Who Are We?

- We are parents, community leaders and board appointees, educators, business members who volunteer time and talent for one purpose: **Improving outcomes for kids**
- As volunteers, we donate our time.
  - We have real day jobs, and families
  - Many of us bring experiences from outside the world of education and do not have backgrounds in
    - Pedagogy
    - Learning, Cognition, Social & Emotional Development
    - Public Finance

  **THIS IS A FEATURE - NOT A BUG**

- What we bring is a desire to learn and to share our expertise to provide constructive feedback to the district
- We all have the best intentions and want to see the district succeed.
Why are we here?

We are the voice of the community and trusted advisers to the Board of Education on a wide range of topics through the lens of accountability.
What Does Accountability Mean?
Our role is to ask questions and provide guidance (advice) to the district, collaborating with the district to ensure that we are providing the best possible outcomes for kids.
Game of Possibilities
How We Treat Presenters

- We often ask district staff to join us on their time to share their hard work
- We expect that they will be treated with dignity and respect and are grateful they are willing to meet with us.
- We expect that we will be active listeners, without interruption
- Questions should be asked to clarify or broaden understanding
  - "Have we considered/thought about...?"
  - No "gotcha" questions - take these offline
- Use "I" statements to share your experiences
- Concerns can be shared in post-discussion
- We will provide notecards to write down questions
  - We will work to provide answers by the next meeting
How We Treat Each Other

- We are volunteers.
- We are an advisory committee, not policy makers
- We expect to be treated with respect and dignity
- We all have the best intentions of the district in mind
- We all bring different perspectives and experiences to the table
- We can disagree, without being disagreeable.

REMEMBER WHY WE'RE HERE:

IMPROVING OUTCOMES FOR KIDS
Our Norms

● Be Present, Be Prepared, Be Engaged, Be On-time
  ○ We will send out agendas and supporting materials via email a week before meetings
  ○ Let us know if you need any accommodations
  ○ Email chair (xml.jim@gmail.com) if you can't attend

● Honoring your time
  ○ We will stick to the agenda closely.
  ○ Some topics are bigger than the time allotted
    ■ We’ll provide notecards so that you can write down any questions/concerns
    ■ We’ll endeavor to answer questions by next meeting

● Scheduling
  ○ We will keep you informed of meetings using the agenda and emails
  ○ However, make sure you are communicating with subcommittee chairs for specific meeting times/places
Our Norms

● Presentations
  ○ We will provide context for the presentation and how it pertains to our work
  ○ We will listen attentively
  ○ We are grateful and appreciate their willingness to come talk to us - we want them to come back
  ○ We will thank presenters
  ○ Leave questions until the end

● Questions
  ○ Question time will be limited - write questions down
  ○ One question at a time
  ○ Introduce yourself, and your role on DAC (AAR, Board Appointee, Educator...)
  ○ Questions should be to clarify, broaden understanding, or invite additional thinking on the topic
    ■ No "Gotcha" questions - this isn't a trial
    ■ "I don't know" is a valid answer - we'll get back to you
  ○ Chair or District Liaison reserves the right to request question be taken offline
Our Norms

- Discussions
  - We will try to build in time for discussion after every presentation
  - Longer discussions may be scheduled for subsequent meeting
  - One person at a time has the floor
    - No filibustering
  - We will respect all perspectives and opinions
  - Focus on the issues
  - Use "I" statements
    - "I think that..."
    - "I have a different perspective..."
    - "I am concerned about..."
  - Chair or District Liaison reserves right to request any comment be taken offline, or to suspend discussion at any time.

REMEMBER WHY WE'RE HERE: Ask yourself, how does this benefit kids?
What questions do you have for me?
DAC DUIP Action Plans
November 19, 2019
District Unified Improvement Plan

- Review Action Plans for 6 Major Improvement Strategies
- Choose 2 breakout groups (15 minutes each)
- Guiding questions for your group’s feedback
  - What strengths do you identify in this plan?
  - What suggestions/questions do you have?
Major Improvement Strategies/Action Plans

Breakout Groups -- Choose 2 (rotate after 15 minutes)

<table>
<thead>
<tr>
<th>Strategy/Action Plan Group</th>
<th>Jeffco Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Jeffco Deeper Learning Model</td>
<td>● Jef Fugita/Jen Steele</td>
</tr>
<tr>
<td>● Formative Assessment Processes</td>
<td>● Carol Eaton</td>
</tr>
<tr>
<td>● Intentional Time for Teacher Planning</td>
<td>● Amanda Pierorzaio, Lee Cooper</td>
</tr>
<tr>
<td>● Preschool - 3rd Grade Initiatives</td>
<td>● Dawn Odean, Cecily Klein</td>
</tr>
<tr>
<td>● Career/College Pathways</td>
<td>● Marna Messer</td>
</tr>
<tr>
<td>● G/T Talent Pool Model</td>
<td>● Roger Dowd</td>
</tr>
</tbody>
</table>
Suicide Prevention
Acknowledgements

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION
Model Language, Commentary, and Resources
● **Jeffco Comprehensive Suicide Prevention 2019-2020**

● **Jeffco Suicide Risk Assessment Flow Map**

● **Jeffco Mental Health Crisis Response Plan**
Data courtesy of American Association of Suicidology 2017
Total Number of Suicide Risk Assessments (SRA)

2013-2014: 614

2014-2015: 898

2015-2016: 1378

2016-2017: 1556

2017-2018: 2288

2018-2019: 2395

2019-present: 737
### THE STATE OF JEFFCO 2018-2019

#### Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
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<tbody>
<tr>
<td>Kinder</td>
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<tr>
<td>1st</td>
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<td>2nd</td>
<td>73</td>
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<td>3rd</td>
<td>71</td>
</tr>
<tr>
<td>4th</td>
<td>152</td>
</tr>
<tr>
<td>5th</td>
<td>243</td>
</tr>
</tbody>
</table>

August 2018 - March 2019 Jeffco

**Grade**

1,860 responses

![Pie chart showing distribution of grades](image-url)
# Grade and Gender Differences in Suicide

**August 2018 - March 2019 Jeffco**

## Grade Total SRAs M

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total SRAs</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>1st</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>2nd</td>
<td>73</td>
<td>18</td>
</tr>
<tr>
<td>3rd</td>
<td>71</td>
<td>16</td>
</tr>
<tr>
<td>4th</td>
<td>152</td>
<td>48</td>
</tr>
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</table>

### Gender Distribution

*Male (46.2%), Female (51.6%), Non-conforming (2.2%)*
### SRA’s in Jeffco by age

<table>
<thead>
<tr>
<th>Age of</th>
<th>Total # of</th>
<th># of</th>
<th>% of</th>
<th>very low to low</th>
<th>high to</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>0</td>
<td>100%</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>5</td>
<td>22</td>
<td>0</td>
<td>55%</td>
<td>12</td>
<td>00%</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>5</td>
<td>18%</td>
<td>16%</td>
<td>50%</td>
</tr>
<tr>
<td>7</td>
<td>62</td>
<td>10</td>
<td>16%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>8</td>
<td>56</td>
<td>37</td>
<td>66%</td>
<td>37</td>
<td>18%</td>
</tr>
<tr>
<td>9</td>
<td>133</td>
<td>76</td>
<td>57%</td>
<td>76</td>
<td>17%</td>
</tr>
<tr>
<td>10</td>
<td>204</td>
<td>109</td>
<td>53%</td>
<td>109</td>
<td>19%</td>
</tr>
</tbody>
</table>

August 2018 - March 2019
THE STATE OF JEFFCO
2019 - 2020

Age
737 responses

August 2019 - present
Suicidal Ideation Number

632 responses

- 20.4%
- 18.5%
- 18.4%
- 10.4%
- 12%
- 20.3%
THE STATE OF JEFFCO
2019-2020

August 2019 - present

Actual Suicide Attempt:

- Actual Suicide Attempt
- Interrupted Attempt
- Other Preparatory Acts to Kill Self
- Self-Injurious Behavior without Suicidal Intent

0-3 months vs. Lifetime
August 2019 - present

**ACTIVATING EVENTS**

627 responses

<table>
<thead>
<tr>
<th>Event</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety about school work</td>
<td>231</td>
<td>36.8%</td>
</tr>
<tr>
<td>Bullying</td>
<td>105</td>
<td>16.7%</td>
</tr>
<tr>
<td>Conflict with friends/peers</td>
<td>250</td>
<td>39.9%</td>
</tr>
<tr>
<td>Current or pending isolation or feeling...</td>
<td>169</td>
<td>27%</td>
</tr>
<tr>
<td>Death of someone close to them</td>
<td>90</td>
<td>14.4%</td>
</tr>
<tr>
<td>Family problems</td>
<td>83</td>
<td>13.2%</td>
</tr>
<tr>
<td>Financial Issues</td>
<td>47</td>
<td>7.5%</td>
</tr>
<tr>
<td>Homelessness</td>
<td>9</td>
<td>1.4%</td>
</tr>
<tr>
<td>Legal problems</td>
<td>19</td>
<td>3%</td>
</tr>
<tr>
<td>Parent’s Divorce</td>
<td>63</td>
<td>10%</td>
</tr>
<tr>
<td>Sexual identity issues</td>
<td>40</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

**Titles that are missing**
- 57 (9.1%) Break up with significant other
- 36 (5.7%) chronic attendance or tardy issues
- 83 (13.2%) Discipline issues at school
- 65 (10.4%) Recent move and change of address

**Titles that are cut off:**
- Current or pending isolation or feeling alone
PROTECTIVE FACTORS
663 responses

- Positive friends: 437 (65.9%)
- Family support - can be any group that functions like a family: 570 (86%)
- Mentors/trusted adults: 420 (63.3%)
- Healthy activities: 286 (43.1%)
- Generosity/Doing things for others: 155 (23.4%)
- Medical access: 282 (42.5%)
- Mental health access: 416 (62.7%)

August 2019 - present

Titles that are cut off:
- Family Support - can be any group that function likes a family

Titles that are cut off:
- 83 (12.5%) - Spirituality - belief in something greater than themselves
August 2019 - present

- Currently in treatment and it’s going well: 168 (32.1%)
- Hopeless or dissatisfied with treatment: 32 (6.1%)
- Currently taking medication: 92 (17.6%)
- Non-compliant with treatment: 11 (2.1%)
- Not receiving treatment: 279 (53.2%)
- Psychiatric diagnosis and treatments: 56 (10.7%)
RISK
241 responses

- Chronic pain or other acute medical problem: 29 (12%)
- Family/friend history of suicide: 83 (34.4%)
- Method for suicide available (gun, pill...): 125 (51.9%)
- Refuses or feels unable to agree to Sup...: 21 (8.7%)
- Sexual abuse (lifetime): 27 (11.2%)
- Substance abuse or dependence: 25 (10.4%)

August 2019 - present
MENTAL HEALTH STATUS

542 responses

- Agitation or severe anxiety: 192 (35.4%)
- Anger/aggressive behavior towards others: 134 (24.7%)
- Highly impulsive behavior: 19 (3.5%)
- Homicidal ideation: 114 (21%)
- Building...: 10 (1.8%)
- Hopelessness: 186 (34.3%)
- Mood swings: 144 (26.6%)
- Perceived burden on family or others: 121 (22.3%)
- Sad or depressed affect: 380 (70.1%)

August 2019 - present
Social Emotional Learning
SELS
Behavior Systems Coaches
CPI Instructors
<table>
<thead>
<tr>
<th>Year</th>
<th># SELS</th>
<th># Schools Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>31</td>
<td>45</td>
</tr>
<tr>
<td>2017-2018</td>
<td>36</td>
<td>54</td>
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<tr>
<td>2018-2019</td>
<td>42</td>
<td>60</td>
</tr>
<tr>
<td>2019-2020</td>
<td>98</td>
<td>117</td>
</tr>
</tbody>
</table>