

# Pomona Junior/Senior High School

## Prevention and Intervention Manual and Handbook

*++Updated October 2025*

### Our Guiding Vision

All students at Pomona will develop a strong foundation of **knowledge and skills** combined with exceptional **new learning experiences** to find their **pathway to success**.

### Introduction and Overview

We are excited to present this comprehensive manual, which has been developed with utmost care and in collaboration with our esteemed steering committees, Pomona's accountability committee, and various student and staff groups. This manual serves as an essential resource to ensure the safety, well-being, and success of our school community as a whole.

The primary objective of this manual is to create a proactive approach to address and prevent any potential challenges that may arise within our school environment. By outlining a range of prevention strategies, intervention protocols, and support systems, we aim to foster a positive and inclusive learning environment for all students and staff members.

It is important to emphasize that this manual is not a static document. Rather, it will be reviewed annually by the dedicated leadership groups of our school, including student leadership, various student groups, and Pomona's Accountability Committee. This collaborative and ongoing review process ensures that the manual remains relevant, responsive, and aligned with the evolving needs of our school community.

We believe that by implementing the guidelines and procedures outlined in this manual, we can collectively create a safe, respectful, and nurturing environment where every individual can thrive academically, socially, and emotionally. Together, let us work towards building a stronger, more inclusive school community.

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## District Alignment

Our Prevention and Intervention Manual and Staff/Student Handbook align closely with the Jeffco Thrives 2025 district strategic plan. This plan serves as a guiding framework to ensure the academic success and well-being of all students within the Jefferson County School District.

By creating this manual in collaboration with our steering committees, Pomona's Accountability Committee, and various student and staff groups, we are actively engaging in the strategic plan's emphasis on community collaboration and involvement. This collaborative approach ensures that our prevention and intervention strategies are comprehensive and effective, addressing the unique needs of our school community.

Furthermore, the annual review of the manual by the school's leadership groups, student leadership, various student groups, and Pomona's Accountability Committee demonstrates our commitment to the strategic plan's goal of continuous improvement. We are dedicated to regularly assessing and refining our practices to provide the best possible support and resources for our students and staff.

Our manual also aligns with the strategic plan's focus on creating safe and inclusive learning environments. By outlining prevention strategies and intervention protocols, we are actively working towards creating a positive and respectful school culture. This aligns with the strategic plan's objective of fostering a supportive and equitable environment for all learners.

In summary, our Prevention and Intervention Manual and Staff/Student Handbook directly support the goals and priorities outlined in the Jeffco Thrives 2025 district strategic plan. Through collaboration, continuous improvement, and a focus on safety and inclusivity, we are working towards ensuring the success and well-being of every student in our school community.

# Jeffco Thrives



Jeffco Thrives 2025 is the Strategic Plan for Jeffco Public Schools. Built on an opportunity to move our district from good to great to extraordinary, Jeffco Thrives is focused on four priorities:

- Our Learners. Our Future.
- Our People. Our Strength.
- Our Operations. Our Foundation.
- Our Community. Our Legacy.

## VISION

Our vision is for Jeffco Public Schools to be a thriving district where all students achieve their biggest dreams.

## MISSION

Our mission is to provide a world-class education that prepares all Jeffco students for bright and successful futures as local and global citizens.

## VALUES

**Focus on Students:** In Jeffco, we make decisions and measure outcomes based on how well we serve our students. We exist to help students succeed and act with intensity to give our students the education they need and deserve, today.

**Excellence:** In Jeffco, we aspire to be a world-class school district which requires us to inspire one another to make an impact, focus on solutions, maximize our partnerships, and hold ourselves accountable for successful outcomes for all students.

**Equity:** In Jeffco, not all students, staff, and families are starting from the same place nor do they need the same things to reach their fullest potential. We view individual differences as assets to be leveraged as we help all students thrive.

**Integrity:** In Jeffco, acting with integrity creates honesty, trust, responsibility, and a spirit of transparency. It is a constant commitment to do the right thing for our students, staff, families, and community.

**Belonging:** In Jeffco, we cultivate environments where all students, staff, families, and members of our community are safe, accepted, respected, included, encouraged by others, and feel that their voices and perspectives are valued.

The Jeffco Thrives 2025 framework currently under review by our community has four priority areas and six guiding focuses. The Framework should be viewed through the lens of alignment to the District vision, mission, and values statements, which have been revised by our Board of Education.

## Avenues of Communication and Support

<p style="text-align: center;"><b>Roles and Areas of Support</b></p> <p style="text-align: center;"><a href="#"><u>Administrative Areas of Support for Students and Families</u></a></p>
<p><b>Assistant Principals</b></p> <ul style="list-style-type: none"> <li>• <b>6th- 8th Grade:</b> Nicole Ramirez</li> <li>• <b>9-12th Grade Last Name A-Go:</b> Tracie Binford</li> <li>• <b>9-12th Grade Last Name Gr-O:</b> Ryan Stadler</li> <li>• <b>9-12th Grade Last Name P-Z:</b> DJ Yeager</li> </ul>
<p><b>Student Engagement and Success Liaisons:</b></p> <ul style="list-style-type: none"> <li>• Josh Kemper (Grades 9-12)</li> <li>• Karl Waage (Grades 6-8)</li> </ul>
<p><b>School Counselors</b></p> <ul style="list-style-type: none"> <li>• <b>6th- 8th Grade:</b> Matthew Schacht</li> <li>• <b>9-12th Grade Last Name A-Go:</b> Reed McIntyre</li> <li>• <b>9-12th Grade Last Name Gr-O:</b> Jess West</li> <li>• <b>9-12th Grade Last Name P-Z:</b> Alex Martinez</li> </ul>
<p><b>Social and Emotional Wellness:</b></p> <ul style="list-style-type: none"> <li>• John Humphrey (SEL)</li> <li>• Timbree Pederson (JCMH Therapist)</li> </ul>
<p><b>Social Worker and Psychologist:</b></p> <ul style="list-style-type: none"> <li>• Paul Maasdorf: Psychologist</li> <li>• Lisa Libhart: Social Worker</li> </ul>
<p><b>Office and Business Manager:</b></p> <ul style="list-style-type: none"> <li>• Carrie Lehnerz</li> </ul>
<p><b>School Nurse:</b></p> <ul style="list-style-type: none"> <li>• Jill Rohweder</li> <li>• Tracy Dellow (Health Aid)</li> </ul>
<p><b>School Campus Supervisors:</b></p> <ul style="list-style-type: none"> <li>• Laurie Davidson</li> <li>• Lillian McNall</li> <li>• Kyle Dix</li> <li>• Gary Zentz</li> </ul>
<p><b><a href="#"><u>Front Office</u></a></b></p> <ul style="list-style-type: none"> <li>• Chase Bailey- Attendance</li> <li>• Kayla Breithaupt- Finance</li> <li>• Kim Marcantonio- Athletics and Activities</li> </ul>

<ul style="list-style-type: none"><li>• Karin Russell- Receptionist</li><li>• Suzie Redding-Brown- Registrar</li></ul>
<b>504 Support</b> <ul style="list-style-type: none"><li>• Jenny Loomis (Prevention Specialist)</li><li>• Sebrina Sotelo (504 Secretary)</li></ul>
<b>School Resource Office</b> <ul style="list-style-type: none"><li>• Officer Richard Brown (Arvada Police Department)</li></ul>
<b>Pomona Instructional Coaches</b> <ul style="list-style-type: none"><li>• Emily Eskridge (English, Social Studies, CLDE, World Languages, Visual Arts, Tech)</li><li>• Shanon Prescott (Math, Science, FACS, Performing Arts, Physical Education)</li></ul>
<b>Digital Teacher Librarian</b> <ul style="list-style-type: none"><li>• Dorina Miller</li><li>• Library Paraprofessional: Jenny Logan</li></ul>
<b>Technology Support Technicians</b> <ul style="list-style-type: none"><li>• Brian Kilycoyne</li><li>• Michelle Kenner</li></ul>

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- *Watch DOGS (coming soon)*

## Pomona's Philosophy of Discipline

Our approach to discipline is restorative. In order to have a restorative system, there must be something to restore. With this, it is important for all members of the team (student, teacher, family, service providers) to work from the beginning and focus on a positive and trusting school relationship. We believe that we are all in this together, that we are a community. Whether it's in the classroom, administrator's office, during family conferences, wherever- we believe that discipline should be focused on building and maintaining positive relationships while providing opportunities for our school community members to take responsibility for their behavior and their lives. The restorative approach to discipline has the power to create meaningful opportunities for connection, address persistent inequities for our most highly impacted students, and ensure that conflict and behavior result in authentic learning opportunities for both students and adults. This approach **does not mean** lowering expectations for behavior, but rather pausing to reflect on how our behaviors impact those around us and supporting our learners in developing action steps to repair any harm that they may have caused.





## MTSS:

### A School-wide Support Framework

#### Multi-Tiered System of Supports (MTSS)

In Jeffco, we define a Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based decision-making is practiced across all levels of the educational system in order to increase outcomes for each and every student. This prevention-based framework is the equitable “way of doing business” which utilizes high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives what they need in order to be successful.

A Multi-Tiered System of Supports helps all stakeholders including district, school, family, and community partners, to organize resources and supports through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency.



## Integrated Practices within a School-wide Social, Emotional, & Behavioral Support Framework

Tier 1	Practices
Tier 1/Universal practices are intended for <b>ALL</b> students and creates a culture of safety and belonging.	<ul style="list-style-type: none"> <li>• Build and maintain meaningful relationships</li> <li>• School-wide expectations and routines are identified, taught, and posted</li> <li>• Specific feedback (e.g. acknowledgement and correction)</li> <li>• Direct instruction of SEL</li> <li>• Restorative/affective language</li> <li>• Community building circles</li> <li>• Effective de-escalation strategies</li> </ul>

Tier 2	Practices
Tier 2/Targeted practices and strategies are intended for <b>SOME</b> students, in addition to Tier 1 practices, to meet an increased level of need.	<ul style="list-style-type: none"> <li>• Check-In, Check-Out</li> <li>• Skills Groups</li> <li>• Mentoring</li> <li>• Function-based Tier 2 supports</li> <li>• Restorative conversations</li> <li>• Low level responsive circles</li> </ul>

Tier 3	Practices
Tier 3/Individualized interventions and supports are intended for <b>FEW</b> students, in addition to Tier 1 & 2 strategies, to meet intensive needs.	<ul style="list-style-type: none"> <li>• Individualized student supports</li> <li>• Functional Behavior Assessment and Behavior Support Planning</li> <li>• Formal Restorative Conferencing</li> <li>• Reintegration Practices</li> </ul> <p><b>Disciplinary responses in conjunction with intervention may be appropriate, but discipline alone is not a Tier 3 intervention.</b></p>

## Integrated Practices within a Classroom Level Social, Emotional, & Behavioral Support Framework

Tier 1	Practices
Tier 1/Universal practices are intended for <b>ALL</b> students within the classroom and creates a culture of safety and belonging.	<ul style="list-style-type: none"> <li>● Build meaningful relationships</li> <li>● Designing effective classroom environments</li> <li>● Developing and teaching predictable classroom routines</li> <li>● Define, teach, post 3-5 expectations based on SW expectations</li> <li>● Delivering engaging instruction</li> <li>● Providing prompts and active supervision</li> <li>● Acknowledging students with specific praise</li> <li>● Responding to challenging behavior with redirections and corrections</li> <li>● Classroom circles</li> </ul>

Tier 2	Practices
Tier 2/Targeted practices and strategies are intended for <b>SOME</b> students within the classroom, in addition to Tier 1 practices, to meet an increased level of need.	<ul style="list-style-type: none"> <li>● Increase structure</li> <li>● Re-teach routines</li> <li>● Increase connections</li> <li>● Target prompts &amp; supervision</li> <li>● Target reduction of known triggers</li> <li>● Restorative Conversations</li> <li>● Peace Path</li> </ul>

Tier 3	Practices
Tier 3/Individualized interventions and supports are intended for <b>FEW</b> students in the classroom, in addition to Tier 1 & 2 strategies, to meet intensive needs.	<ul style="list-style-type: none"> <li>● Individualize physical design</li> <li>● Individualize routines</li> <li>● Intensify connections</li> <li>● Intensify &amp; individualize prompts for SEB skills</li> <li>● Individualize reduction of know triggers</li> </ul>

## Student Review, Child Study and Referrals for Additional Support Framework

Tier 1	Practices
Tier 1/Universal practices are intended for <b>ALL</b> students to create a culture of instructional excellence and belonging.	<ul style="list-style-type: none"> <li>● Build learning partnerships between teacher and student               <ul style="list-style-type: none"> <li>○ Be curious about students as people and learners</li> </ul> </li> <li>● Collaborate with SALT and Department to plan and deliver engaging and empowering instruction, and meaningful assessments</li> <li>● Developing and utilizing predictable instructional routines</li> <li>● Clearly communicate learning targets, expectations, and outcomes. (i.e., Proficiency Scales and or Rubrics)</li> <li>● Utilize Pomona Standards-Based Grading Practices</li> <li>● Actively regularly monitoring student learning               <ul style="list-style-type: none"> <li>○ Timely and impactful feedback</li> </ul> </li> <li>● Acknowledge and celebrate students success individual and collective</li> <li>● See ILT developed <a href="#">Professional Learning Plan</a> for more details.</li> </ul>

Tier 2	Practices
Tier 2/Targeted instructional practices and strategies are intended for <b>SOME</b> students, in addition to Tier 1 practices, to meet an increased level of learning needs.	<ul style="list-style-type: none"> <li>● Implement tier 2 interventions and extensions (i.e., Zearn, MAP Accelerator, and Lexia Power-Up)</li> <li>● Utilized appropriate instructional strategies to meet students' needs to re-teach prioritized learning</li> <li>● Re-assess prioritized learning, alternative assessments as appropriate.</li> <li>● Conference with students and or families</li> </ul>

Tier 3	Practices
Tier 3/Individualized instructional and SEL interventions and supports are intended for <b>FEW</b> students, in addition to Tier 1 & 2 strategies, to meet intensive learning needs.	<ul style="list-style-type: none"> <li>● Collaborate with the student, family, and non-instructional staff to create a plan for success</li> <li>● Individualize physical design</li> <li>● Individualize routines</li> <li>● Intensify connections</li> <li>● Intensify &amp; individualize prompts for SEB skills</li> <li>● Individualize reduction of know triggers</li> </ul>

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