

DAC Norms





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.**

The image features a solid orange background. In the top-left corner, there are three vertical bars of varying heights, each composed of several overlapping semi-transparent circles. In the bottom-right corner, there are four vertical bars of increasing height from left to right, also composed of overlapping semi-transparent circles.

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



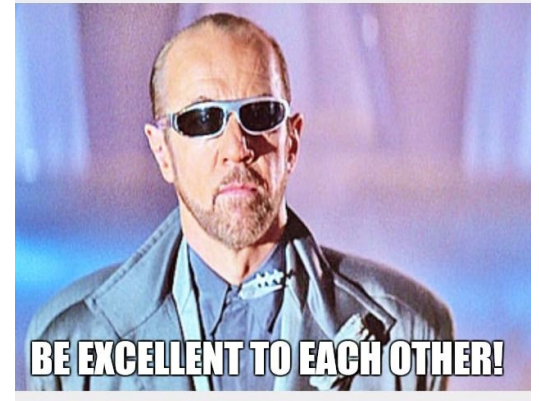
Our Norms

- 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)

Strategy/Action Plan Group	Jeffco Presenters
<ul style="list-style-type: none">● Jeffco Deeper Learning Model● Formative Assessment Processes● Intentional Time for Teacher Planning● Preschool - 3rd Grade Initiatives● Career/College Pathways● G/T Talent Pool Model	<ul style="list-style-type: none">● Jef Fugita/Jen Steele● Carol Eaton● Amanda Pierorzaio, Lee Cooper● Dawn Odean, Cecily Klein● Marna Messer● Roger Dowd



Suicide Prevention

MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

Model Language, Commentary, and Resources



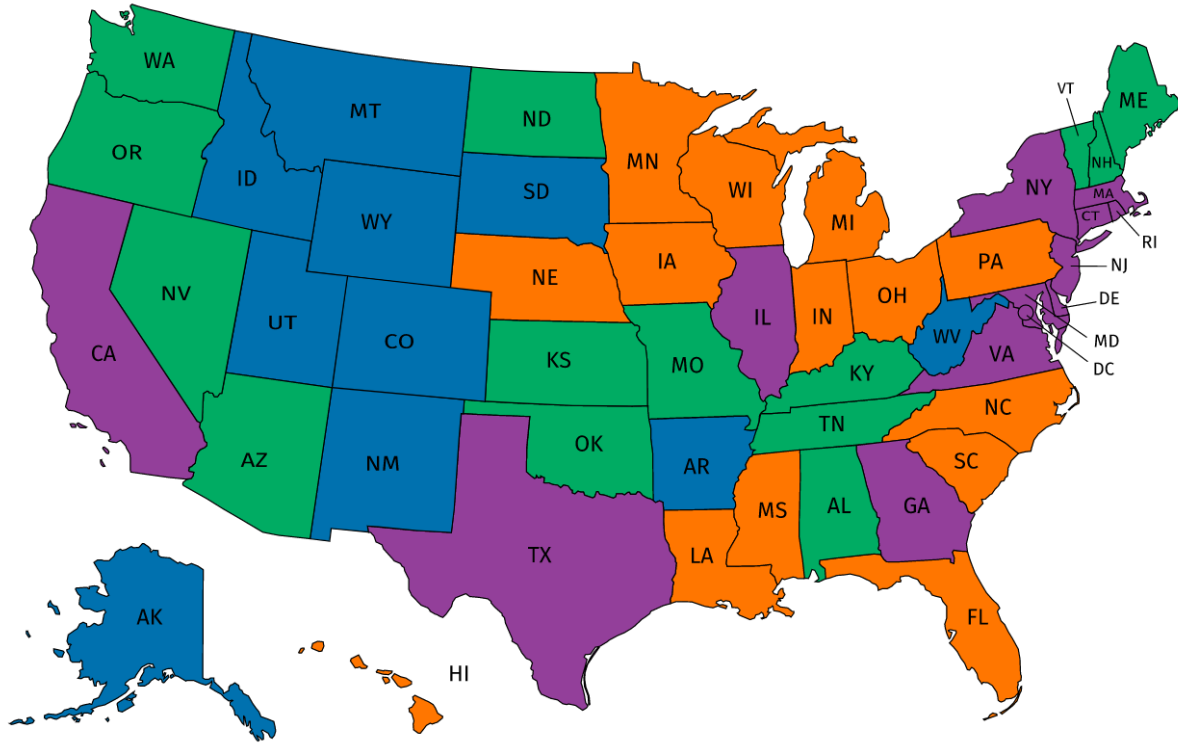
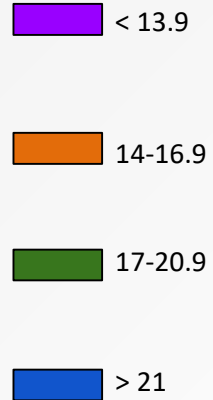
Stanford University



AMERICAN FOUNDATION FOR Suicide Prevention

- [Jeffco Comprehensive Suicide Prevention 2019-2020](#)
- [Jeffco Suicide Risk Assessment Flow Map](#)
- [Jeffco Mental Health Crisis Response Plan](#)

National Data



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**

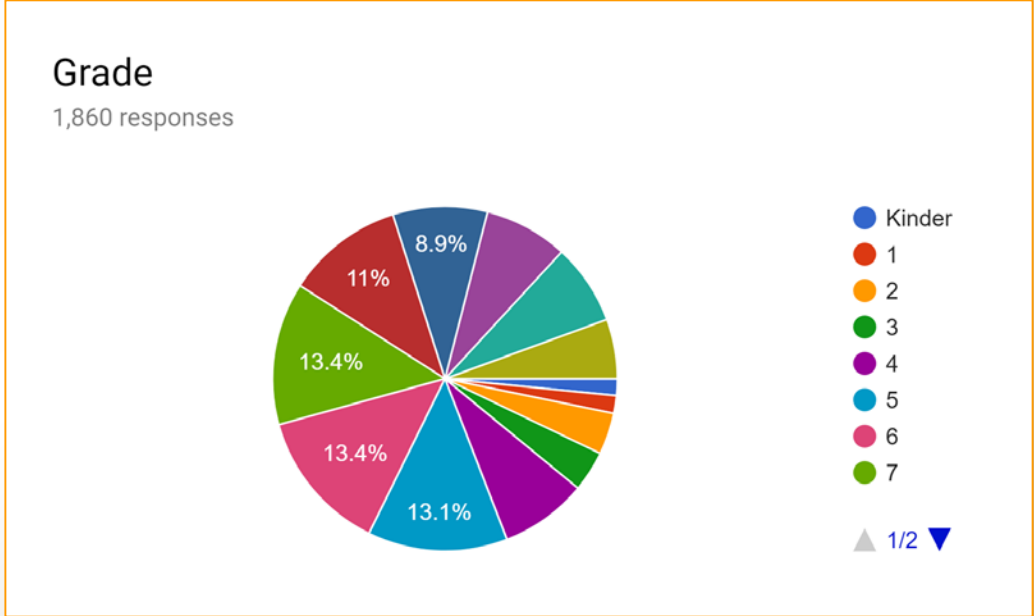
2019-present: **737**



THE STATE OF JEFFCO 2018-2019

August 2018 - March 2019 Jeffco

Grade	Count
Kinder	30
1st	31
2nd	73
3rd	71
4th	152
5th	243

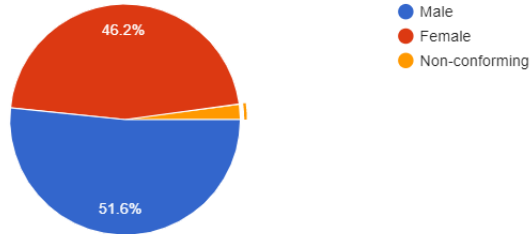


Grade and Gender Differences in Suicide

August 2018 - March 2019 Jeffco

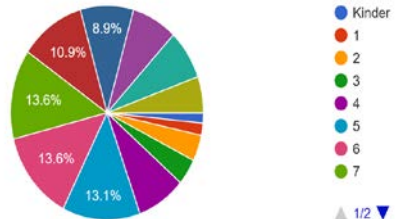
Gender

1,852 responses



Grade

1,954 responses



Grade	Total SRAs		M
	F	NC	
K	22	30	7
1st	1	31	5
2nd	26	73	18
3rd	0	71	16
4th	55	152	48
	104		
	0		

THE STATE OF JEFFCO 2018-2019

August 2018
-
March 2019

SRA's in Jeffco by age

Age of	Total % of	# of	very low to low		high to
			% of	#	#
4	100%	1	0	1	0%
5	55%	22	0	12	0
6		28	14		50%
7		5	18%		
8		62	37		60%
9	66%	10	16%		
10	57%	56		37	18%
		133	10	76	17%
		204	23	109	17%
	53%		38		19%

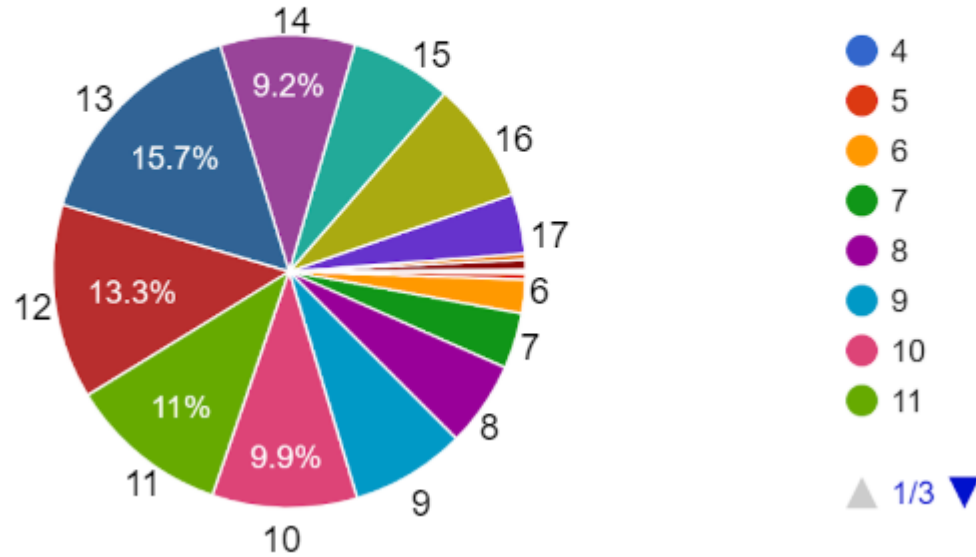


THE STATE OF JEFFCO 2019 - 2020

Age

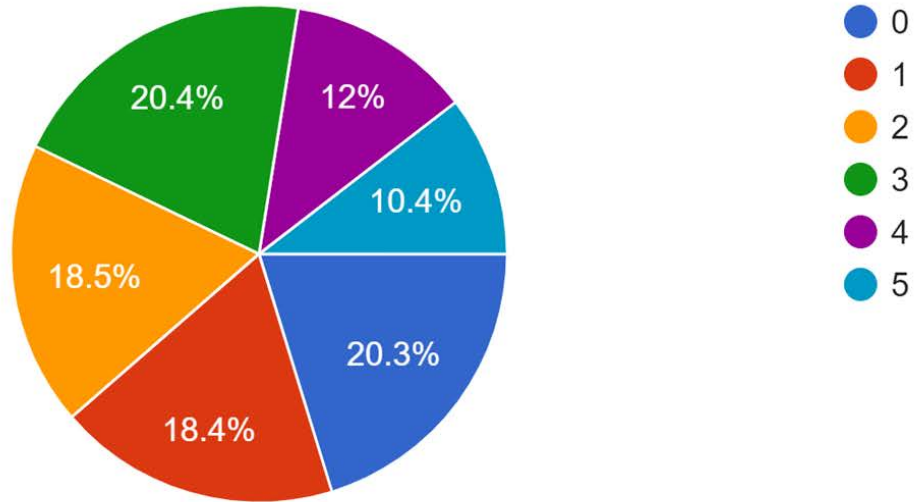
737 responses

August 2019 - present



Suicidal Ideation Number

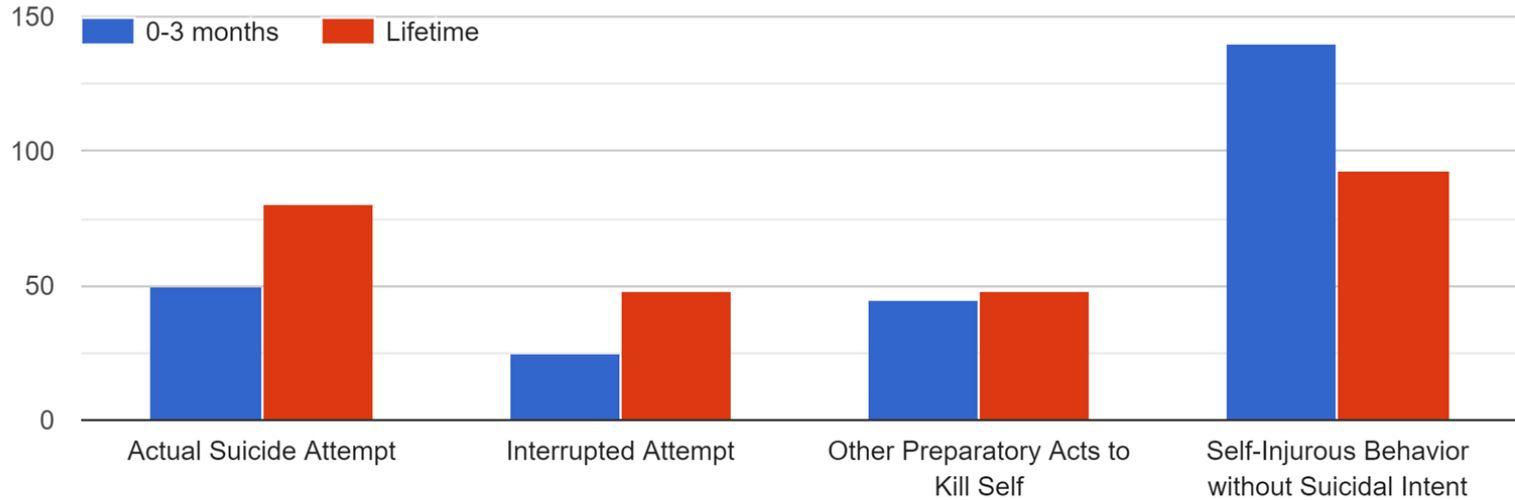
632 responses



THE STATE OF JEFFCO 2019-2020

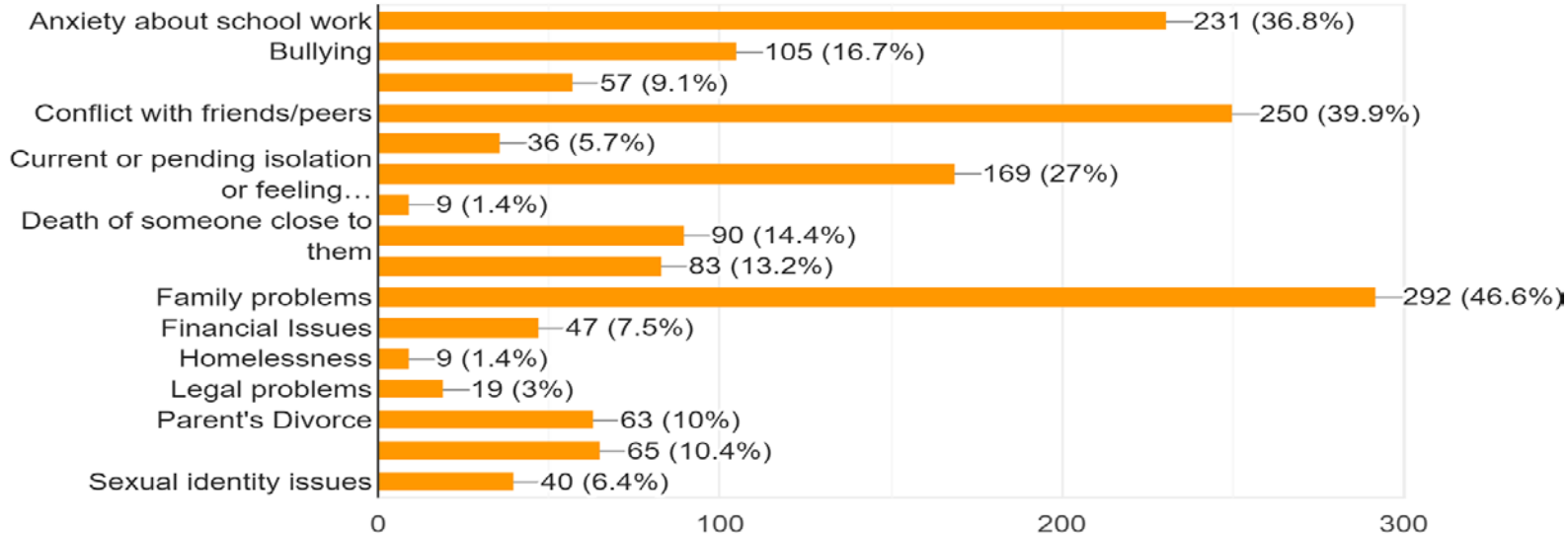
August 2019 - present

Actual Suicide Attempt:



ACTIVATING EVENTS

627 responses



August 2019 - present

Titles that are missing

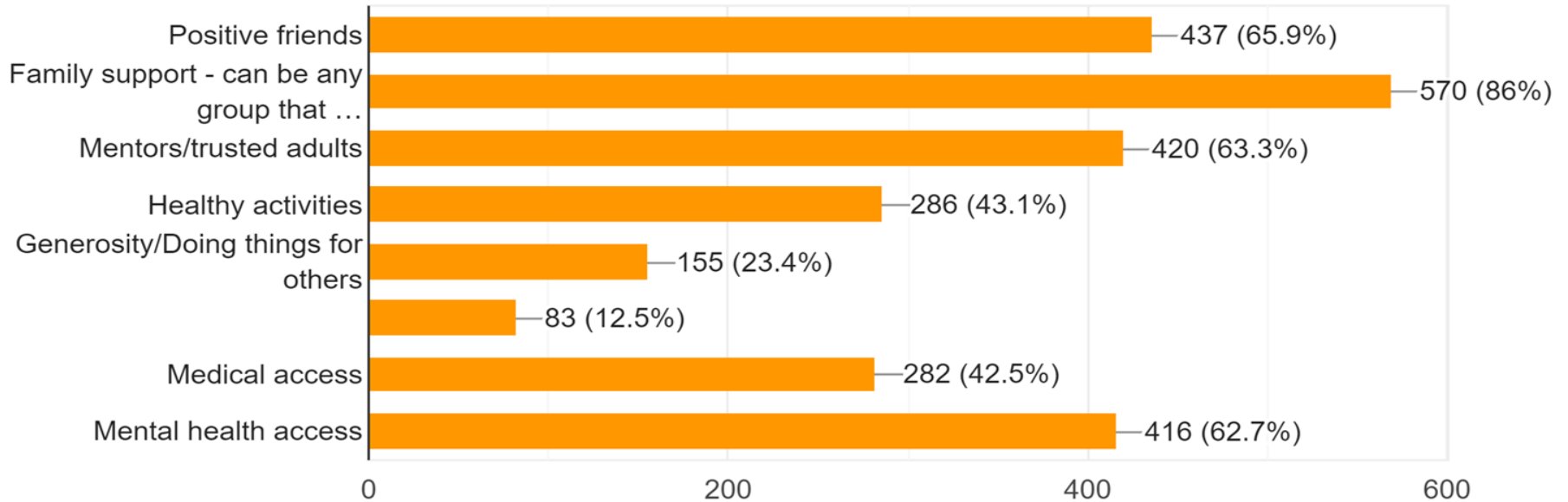
- 57 (9.1%) Break up with significant other
- 36 (5.7%) chronic attendance or tardy issues
- 83 (13.2%) Discipline issues at school
- 65 (10.4%) Recent move and change of address

Titles that are cut off:

- Current or pending isolation or feeling alone

PROTECTIVE FACTORS

663 responses



August 2019 - present

Titles that are cut off

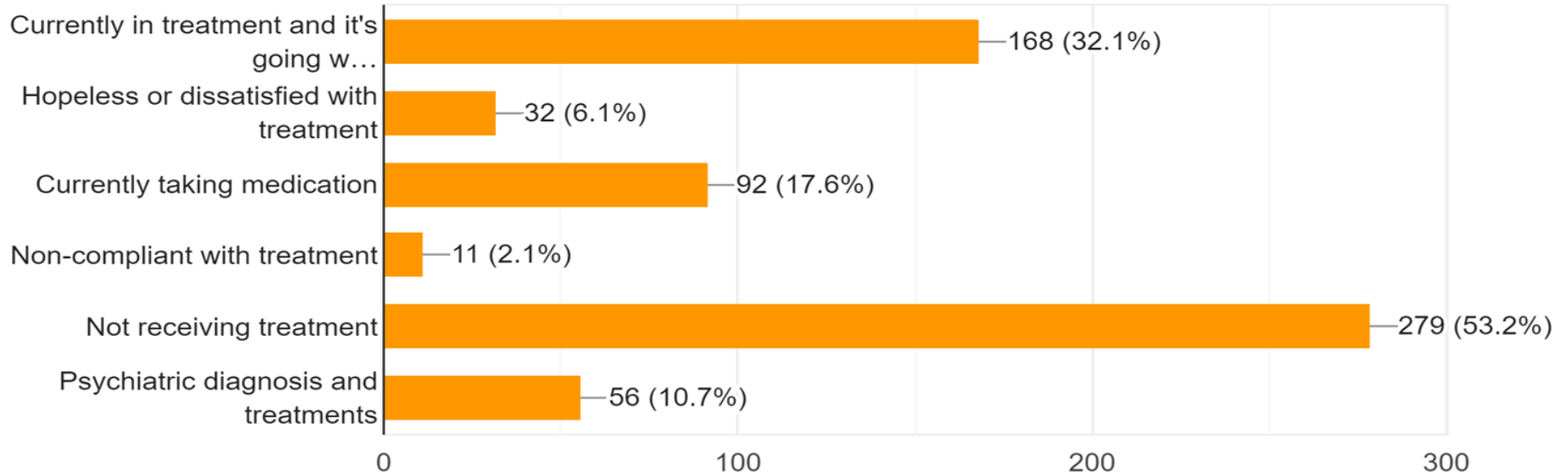
- Family Support - can be any group that function likes a family

Titles that are cut off:

- 83 (12.5%) - Spirituality - belief in something greater than themselves

TREATMENT

524 responses



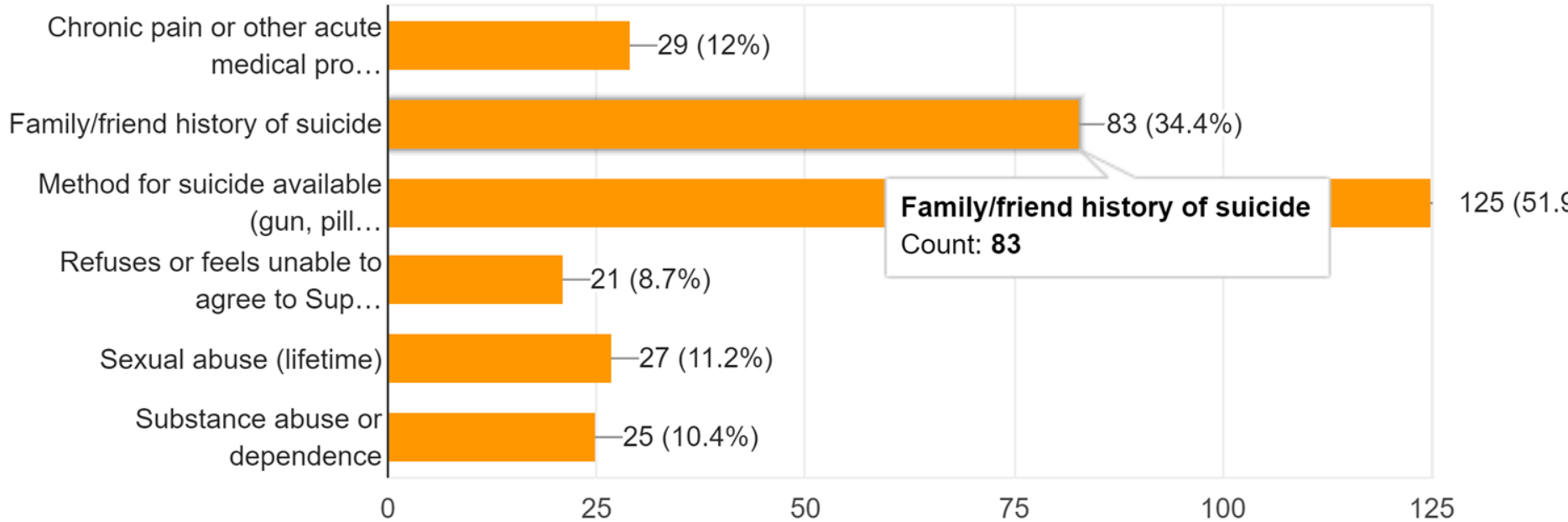
Titles that are cut off

- Currently in treatment and it's going well

August 2019 - present

RISK

241 responses

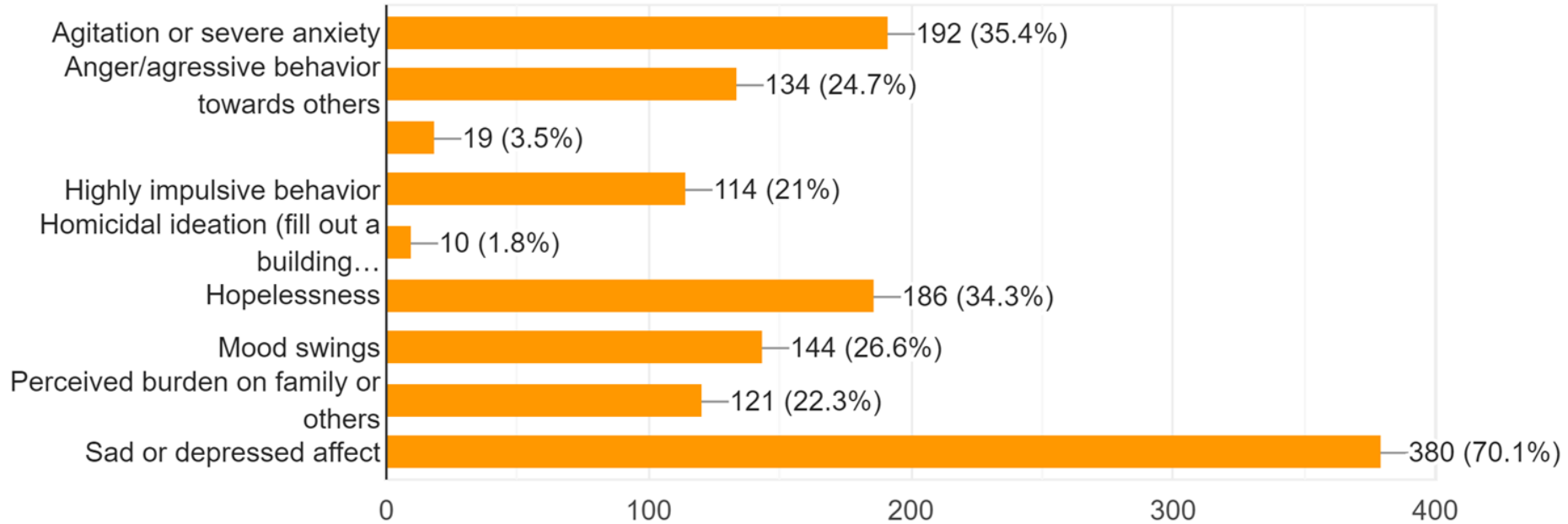


Family/friend history of suicide
Count: 83

August 2019 - present

MENTAL HEALTH STATUS

542 responses



August 2019 - present



Social Emotional Learning

SELS

Behavior Systems Coaches

CPI Instructors





Year	# SELS	# Schools Served
2016-2017	31	45
2017-2018	36	54
2018-2019	42	60
2019-2020	98	117

