their understanding of substance-related risks, and remain connected to supportive adults and school-based resources.

ON TRACK: Community Partnerships Enhancing Whole-Child Supports

Jeffco continues to expand community partnerships that reduce barriers to learning and increase access to physical health, mental health, housing, food, and family stabilization supports. Collaborations with organizations such as Jefferson Center for Mental Health, Hazel Health, Family Tree, STRIDE, and Denver Rescue Mission have strengthened the district's capacity to provide coordinated, wraparound services that address the whole child. These partnerships are expanding students' access to critical supports and enhancing the district's ability to respond proactively to student and family needs.

ON TRACK: Comprehensive and Individualized Supports Reaching More Students

Jeffco continues to expand access to comprehensive and individualized supports designed to meet students' diverse academic, behavioral, social-emotional, and wellness needs. Through continued implementation of MTSS, universal social-emotional screening, specialized programming, and expanded intervention and support services, the district is strengthening its ability to meet students where they are. This year, Jeffco supported more than 10,600 students with IEPs, more than 4,300 students with 504 plans, and over 1,300 twice-exceptional students, while continuing to provide counseling, mental health, nursing, student engagement, and specialized services across the district. Together, these systems help ensure students receive timely, individualized support that promotes access, belonging, well-being, and success.

ON TRACK: Improving School Climate Through Consistent and Coherent Discipline Systems

Jeffco continues to strengthen preventative and restorative discipline systems that promote safe, inclusive, and supportive learning environments. As of April 15, 2026, district data show declining discipline incidents at the secondary level for the third consecutive year, including approximately 450 fewer middle school students with a discipline incident compared to last year. At the elementary level, a modest increase

in documented incidents reflects improved reporting practices and a strategic focus on early identification and intervention, ensuring students receive timely support.

Districtwide, law enforcement referrals decreased from 484 to 314, and expulsions remain low and stable at 10 year over year, demonstrating a continued commitment to keeping students in school and engaged in learning. More staff have been trained in restorative practices, de-escalation strategies, and trauma-informed approaches, contributing to more consistent, relationship-centered responses to behavior. These efforts are helping schools create predictable, supportive environments where students experience belonging, accountability, and stronger connection to school.

ON TRACK: Increasing Educational Stability and Support for Vulnerable Students

Jeffco continues to expand targeted supports for some of its most vulnerable students including students facing housing instability, foster care placement, school disengagement, and other significant barriers to success. Through coordinated case management, dropout prevention support, homeless services, child welfare programming, and Native American Education supports, nearly 4,500 students received individualized assistance during the 2025–2026 school year.

These efforts included re-engaging 234 students who had disconnected from school, supporting 1,297 students experiencing homelessness, providing intensive case management for students in foster care, and strengthening academic, social-emotional, and cultural connections for Native American and Indigenous students.

Jeffco's no-wrong-door approach ensured that families received coordinated, trauma-informed support regardless of where they first sought help, reducing barriers and improving access to essential services. Partnerships with community organizations—such as Family Tree, the Denver Rescue Mission, and Jefferson Center Human Services—further expanded the district's ability to meet basic needs, stabilize housing, and connect students to external wraparound supports.

These systems and partnerships help reduce barriers to learning, strengthen educational stability, and ensure students remain connected to school, supportive adults, and pathways to long-term success.

Challenges:

CHALLENGE: Addressing Disparities in Student Experience and Belonging

While districtwide survey results demonstrate positive growth in school climate, belonging, and student engagement—including a 7-point increase in secondary student belonging and a 6-point increase in secondary school climate—disparities continue to exist across student groups. Students with disabilities, multilingual

learners, LGBTQ+ students, and students of color continue to report lower perceptions of safety, belonging, and engagement compared to district averages.

In response, Jeffco remains committed to strengthening culturally responsive and relationship-centered practices through the districtwide rollout of Strengthening Reflective Practice professional learning for all employees, implementation of restorative practices, a continued commitment to ensuring every student is known by name, strength, and need, the use of student empathy interviews to inform school and district improvement efforts, and the elevation of student voice through the Jeffco Student Leadership Board and annual Jeffco Student Leadership Conference. Collectively, these efforts are designed to strengthen adult-student relationships, increase students' sense of belonging and connection, and create more inclusive learning environments across the district.

CHALLENGE: Bridging Academic, Behavioral, and Student Support Systems to Strengthen Learning Outcomes

Students are most successful when high-quality instruction is paired with strong relationships, a culture of safety and belonging, clear expectations, and timely access to support. While Jeffco has made significant progress in strengthening supports for students, opportunities remain to further bridge instructional excellence with systems that promote safety, belonging, and engagement. Historically, these efforts have not always operated as a fully integrated system, resulting in variation in implementation across schools and missed opportunities for coordinated responses to student needs.

During the 2025–2026 school year, Jeffco advanced this work through the continued development of the Proactive Behavior and Safety Team (PBST), a district- and school-level structure designed to strengthen coherence across behavior, safety, mental health, belonging, and student support systems. The district PBST established a shared understanding of key terms, identified critical data sources for ongoing monitoring, and developed Tier I expectations that define the conditions students need to feel safe, connected, supported, and ready to learn. These foundational efforts provide a stronger framework for aligning academic, behavioral, and student support systems across the district.

During the 2026–2027 school year, Jeffco will continue strengthening the connection between instructional excellence and the conditions that support learning. The District Unified Improvement Plan intentionally couples academic achievement with safety, belonging, engagement, attendance, and behavioral success, recognizing that culture and engagement are critical drivers of student outcomes. Through Arc of Learning 3.0, continued PBST implementation, and consistent schoolwide practices aligned to Prevention and Intervention Manuals, schools will have greater

clarity and consistency in how they support students academically, behaviorally, and socially. School leadership teams will have dedicated time during the 2026 Leadership Launch to strengthen their prevention and intervention systems, while district and school leaders will engage in ongoing learning, collaboration, and progress monitoring through monthly Executive Leadership Meetings (ELM) focused on implementation and continuous improvement.

Together, these efforts are designed to create more predictable and supportive learning environments, strengthen consistency across schools, and ensure students receive the right support at the right time to maximize engagement, achievement, and well-being.

CHALLENGE: Reducing Chronic Absenteeism

Chronic absenteeism remains a significant challenge impacting student achievement, engagement, and well-being. In alignment with the District Unified Improvement Plan (DUIP), Jeffco has established the following attendance goals:

- Increase the district attendance rate from 91.6% in 2024–25 to 92.6% in 2025–26 and 95.0% in 2026–27.
- Decrease the district chronic absenteeism rate from 26.6% in 2024–25 to 24.6% in 2025–26 and 21.6% in 2026–27.

Jeffco remains committed to creating learning environments where every student is known by name, strength, and need. Research and district data continue to highlight the important relationship between student belonging, school culture, engagement, and attendance. Encouragingly, the 2026 Jeffco Listens student perception survey demonstrated continued growth in student belonging, school climate, and student engagement across both elementary and secondary grade levels. These results suggest that more students are experiencing positive connections with their schools, peers, and teachers—conditions that support regular attendance and long-term engagement in learning.

To strengthen districtwide attendance improvement efforts, Jeffco has implemented a district attendance dashboard that provides school leaders and PBST teams with real-time attendance data. Sustained improvement, however, will require coordinated systems, clear accountability, and targeted supports. As a result, the District Proactive Behavior and Safety Team (PBST) has identified attendance as a key focus area for the 2026–27 school year and will support schools in strengthening proactive intervention systems, student belonging strategies, and family partnership practices that promote improved attendance outcomes.

Additionally, the phased districtwide rollout of ParentSquare during the 2026–27

school year will create new opportunities to strengthen communication with families regarding attendance. In partnership with the Communications Department, the Family and Community Partnerships Division will refresh the district's attendance awareness campaign and pilot enhanced attendance communication strategies in Title I schools.

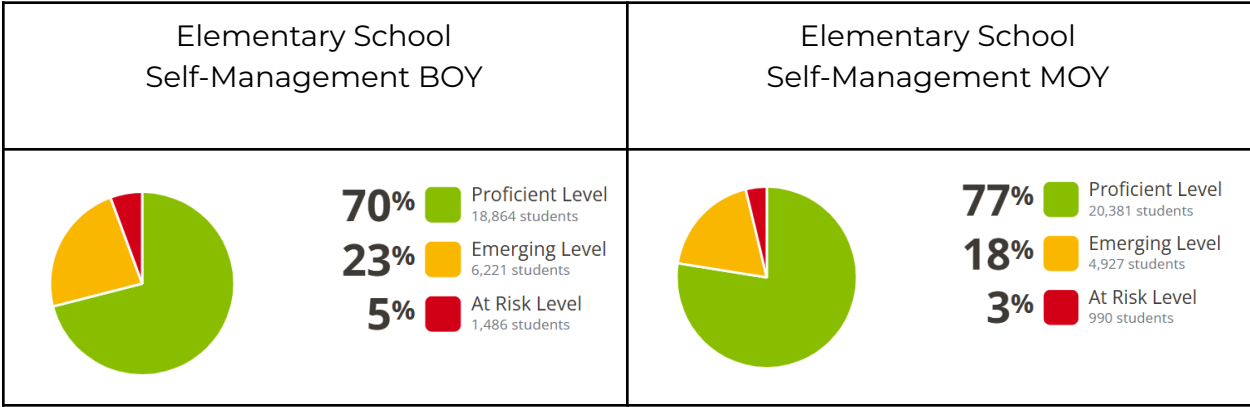
Jeffco will also continue partnering with families and community organizations to connect students to wraparound supports when external challenges arise that may impact regular school attendance.

APPENDICES

Appendix A: 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: 2025 - 2026 Elementary School



Risk Distribution by Grade				
	●	●	●	
Pre-Kindergarten 2230 students	68% 1518	24% 556	6% 156	
Kindergarten 3789 students	70% 2667	23% 881	6% 241	
1st Grade 3928 students	68% 2704	24% 960	6% 264	
2nd Grade 3892 students	69% 2722	24% 960	5% 210	
3rd Grade 4150 students	71% 2955	23% 983	5% 212	
4th Grade 4330 students	72% 3134	22% 984	4% 212	
5th Grade 3959 students	75% 2988	20% 801	4% 170	
6th Grade 293 students	60% 176	32% 96	7% 21	

Risk Distribution by Grade				
	●	●	●	
Pre-Kindergarten 2270 students	78% 1774	17% 401	4% 95	
Kindergarten 3633 students	75% 2734	20% 747	4% 152	
1st Grade 3837 students	76% 2939	19% 745	3% 153	
2nd Grade 3882 students	76% 2988	19% 750	3% 144	
3rd Grade 4057 students	75% 3066	20% 832	3% 159	
4th Grade 4322 students	78% 3405	17% 759	3% 158	
5th Grade 4014 students	81% 3281	15% 616	2% 117	
6th Grade 283 students	68% 194	27% 77	4% 12	

Figure A-2: 2025 - 2026

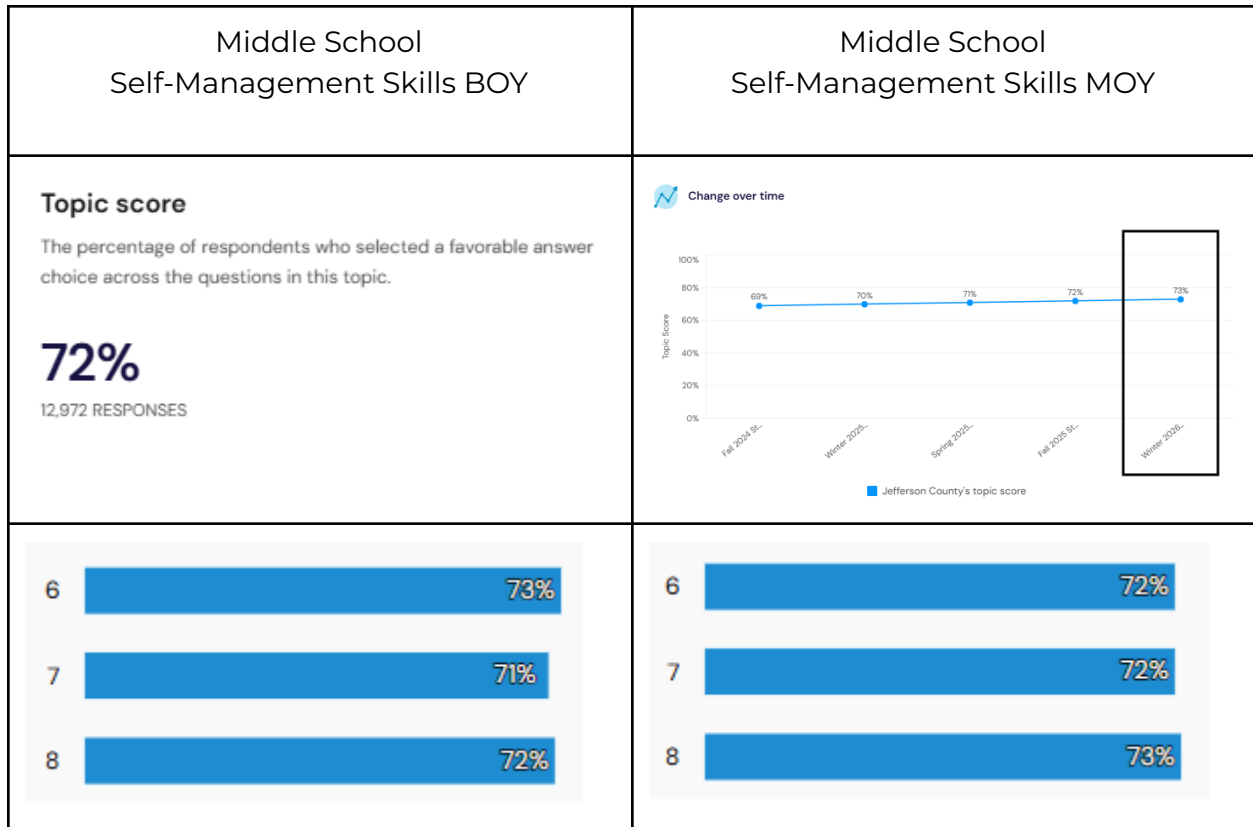
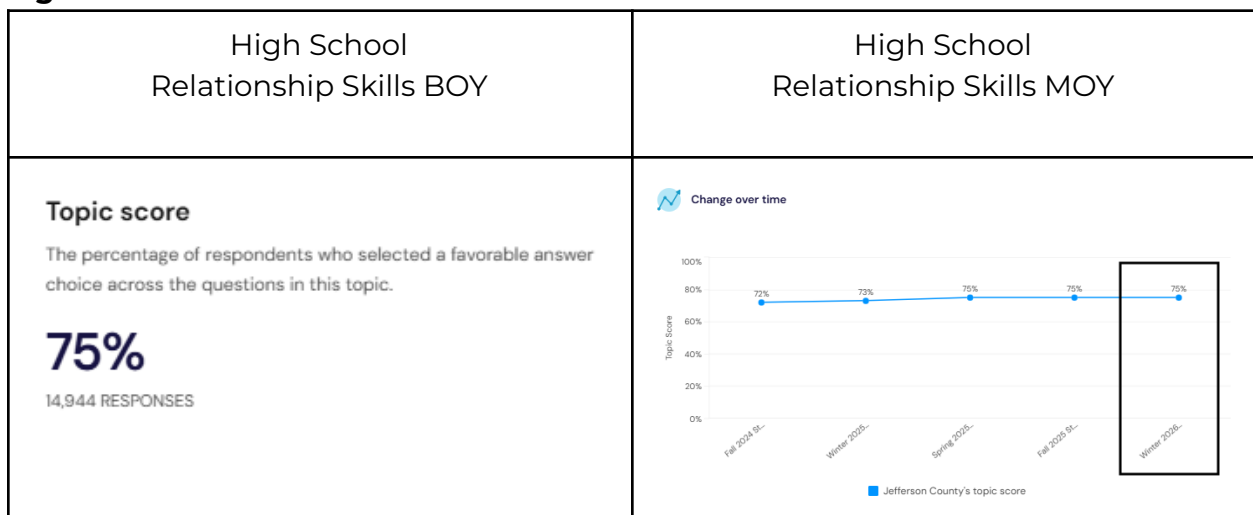
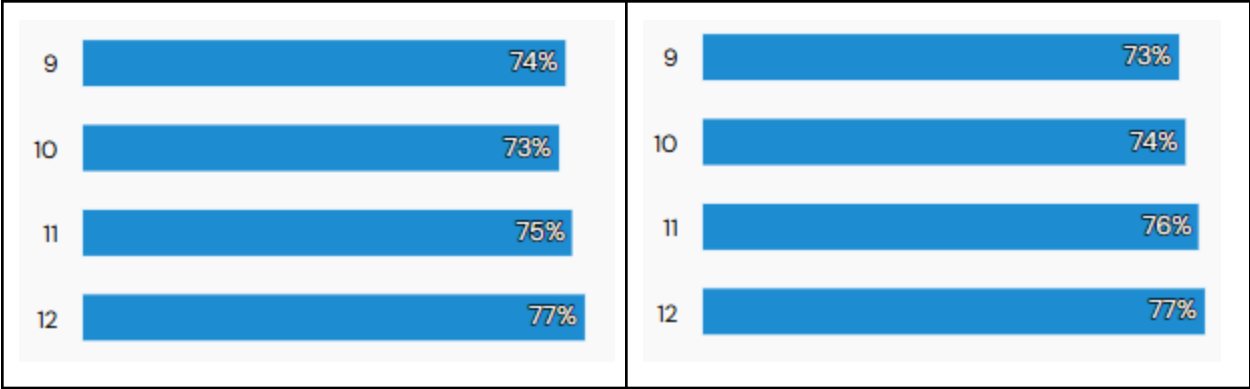


Figure A-3: 2025 - 2026





Appendix B: Jeffco Listens Student Survey Results

Table B-1. 2025-26 District Elementary Student Survey Results

School Year 2025 - 2026	Grades 3-5	
Topic	% Favorable	Change Since Winter 2025
Rigorous Expectations	80%	↑ 2
Teacher-Student Relationships	77%	↑ 2
Safety	71%	↑ 2
Climate	68%	↑ 4
Belonging	67%	↑ 2
Academics	59%	↓ 1
Engagement	53%	↑ 2

Table B-2. 2025-26 District Secondary Student Survey Results

School Year 2025 - 2026	Grades 6-12	
Topic	% Favorable	Change Since Winter 2025
Rigorous Expectations	63%	0
Teacher-Student Relationships	53%	0
Safety	61%	↓ 1
Climate	57%	↑ 6
Belonging	46%	↑ 7
Academics	58%	0
Engagement	31%	↑ 3

Table B-3. 2025-26 Student Survey Results by Disaggregated Groups



Table B-3. 2025-26 Student Survey Results by Disaggregated Groups (continued)



Appendix C: Healthy Kids Colorado Survey Results

The HKCS results are disaggregated by grade level, gender, race/ethnicity, gender identity, and sexual orientation. This comprehensive data set allows Jeffco to track student health trends, create data-driven health and wellness goals at the district and school levels as well as identify and prioritize health disparities. Jeffco's data can be compared to the state of Colorado. Please refer to the resources below for Jeffco's district level results for middle and high schools.

Additional resources:

- [The Colorado Department of Public Health and Environment Dashboard](#) houses all regional/ district and state level data. (2025 data will be available in June 2026.)
- [Jeffco 2025 High School HKCS Frequency Report](#)
- [Jeffco 2025 Middle School HKCS Frequency Report](#)
- [2019-2025 Limited Trend Report](#)

Appendix D: 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 43 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 2025-2026 school year, prevention specialists provided support in 10 of our schools. Their prevention services reached a remarkable 1168 unique students, providing invaluable support to the school community. JCMH also conducted 58 unique classes to address mental health and behavioral topics, contributing to a total of 639 classes taught.

On the clinical front, JCMH's services have been instrumental in supporting students in 33 of our schools. A total of 11,180 clinical hours have been provided to our students, covering a wide range of scenarios. The School-Based program provided services to 706 students. About 21% of students that are seen have expressed thoughts of suicide. 35% of services were provided to students ages 4-11, 56% to students ages 12-17, and 8% were provided to students 18 and up. Notably, 1,630 services 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 national youth wellness and suicide prevention program, to empower peer social networks to increase belonging at secondary schools and in their communities. 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 and community members. 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. A team of 3-4 Student Services employees train schools, staff, and students annually to meet fidelity criteria. This team also coaches schools to reach site-specific goals. During the 2025-2026 school year, over 600 peer leaders in 24 Jeffco Public schools have received training, along with approximately 250 staff members serving as adult advisors. Currently, the Evergreen Community is signed up to bring the Sources Community model to their families and articulation area through a two-night event in April and May 2026.

STRIDE Community Health Centers

At the conclusion of the 2024–2025 school year, STRIDE Community Health Centers closed the school-based clinics at Golden High School and Rose Stein Elementary. In response, Jeffco Public Schools partnered closely with the STRIDE CEO and

leadership team, Superintendent Dorland, and Alameda International Jr/Sr High School to ensure continuity of care and minimize disruption to access for students and families. This collaboration reflects strong cross-system leadership and a shared commitment to student and community well-being.

This partnership is focused on strengthening and positioning the Alameda clinic as a center of excellence, providing high-quality, comprehensive care for students, families, and the broader community. Through this work, we are advancing a more sustainable and coordinated model for school-based health services.

Health Services continues a close working relationship with STRIDE, including collaboration with their medical director and dental director, to ensure students have access to care, evidence-based best practices, and clinical consultation to support complex health needs.

STRIDE continues to offer a full range of services for individuals ages 0–21 and their families, including behavioral health support, chronic disease management, developmental screenings, immunizations, treatment for minor injuries, well-child care, physicals, sick visits, and reproductive health education. In addition, Jeffco partners with STRIDE Dental to bring preventive services directly into schools, providing on-site exams and sealants. In the previous year, services were delivered in 15 schools, and the current partnership includes a goal of serving at least 600 students annually. These services reduce barriers to care, prevent dental issues that can lead to missed school, and support student readiness to learn.

This transition reflects a strategic effort to maintain and enhance access to care, support student and family well-being, and align resources to best meet the needs of our community.

Eye Love Care Partnership: No Vision Left Behind Program

Health Services partnered with Eye Love Care, a Colorado-based optometry group, to expand access to vision care for students through the No Vision Left Behind program. This initiative brings comprehensive eye exams and glasses directly into Title 1 schools at no cost to students, families, or schools, removing barriers to care and supporting student readiness to learn.

The initial pilot, conducted March through May 2025 in seven Title 1 schools, resulted in 1809 eye exams and 835 pairs of glasses provided to students in need. Students from neighboring schools were also able to access services, increasing reach and flexibility.

Following the success of the pilot, the program expanded during the 2025–2026 school year to serve 29 Title 1 schools.

This partnership increases access to essential vision services, reduces barriers for families, and helps ensure students can fully engage in learning without unmet vision needs. Program data for the 2025–2026 expansion is currently being collected and will further demonstrate the program’s impact on access to care, attendance, and student readiness to learn.

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 2026, Hazel Health has received 1,001 mental and behavioral health referrals, resulting in 3,519 completed visits for the 2025-2026 school year. Of those, 135 students were successfully connected to community providers for ongoing care following discharge. Since partnering with Hazel Health in February of 2023, there have been 4,566 total mental and behavioral health referrals. On the physical health front, Hazel Health has completed 155 visits, serving 73 students for the 2025-2026 school year. This provided 462 instructional hours saved.

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) partners with the district to support the health, safety, and well-being of students and the broader school community. This collaboration strengthens district-wide efforts in health education, school safety, wellness initiatives, and data-informed decision-making.

JCPH provides guidance on key public health areas including immunizations, communicable disease response, nutrition, tobacco prevention, and emergency preparedness. Through this partnership, schools are equipped with current data, resources, and best practices to respond effectively to evolving health needs.

During the 2025–2026 school year, the district, in collaboration with Health Services and JCPH, supported and guided the development of district measles response guidelines. This proactive work ensures clear protocols, coordinated communication, and readiness to respond to potential outbreaks, helping maintain safe and healthy school environments.

Through ongoing collaboration, JCPH and the district continue to strengthen systems that protect student health, support prevention efforts, and ensure schools are prepared to respond to public health challenges.

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 Innovative 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.

Appendix E: Key Definitions

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.

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 systemic, continuous improvement framework that uses data-based decision-making to increase outcomes for each and every student. This equitable, prevention-based framework ensures students receive the high-quality academic and social emotional, behavioral instruction and intervention they need to be successful.

Significant Support Needs (SSN)

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