


**District Accountability Committee - Agenda**  
**April 16, 2024, 5:30-8:30 pm**  
**Jeffco Public Schools Ed. Center, Board Room** (take elevators to the 5th floor)  
1829 Denver West Drive, Bldg. 27, Golden, CO 80401

<i>Information/ Action</i>	<b>Welcome and Approval of Agenda and Minutes (5:30-5:35)</b>  Therese Rednor will welcome members and guests-determine quorum.  <b>**A quorum of at least half of the current membership and at least one DAC officer must be present in order to conduct DAC business that requires a vote.**</b>  Members will approve the agenda for the evening and minutes from the prior month.  <b>Materials:</b> <a href="#">Agenda</a> and <a href="#">March minutes</a>	5 min	Therese Rednor, DAC Chair
<i>Information</i>	<b>Best Practices for DAC Communications (5:35-6:25)</b>  Communication Loop  <b>Materials:</b> Presentation	50 min	Carrie Mumma, DAC Vice Chair
<i>Information/ Action</i>	<b>Bylaws (6:25-6:30)</b>  Review Discussion Vote  <b>Materials:</b> Bylaws	5 min	Therese Rednor
	<b>BREAK (6:30-6:40)</b>	10 min	
<i>Information</i>	<b>DUIP (6:40-7:25)</b>  Discuss 2023-24 draft DUIP and provide feedback on suggested changes prior to DAC preliminary approval in May  <b>Materials:</b> Presentation	45 min	Dr. Carol Eaton, Executive Director Instructional Data Services
<i>Information</i>	<b>Calendar Committee (7:25-7:35)</b>  Update/Timeline	10 min	Maegen Tracy, DAC representative on district Calendar Committee
<i>Information</i>	<b>DAC Election Process (7:35-7:45)</b> Application Window <ul style="list-style-type: none"> <li>Chair/Vice-chair (<a href="#">link to application</a>)</li> <li>Sub Committee Coordinator (<a href="#">link to application</a>)</li> <li>Secretary (<a href="#">link to application</a>)</li> </ul>	10 min	Therese Rednor

	<b>DAC Recruitment (7:45-7:55)</b> <ul style="list-style-type: none"> <li>• DAC Flyer</li> <li>• DAC Membership</li> <li>• FAC Flyer</li> </ul> <b>Materials:</b> Link to DAC flyer, <a href="#">Link to DAC application</a> , <a href="#">Link to FAC flyer</a>	10 min	Therese Rednor
<i>Information</i>	<b>Closure discussion &amp; Adjournment (7:55-8:00)</b>  Submit your questions <a href="#">here</a> (or scan this QR Code)    Remember you always have a resource through <a href="#">the DAC website</a> .	5 min	Therese Rednor, chair

JEFFCO PUBLIC SCHOOLS  
DISTRICT ACCOUNTABILITY COMMITTEE  
MARCH 26, 2024 MEETING MINUTES

Attendees:

**~~Strikethrough~~** indicates committee member NOT in attendance

<del>Emily Adams</del>	<del>Carsten Engebretsen</del>	<del>Anita Lewis</del>
Greg Aigner	Caitlin Fitzpatrick	<del>Austin Long</del>
<del>Andrea Aikin</del>	Dawn Fritz	Emily Lubkert
David Alex	Amanda Gomez	Crystal Marine
Denise Alleman	<del>Jessica Gregg</del>	<del>Jennifer Miller</del>
<del>Rob Applegate</del>	<del>Michelle Grove</del>	Carrie Mumma
Elizabeth Armstrong	<del>Corky Guy</del>	Therese Rednor
Skyler Artes	<del>Harry Tosha</del>	Diego Rodriguez
Jeanine Baird	Evie Hudak	Cheryl Secorski
Jeff Baucum	<del>Heather Hyland</del>	<del>Jennifer Tapp</del>
Kim Bierbrauer	<del>Richard Kalasky</del>	<del>Maegen Tracy</del>
<del>Parker Brown</del>	Elizabeth Kantner	<del>Jaelyn Uttely</del>
Carsten Engebretsen	Michelle Kuenzler	Kaylie Weese
Annie Contractor	Valerie Leal	<del>Sari Weichbrodt</del>
Leslie Dennis	Orin Levy	Caroline Zimmerman
<b>Staff Liaisons</b>		
*Dave Weiss		
*Tara Peña		

Guests:

Jody Nickerson, Guest

Greece Butte, Executive Assistant to Tara Peña, Chief of Family & Community Partnerships

Lisa Relou, Chief of Staff

Ty Young, Assistant Director, Strategic Initiatives

Agenda:

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- Welcome and Introductions and Approval of Agenda and Minutes
- Boundaries Study
- Bylaws
- FSCP Update
- SAC Survey Presentation/Discussion
- Closure Discussion
- Adjournment

Actions:

Action	VOTE: DAC Bylaw Changes 2 changes voted and approved
Action	Adjournment DAC adjourned by unanimous consent at 8:26 p.m.

Notes:


Information	<b>Welcome and Introductions</b> Therese Rednor, DAC Chair welcomed members to the meeting.
Information	<p><b>Boundaries Study- Lisa Relou</b></p> <p>Presentation on the current status of the boundary study as commissioned by the Phase II ROFTS resolution. With the expectation that district enrollment will decline for the next three to five years, articulation area and school boundary adjustments are being studied. 91% of students are captured by the district. The goal is the greatest gain for the fewest number of affected students. Few changes are anticipated for recommendation in the 2024-2025 school year. Choice behavior is a significant contributor to uneven footprint across Jeffco, with parents not abiding by their school boundaries. Parent enrollment questionnaires yielded no single driver of choice enrollment. While parents report programming as a strong driver behind enrollment, it requires additional resources and additional studies have not reflected programming as a significant driver. One of the considerations to be evaluated for choice management to create a more sustainable footprint is choice caps at schools with more than 100% enrollment. Focus groups are being established to determine response to choice management options.</p> <p>Q: Why aren't there existing caps? A: principals establish choice spots based on capacity and budget.</p> <p>Q: Why is there a gap between parent responses that programming is a significant enrollment driver, and assertions to the contrary? A: Materials will be presented at the upcoming board study session.</p> <p>Q: What will the effect of choice caps be in light of the poor track record of capturing students from closing schools into the schools they were designated for, and the large percentage of the district that choices into their current schools? A: that will be studied in the focus groups.</p> <p>Materials:  <a href="#">DUIP DAC Boundary Study Update_3_26_2024.pdf</a> </p>
Action	<p><b>Approval of Agenda and Minutes</b></p> <p>A quorum was established at 6:18.</p> <p><a href="#">2024.02.20_DAC February Meeting Minutes.pdf</a></p> <p><a href="#">2024.03.26_DAC Regular Meeting_March Agenda.pdf</a></p>
Information & Action	<p><b>Bylaws Review</b></p> <p>Section VIII.G.4. language clarified.</p>

	<p>Amendment of Bylaws changed from annual to every two year review, and mechanism to revise bylaws voted and approved. Section VII.C.4. language clarified.</p> <p>Discussion regarding term limits, per Board recommendation tabled for later discussion.</p> <p>Additional review will take place at the next DAC meeting. Board requested DAC recommendations be made to Superintendent, rather than the Board of Education directly.</p> <p>Materials: DAC Bylaws – revision_merged edits 2024.03.13.doc</p>
Information	<p><b>FSCP Update- Evie Hudak</b></p> <p>AAR Training scheduled for 7/30 5:30</p> <p>SAC Kickoff scheduled for 8/27 5:30-7:30- open to AARs, Principals and SAC Chairs (requested to attend at the last SAC meeting of the year)</p> <p>DAC Retreat scheduled for 8/6 5:30 – 8:30</p> <p>Areawide events were canceled due to conflict with board events. Upcoming events will include 3 meetings between AARs and SACs.</p> <p>Three upcoming BOE town halls:</p> <p>Reed 4/24 5:30 at Golden HS</p> <p>Parker 4/25 5:30 at Dakota Ridge HS</p> <p>Applegate 5/7 5:30 at TBD</p>
Information & Action	<p><b>SAC Survey Presentation/Discussion- Carrie Mumma</b></p> <p>Review of SAC Survey materials presented to the board by DAC members.</p>
	<p><b>Closure Discussion- Therese Rednor</b></p> <p>Encourage DAC applications as of 4/1- AAR positions and at large member positions open. Reminder to reapply for members completing their second year.</p>
Information & Action	<p><b>Adjournment</b></p> <p>DAC adjourned by unanimous consent at 8:26 p.m.</p>

## 2024-25 District Unified Improvement Plan Working Draft

	Culture of Instructional Excellence	Culture of Safety & Belonging
<p><b>Student Performance Priorities</b></p> <p>(Previously called Priority Performance Challenges)</p>	<p>Not all student groups are experiencing greater than 50th percentile academic growth on ELA and Math district/state assessments to close opportunity gaps</p> <p>CDE's District Performance Framework has identified Jeffco's secondary ELA and math achievement as "approaching" state expectations.</p> <p>Disproportionate graduation and dropout rates persist for several student groups, including special education, multilingual learners, and Hispanic students</p>	<p>About half of elementary and one-quarter of secondary respondents report favorable school engagement on the district-wide student perception survey. School belonging perceptions are also low (20th percentile for secondary/30th percentile for elementary)</p> <p>Attendance rates have dropped 4-percentage points over the past four years</p> <p>Significant increase in the demand for mental and behavioral health supports across all schools as evidenced by the Self-Management domain on the SSIS SEL was low for students in PK-2nd grade.</p> <p>Disproportionate discipline referrals for students of color, males, and students receiving special education services</p>
<p><b>Targets</b></p> <p><i>For all targets, include disaggregated student groups based on identified needs. Note that targets will be specific once end of year data become available</i></p> <ul style="list-style-type: none"> <li>• Achievement targets typically increase by 5 percentage points</li> <li>• Academic growth targets increase to 55th median growth percentile</li> </ul>	<ul style="list-style-type: none"> <li>• Increase students reading on grade level by the beginning of 3rd grade</li> <li>• Increase mathematics proficiency at 5th and 8th grades</li> <li>• Increase 9th grade students on track to graduate by the end of freshman year with a minimum of 6 credits and graduation rates/demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>• Increased favorable responses for student perception of belonging and engagement at their school (district survey)</li> <li>• Increased average daily attendance</li> <li>• Increased graduation rates and decreased dropout rates by student groups</li> <li>• Increase Self-Management skills for students in PK-2nd</li> </ul>

## 2024-25 District Unified Improvement Plan Working Draft

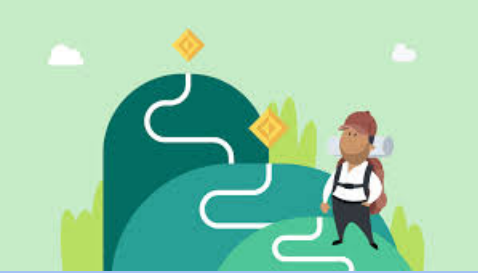
		grade	
Root Causes	<p>Varying levels of implementation and use of core curriculum resources</p> <p>Insufficient expertise in meeting the learning needs and monitoring the progress of all student groups</p> <p>Multi-year effort needed to modernize data culture, including data literacy training, dashboard development, IT infrastructure, and data governance.</p> <p>Inconsistent approach to collaborative teaming for instructional improvement</p>	<p>Lack of systemic approach to cultivate and strengthen student and family belonging and engagement with a growth mindset</p> <p>Varying levels of school implementation of the 2023-24 district-wide discipline expectations</p> <p>Limited resources, lack of awareness, and variability in implementing evidence-based practices contribute to gaps in student mental and behavioral health support systems.</p> <p>Variability in the implementation of evidence-based Multi-tiered System of Supports (MTSS) practices</p>	
	Culture of Instructional Excellence	Culture of Safety & Belonging	
	Major Improvement Strategies (MIS)		
	<p><b>MIS 1:</b> Monitor &amp; strengthen the instructional core for all students and student groups through the <b>strategy of unit/lesson internalization</b> by:</p> <ul style="list-style-type: none"><li>Continuing to implement and internalize <b>district-approved curricular</b> resources</li><li>Teaching at <b>Colorado Academic Standards (CAS) grade level expectations</b></li><li>Using <b>evidence-based instructional practices</b> to meet the learning needs of all student groups (namely, high expectations, strong instruction,</li></ul>	<p><b>MIS 2:</b> Enhance a <b>culture of data literacy</b> by:</p> <ul style="list-style-type: none"><li>Ensuring that <b>collaborative structures</b> have weekly dedicated and structured time for shared data analysis and instructional planning with both academic and social-emotional learning</li><li>Using multiple data sources/dashboards to <b>monitor Jeffco Thrives indicators</b> and review student progress toward CAS grade level expectations</li><li><b>Embedding data camp and</b></li></ul>	<p><b>MIS 3:</b> Expand a <b>culture of safety &amp; belonging</b> by:</p> <ul style="list-style-type: none"><li>Implementing <b>asset-based approaches</b> in teaching, learning, and discipline</li><li>Providing training and support to increase <b>student engagement</b> and adjust interventions</li><li>Investing in evidenced-based <b>social-emotional, behavioral and mental health supports</b> to attend to needs of the whole child</li><li>Enhancing <b>family partnership</b></li></ul>

## 2024-25 District Unified Improvement Plan Working Draft

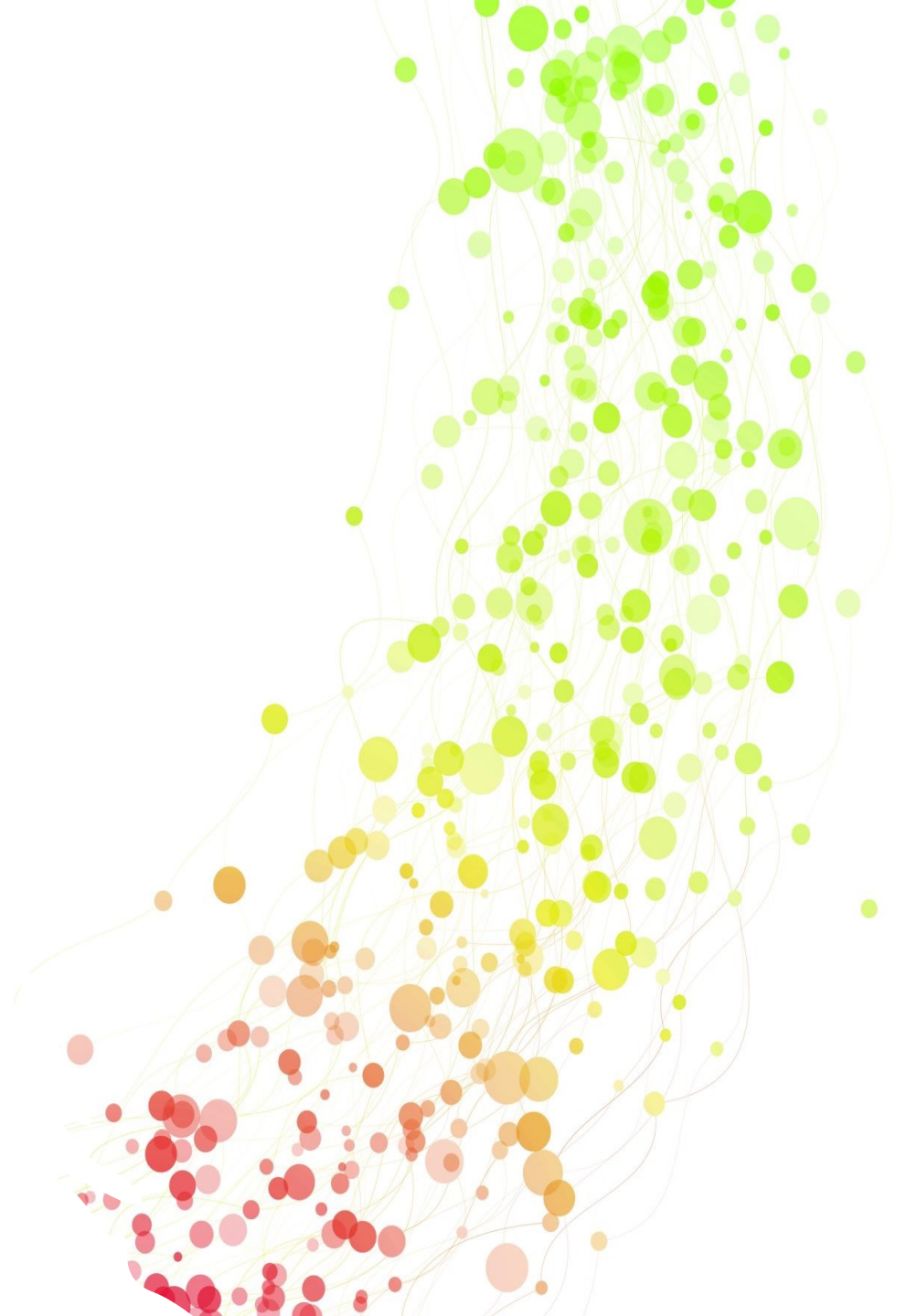
	<p>student engagement and grade level assignments)</p> <ul style="list-style-type: none"> <li>Incorporating regular focused <b>observation/feedback cycles</b> aligned to deepening lesson internalization</li> </ul>	<p><b>literacy competency learning</b> into relevant staff PL and monitor application in PLC's</p>	<p><b>and support structures</b> and two-way communication strategies</p>
	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>Districtwide professional learning for all central/school academic leadership teams in unit/lesson internalization throughout the school year</li> <li>School leadership teams model and support unit/lesson internalization for educators</li> <li>At district, school, and classroom levels, monitor implementation of student learning and implementation of best instructional practices with a focus on k-3 literacy using science of reading training, the middle school accelerator project TNTP, and high school reimagined with Jeffco's resume of a graduate (durable skills)</li> <li>At district, school, and classroom levels, train on three key universal strategies to support multilingual learners and monitor student learning progress to adjust instruction.</li> <li>Multi-tiered System of Supports (MTSS) framework used to support student engagement and success in academics. For students who need additional support,</li> </ol>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>Districtwide professional learning for all central and school academic leadership teams in effective collaborative structures throughout the school year</li> <li>All schools will create the conditions for effective collaborative structures that empower teachers to team up to improve student learning beyond what any one of them can achieve alone</li> <li>Districtwide professional learning for all central and school academic leadership teams to understand the use and application of district data dashboards and data literacy competencies</li> <li>All schools design a school improvement plan (UIP) that commits to implementing Jeffco Thrives 2025 initiatives</li> <li>Academic and Operational Leadership Teams engage in bi-monthly data analysis sessions to progress monitor key Jeffco Thrives metrics</li> </ol>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>All schools implement a Proactive Behavior Support Team (PBST) with supported training aligned to school-wide goals and evidence-based strategies.</li> <li>Multi-tiered System of Supports (MTSS) framework used to support student engagement and success in academics and social, emotional, behavioral skills. For students who need additional support, interventions are matched to student need, implemented with fidelity, and progress monitored.</li> <li>District/schools will review student and family feedback (e.g., perception surveys, forums/meetings, informal feedback, etc.) and create shared approaches to address need areas with concrete strategies             <ol style="list-style-type: none"> <li>Recommended action step: regular listening sessions with students to monitor student belonging</li> </ol> </li> <li>Jeffco's discipline matrix consistently guides disciplinary</li> </ol>



## 2024-25 District Unified Improvement Plan Working Draft

	<p>interventions are matched to student need, implemented with fidelity, and progress monitored.</p>		<p>decisions districtwide</p> <p>5. Consistent utilization of Over the Phone Interpretation to communicate with families in their native language</p>
	<p><b>Implementation Milestones:</b></p> <ul style="list-style-type: none"> <li>• Monthly walk-throughs by school and central leadership to monitor implementation of core instruction quality and student engagement/belonging with feedback to educators for improvement</li> <li>• Weekly professional learning communities where educators review student academic progress</li> </ul>	<p><b>Implementation Milestones:</b></p> <ul style="list-style-type: none"> <li>• School and central-based leadership teams are trained in using data dashboards and data literacy competencies in July/August 2024</li> <li>• Data/UIP professional learning and support sessions for school leaders</li> <li>• Resources (such as protocols and procedures) created, shared and monitored for use in supporting data analysis throughout school-based learning communities</li> </ul>	<p><b>Implementation Milestones:</b></p> <ul style="list-style-type: none"> <li>• School and central leaders monitor attendance and behavior data monthly</li> <li>• PBST meets at regular intervals (i.e., bi-weekly or monthly)</li> <li>• Districtwide training for all educators in alignment with JCEA negotiated agreement Article 22</li> </ul>

# Enhancing Communication in the District Accountability Committee



## Objective

To improve communication within the District Accountability Committee (DAC) and between the DAC and local School Accountability Committees (SACs) to facilitate effective information sharing and collaboration.





# Four Golden Rules of Communication

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1. Put some humor IN it.
2. Put some heart into captivate people's emotions.
3. Put some hop in to inspire.
4. Put some help in to meet the needs of others.

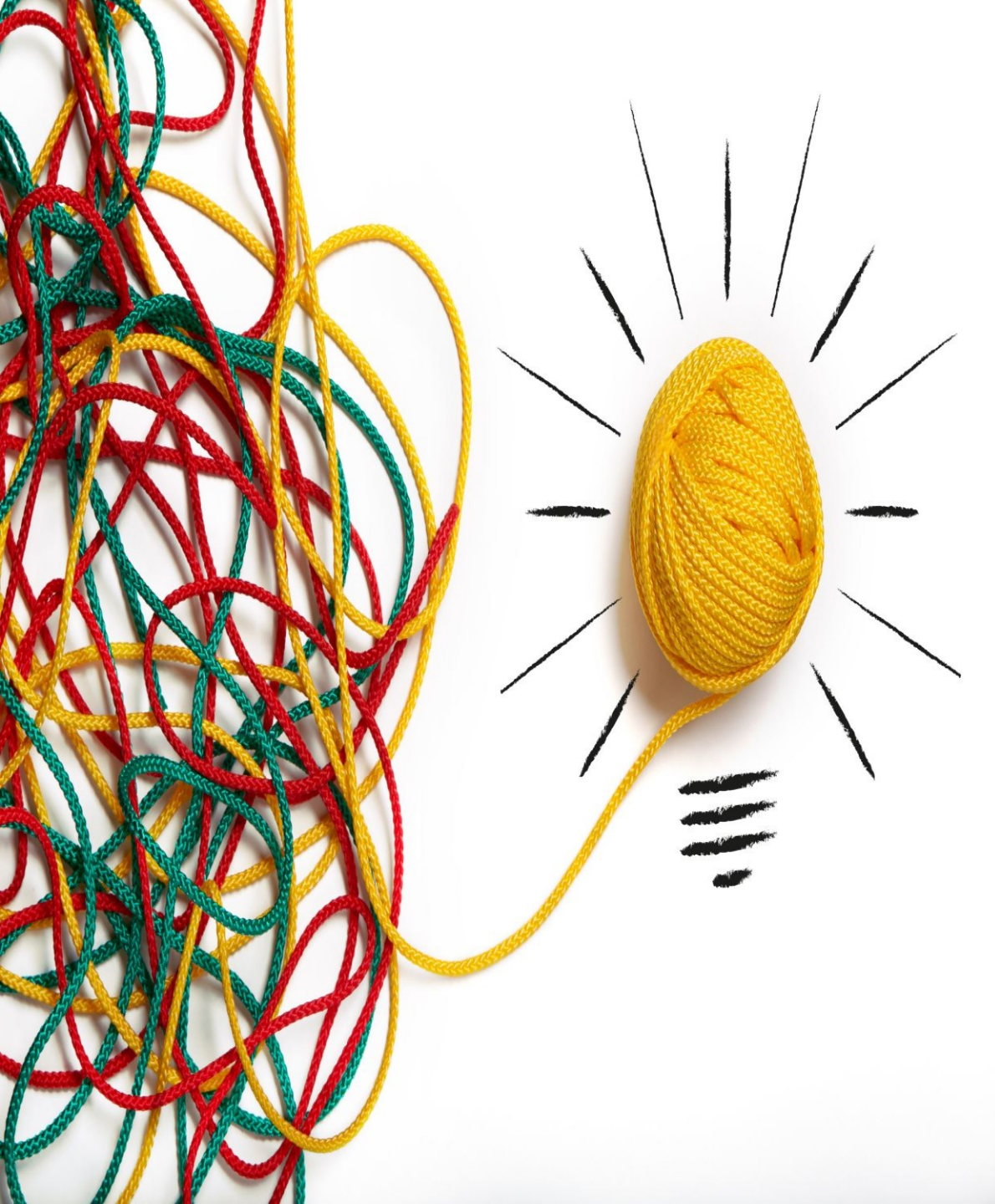


# Identifying Communication Concerns

## Exercise One

- What are the current communication challenges faced by the DAC?
- Are there any specific areas where communication breakdowns occur?
- How do these challenges impact the effectiveness of the DAC?





## Exploring Communication Tools

### Exercise Two

Brainstorm suggests:

- Discuss various communication tools or platforms that can enhance communication within the DAC.
- Discuss various communication tools or platforms that can enhance communication between DAC and School SACs.

Tools may include email, instant messaging apps, project management software, video conferencing platforms, etc.





# Define Our Best Practices for Information Sharing

- Participants will be divided into small groups.
- Each group will identify two best practices for receiving information from the DAC and sharing it with their respective School SACs.
- Examples may include establishing clear communication protocols, using a centralized repository for documents, setting regular update meetings, etc.

# Best Practices for Returning Responses

- Group Discussion: Each group will share their identified best practices for returning responses to the DAC.
- Emphasis on timeliness, clarity, and accountability in responses.





# Next Steps

- Action plans will be drafted to outline specific steps, responsibilities, and timelines for implementing the identified improvements.
- Action Plan Shared with the DAC
- Ask for a team to help with the implementation.

# Jeffco District Accountability Subcommittees

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# DAC DUIP Subcommittee DUIP = District Unified Improvement Plan

Analyzes achievement and testing data to advise the DAC on recommendations about components of the DUIP and its alignment with the district's strategic plan (Jeffco Thrives).

# DAC Budget Subcommittee

Analyzes district financial information on recommendations about budget priorities and distribution of federal funds.

DAC FSCP  
Subcommittee  
FSCP = Family  
School  
Community  
Partnerships

Plans annual trainings at beginning of year (AARs, SACs, DAC); makes recommendations about improving FSCP in the district; supports AARs and SACs.

# DAC Charter Review Subcommittee

Reviews charter school applications and renewals.  
Directly advise the DAC on community  
recommendations around charter approvals or  
renewals.

***Meets as needed when charter applications or  
renewals are received by the district.***

# Articulation Area Representatives (AARs)

- AARs are the voice of local schools on the DAC
  - to work with SACs and principals to form a dialogue between DAC and the SACs.
  - 2 representatives for each high school articulation area
  - 3 representatives for charter schools
  - 2 representatives for option schools
- AARs are expected to work closely with their schools' SACs to share information and communicate needs to DAC.

# Appendix





# Resource Links

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- Jeffco SACs and DACs Resources: [District Accountability Committee - Jeffco Public Schools](#)
- Enrollment Dashboard: [Microsoft Power BI](#)
- Articulation Area & Maps: [Articulation Areas & Maps - Jeffco Public Schools](#)
- [School Insights: Articulation Areas & Maps - Jeffco Public Schools](#)
- Jeffco Thrives: [Regional Opportunities for Thriving Schools - Jeffco Public Schools](#)
- Title 22: [-crs2016-title-22.pdf \(colorado.gov\)](#)
- CDE SACs and DACs Resources: [School and District Accountability Committees \(SACs and DACs\) | CDE \(state.co.us\)](#)



# HELP: What the heck is that acronym?!?

- **DAC** - District Accountability Committee
- **SAC** - School Accountability Committee
- **AA** – Articulation Area
- **AAR** - Articulation Area Representative
- **UIP** - Unified Improvement Plan
- **SPF** – School Performance Framework
- **SBB** – Student-Based Budgeting
- **SPED** - Special education
- **IEP** - Individual Education Plan
- **SEL** - Social/emotional learning
- **FEL** – Family Engagement Liaison
- **GT** - Gifted and talented
- **AP** - Advanced Placement
- **ALP** - Advanced Learning Plan
- **IB** - International Baccalaureate
- **FRL** - Free/reduced lunch
- **ELL** - English language learner
- **ESL** - English as Second Language

## Jefferson County School District R-1 District Accountability Committee (DAC) Bylaws

### I. Name

The official name of the organization shall be the Jefferson County School District R-1 District Accountability Committee (DAC).

### II. Definitions

- A. Articulation Area Representative means a Parent Member appointed to represent one of the articulation areas, charter schools, or option schools.<sup>1</sup>
- B. At-Large Member means a Member who is appointed by the Board of Education and is not assigned to represent an articulation area, charter schools, or options schools.
- C. Executive Committee means the DAC Chair, the DAC Vice Chair, DAC Secretary, the AAR Coordinator, the district administrative designee(s), and the chairs of the standing subcommittees in section V II.A.B.
- D. Member means any person defined in section IV(A).
  - 1. Parent Member means any Member who is a child's biological parent, adoptive parent, or legal guardian or another adult person recognized by the child's school as the child's primary caregiver of a student attending Jefferson County Public Schools at the time of appointment.
  - 2. An employee of the district may not serve as a Parent Member.
- ~~E.~~ Unexcused absence means an absence from a DAC meeting for which the absent Member has not notified the Chair and/or the district administrative support staff to the DAC.
- ~~F.~~

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### III. Purpose and Role

The purpose of the DAC is to serve in an *advisory role* to the Jefferson County Board of Education (BOE). The DAC advises the BOE on matters related to budget, improvement priorities, student achievement, and parent and community engagement. Specifically, the DAC shall fulfill the duties of a school district accountability committee as defined in Colorado Revised Statutes, Section 22-11-301, et seq. Per statute, the DAC has the following powers and duties:

- A. Recommend to the BOE priorities for spending school district money.
- B. Make reasonable efforts to consult in a substantive manner with School Accountability Committees (SACs) in the district regarding spending priorities.
- C. Advise the BOE concerning preparation of the district's annually submitted

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<sup>1</sup> Parents are not eligible if related to a person employed by the district where 'related' or 'relative' means a person's spouse, son, daughter, sister, brother, mother or father. See C.R.S. 22-11-301(2)(c).

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performance, improvement, priority improvement or turnaround plan (whichever is applicable).

- D. Make reasonable efforts to consult in a substantive manner with School Accountability Committees (SACs) in the district regarding school performance, improvement, priority improvement and turnaround plans.
- E. Discuss at least quarterly whether district leadership, personnel, and infrastructure are advancing or impeding implementation of the district's performance, improvement, priority improvement, or turnaround plan (whichever is applicable).
- F. Review ~~initial~~any charter school application(s) received by the BOE and renewals as requested by the BOE, and submit recommendations to the BOE on said applications(s).
- G. Provide input to the BOE concerning the creation and enforcement of its school conduct and discipline code.
- H. Consider input and recommendations from the district's SACs to facilitate the evaluation of the performance of district principals.
- I. Provide input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.
- J. Assist district staff or school personnel to increase parent engagement, including but not limited to:
  - 1. Implementing the district's parent engagement policy.
  - 2. Increasing parents' engagement with educators, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans (ICAP) and plans to address habitual truancy.
  - 3. Helping increase community awareness of the district strategic plan and the school/district improvement processes.
- K. Determine at least annually and cooperatively with the BOE, additional areas and issues of study and recommendation to the Board that the DAC shall focus on for the year.
- L. Report to the BOE, at least two times per year, or more frequently as may be requested by the BOE, on the work of the DAC.
- M. Each year, deliver to the BOE a report on the following:
  - 1. The percentage of students who are college and career-ready.
  - 2. How Jefferson County compares with other districts in the area.
  - 3. Critical obstacles hindering more rapid improvement of student achievement results.
  - 4. Recommendations for what should be done to overcome those obstacles.

#### IV. Membership

- A. The DAC comprises the following Members approved by the Board of Education:
  - 1. The Articulation Area Representatives nominated by the Superintendent:
    - a. Up to ~~Thirty~~thirty-Three-four (34) parent/guardian representatives, to the extent practicable two (2) parent/guardian representatives will have

DAC approved ~~2/16/16~~March 26, 2024, rev. 11.15.16

- ~~students in from and representing~~ each of the district's seventeen (17) articulation areas.
- b. Three (3) charter school ~~parent representatives~~parents.
  - c. ~~Two~~One (2) option school ~~parent representatives~~parent.
2. At least one (1) and up to three (3) teachers, with effort made to represent each grade band: K-5, 6-8, 9-12, ~~as recommended by Jefferson County Education Association (JCEA) may recommend teachers, however, -~~  
~~Both~~Both members and non-members of ~~Jefferson County Education Association (JCEA)~~ are eligible.
3. At least one (1) and up to ~~four~~three ~~three~~(3) building-level administrators employed by Jeffco Schools, with effort made to represent each grade band, and at least one of which is with a charter school.
4. One (1) Jeffco charter school administrator.
- ~~3-5~~5. Up to ten (10) at-large representatives, with effort made to represent diversity of stakeholders.
- ~~4-6~~6. At least one ~~business~~ business community representative.
- ~~5-7~~7. One (1) Jeffco PTA member, as recommended by Jeffco PTA.
- ~~6-8~~8. One (1) classified staff member employed by Jeffco Schools, ~~Jeffco Education Support Professionals Association (JESPA) may~~  
~~as recommended by JESPA classified staff, however, -~~Both~~Both~~ members and non-members of ~~Jeffco Education Support Professionals Association (JESPA)~~ are eligible.
- ~~7-9~~9. The Superintendent and/or the Superintendent's designee(s) (non-voting).
- B. By statute, Members approved by the BOE shall, to the extent practicable, reflect the student populations that are significantly represented within the district. This may include:
- 1. Students who are non-Caucasian
  - 2. Students eligible for free and/or reduced-cost lunch
  - 3. Students who are English language learners
  - 4. Students who are migrant children
  - 5. Students identified as students with disabilities
  - 6. Students who are identified as gifted children
- ~~C. Only one (1) Member of the DAC may be a concurrent member of the Jefferson County School District's Strategic Planning Advisory Council (SPAC).~~
- ~~D.C.~~C. Duties of Members
- 1. Attendance at all scheduled DAC meetings, ~~and all assigned subcommittee meetings. In the event a~~Any Member who cannot attend a meeting, ~~he/she~~ should communicate such absence in advance to either the Chair and/or the district administrative support staff to the DAC~~or to the subcommittee chair.~~
  - 2. ~~Participation on at least one subcommittee and/or service as an elected DAC officer or as DAC liaison to another organization.~~All DAC members may serve on subcommittees.

3. Service as a liaison to the stakeholder group that Members were appointed to represent, if applicable.
4. Compliance with these bylaws.
5. Compliance with the Code of Conduct.

E.D. **Terms of Members**

1. The term of any Member appointment shall be two (2) years. Midyear appointees shall serve the remainder of the 2 year term. Members' terms shall begin upon the appointment of the Board of Education at the close of the final meeting of the Committee of the Whole of the academic year in which they are appointed, unless the BOE directs otherwise.
2. Members shall not be precluded from being reappointed and serving consecutive terms as long as they continue to meet the requirements of membership as defined above.

2. \_\_\_\_\_

~~F.E.~~ **Resignation** Any ~~if a~~ Member who is unable to fulfill the duties of membership, or no longer meets the eligibility requirements of their role, must resign but may apply for another role of suitable eligibility, he/she and should provide a letter of resignation to the Chair, who shall notify the BOE.

**F. Removal**

~~1. Two~~ The Executive Committee may recommend to the BOE that members with two (2) unexcused absences from DAC meetings per year by a Member be removed shall be considered a resignation.

~~G.2.~~ The Committee-as-a-Whole may, ~~also recommend to the BOE,~~ with a two-thirds majority achieved by secret blind ballot, removal of a Members, ~~deemed after two a warnings from the committee-as-a-whole~~ Executive Committee, to not be in for non-compliance with the Code of Conduct.

~~H.G.~~ **Replacement** If a Member resigns or is removed, the Executive Committee shall advise the BOE and a replacement shall be nominated and appointed through the process specified in the membership section (IV.D.1.IV). The replacement shall serve a the remainder of the two year term as per IV.~~D.E.~~1.

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**V. Committee Officers**

**A. Officer Positions**

1. The DAC has two officers: The Chair and the Vice Chair. The officers shall be Parent Members elected by the membership of DAC annually, in the final meeting of the academic year. The officers shall be selected from the Parent Members of the DAC.
2. **Term** The officers shall each serve a one-year term in their respective roles. No one shall be prohibited from running for consecutive terms.
3. **Duties of the Chair** The DAC Chair:
  - a. Ensures that committee efforts and membership meet statutory requirements.
  - b. Ensures pPlanning of s annual meeting calendars and monthly meetings.
  - c. Receives and relays requested agenda items from Members and subcommittees.
  - d. Ensures that calls are issued for meetings of the DAC.
  - e. CDevelops and communicates norms for use in DAC meetings.
  - f. Presides over DAC meetings.
  - g. Ensures that minutes of all DAC meetings are recorded, including attendance and records of votes, and are made available to Members.
  - h. Ensures that a membership list, including statutory roles of individual Members and contact information, is kept and made publicly available; and ensures that processes exist for other

committee correspondence, as necessary.

- i. Ensures that subcommittees are representative of the Committee-as-a-Whole and have sufficient Members to conduct their work.
- j. Ensures that SAC Chair training ~~sessions are~~is conducted.
- k. Coordinates committee and subcommittee reports to the BOE.
- l. Coordinates the DAC's activities with administrative support from the Jefferson County School District.
- m. ~~Coordinates Annually annual~~ review ~~of~~s bylaws with the Executive Committee and ~~presentations same~~ to membership.
- n. Ensures that the public DAC web page is maintained.
- o. Appoints a Member to determine eligible votes and distribute ballots for an officer election for which the Vice-Chair is unable to do so.
- p. ~~Appoints a~~Administers a vote for a member to serve as the Secretary, who will take minutes of the meetings of the Executive Committee and the Committee-of-the-Whole.

#### 4. Duties of the Vice Chair

- a. Shall be responsible for the duties of the Chair in his/her the Chair's absence.
- b. In the event the Chair resigns, shall assume the duties of Chair.
- c. Ensures that a quorum is present at meetings and for votes.
- ~~d. Ensures, where necessary, that records of subcommittee meetings are kept and made available to Members.~~
- ~~e. Ensures that public comment is received, recorded, and made available to DAC Members.~~
- f.d. Ensures that bylaws are maintained and that Members' suggestions for bylaws changes are recorded for later discussion, and leads discussion of bylaws ~~annually~~.
- ~~g.e.~~ Ensures that electronic files and records of DAC are maintained in an accessible archive.
- h.f. Determines eligible votes and distributes ballots for officer elections, unless the Vice Chair is running for the office for which the election is being held.

B. **Election** During the final DAC meeting of each school year, a new Chair and Vice Chair shall be elected by a vote of the DAC Members. Nomination forms for each position shall be accepted following the April DAC meeting. Forms shall be made available on the DAC web page.

- 1. Current DAC Parent Members may submit applications for each position.
- 2. The Chair shall be elected by a vote of the Members, as credentialed by the Vice Chair. Proxy and absentee ballots are not permitted.
- 3. Members appointed by the Chair shall count the ballots. Whomever is



determining the number of eligible ballots shall not count them. No one running for election shall count ballots.

4. The Member receiving a majority of the ballots cast shall be elected.
5. If no candidate receives a majority of the ballots cast, the candidate receiving the smallest number of votes shall be eliminated, and another ballot shall be held between the remaining candidates. If two or more candidates are tied for the smallest number of votes, a rebalot of the Ceommittee-as-a-Wwhole shall decide which single candidate shall advance to the next ballot. If two or more candidates are tied after two voting rounds, after and all other candidates are eliminated, the winner shall be determined by a coin flip.

5.—

#### VI. Executive Committee

- A. The members of the Executive Committee shall be as defined in II. C.
  1. The Secretary and AAR Coordinator shall be elected using the same procedures in V.B.
- B. The Executive Committee shall coordinate with the district administrative designee(s) and any other District staff necessary to determine the annual calendar and to assemble and propose meeting agendas.
- C. The Executive Committee shall conduct any necessary DAC business arising between meetings of the DAC.

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#### VII. Standing Subcommittees:

- ~~VI.A.~~ Standing subcommittees of DAC shall be the Executive Committee, Budget Subcommittee, District Unified Improvement Plan Subcommittee, Family School Community Partnership Subcommittee, and Charter School Review Subcommittee. Additional subcommittees may be formed from the membership as the Ceommittee-as-a-Wwhole deems necessary. Subcommittees shall take up new business matters committed by the Ceommittee-as-a-Wwhole and must report matters back to the Ceommittee-as-a-Wwhole.
- A. ~~Executive Committee~~ The Executive Committee shall coordinate with the Superintendent or Superintendent designee and any other District staff necessary to determine the annual calendar and to assemble and propose meeting agendas. The Executive Committee shall conduct any necessary DAC business arising between meetings of the DAC.
- B. **Other Subcommittees** Each subcommittee noted below shall report to the full DAC at least annually and prior to any communication with the BOE regarding recommendations or advice on behalf of the DAC. ~~Subcommittee meetings shall be posted on the DAC web page.~~ Each subcommittee's reports to the full DAC shall be posted on the Jeffco Public Schools DAC web page.
- ~~B.C.~~ Each subcommittee chairperson shall be elected identify by procedures in V.B. a chairperson ~~shall~~ be the key individual accountable for managing and reporting on the subcommittee's work and for maintaining communication with

the DAC Chair. Each subcommittee shall appoint a vice chair at the beginning of the academic year.

1. Budget/Finance. This subcommittee shall work to comply with the DAC requirement of recommending to the BOE priorities for spending school district money.
2. District Unified Improvement Planning (DUIP). This subcommittee shall support the DAC's responsibility to comply with submitting recommendations to the BOE concerning preparation and implementation of the district's performance, improvement, priority improvement, or turnaround plan (whichever is applicable). The subcommittee shall provide regular updates to the full DAC per the DAC work calendar and lead full committee reviews of the DUIP.
3. Family ~~/~~School ~~/~~Community Partnership (FSCP). This subcommittee shall work to increase parent engagement in the district by providing input and recommendations to district staff or school personnel regarding:
  - (a) The district's parent engagement policy.
  - (b) Efforts to increase parents' engagement with educators, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans (ICAPs), and plans to address habitual truancy.
  - (c) Increasing community awareness of the district strategic plan and the school/district improvement processes.
  - (d) Efforts to increase parent engagement on school accountability committees and on the district's Family-School Relationships Survey.
4. Charter School Review.
  - (a) This subcommittee shall have responsibility for reviewing charter school initial applications and report findings to the full DAC.
  - (b) The subcommittee shall have responsibility for reviewing and renewals applications as requested by the BOE as needed and reporting findings to the full DAC.
- ~~4.5.~~ Per statute, the full DAC shall determine recommendations to the BOE on charter applications ~~and renewals~~. At least one subcommittee Member shall serve on the District Charter Review Committee. -The membership of this subcommittee shall include an AAR representing charter schools and the charter school administrator.
- ~~5. Articulation Area Representatives. They shall meet as necessary to conduct business as specified in the District Accountability Committee orientation.~~
6. Additional Subcommittees. Additional subcommittees may be identified by the Executive Committee, as needed, to fulfill the responsibilities of the DAC.

## ~~VII.~~VIII. Meetings

### A. Meetings of the Committee-as-a-~~W~~hole

1. A minimum of six (6) meetings of the ~~e~~Committee-as-a-~~W~~hole shall be held monthly from September through May, except during the month of December, at the Jefferson County School District office, unless otherwise specified. The Chair, the Executive Committee, or a majority of the Members may call additional meetings.
2. Dates of meetings shall be provided in public announcements and made available to the public. All meetings shall be open to the public.
3. The Chair may use unanimous consent to guide decisions during meetings. Voting may be used when an issue has received a motion and a second. Absentee ballots and proxies are not permitted. Only DAC Members may vote.

B. **Training Meeting** The DAC shall sponsor a meeting every year in the fall with all SAC Chairs and school principals. This meeting shall focus on providing supports for SACs and training, expectations, and opportunities to participate in DAC, including meeting dates.

### C. Subcommittee Meetings

1. The subcommittee chairperson shall call subcommittee meetings.
2. Subcommittees shall meet within the first two months of the school year to establish meeting cadence and scope of work, and subsequently as needed.
3. The subcommittee chairs shall provide notice for subcommittee meetings.
4. The subcommittee chairs shall ensure, where necessary, that applicable records of subcommittee meetings are kept and made available to Members.

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D. **Notice of Meetings** The schedule for regular meetings of the Committee-as-a-~~w~~Whole shall be established at the beginning of the school year. A notice of each DAC meeting shall be provided to each Member of DAC not less than four (4) days prior to the meeting, and simultaneously shall be posted on the DAC web page. ~~The Vice Chair shall ensure the meeting agendas for meetings of the DAC, including previous notice of motions to adopt committee reports to the BOE, are posted on the DAC website, and shall ensure that the meeting agenda is sent via email notification to all DAC Members, all BOE members, and appropriate administration officials four (4) days prior to the meeting. The subcommittee chairs shall provide notice for subcommittee meetings in accordance with any officially adopted rules of the individual subcommittees.~~

E. **Quorum** Proper notice having been given, the Members present shall constitute a quorum in order for information to be shared and for discussions to take place during a DAC meeting. A quorum of at least half of the current membership and at least one DAC officer must be present in order to conduct DAC business that requires a vote.

#### F. Minutes

Meeting minutes shall be recorded by the Secretary and posted to the DAC web page.

#### G. Representation of DAC Advice

1. As an advisory committee to the BOE, the DAC shall follow ~~district policy BDF, "Advisory Committees to the Board", and Board Policy Policies GP-426, "Board Committee Principles," GP-7, "Committee Structure,"~~ and district policy KB Family School Community Partnerships.
2. The DAC is committed to fully representing the perspectives of the DAC Members. On matters for which a committee report is generated by the DAC for the BOE, it shall be reviewed and approved by vote at a DAC meeting before it is provided to the BOE. DAC Members shall not represent their own opinions as those of the ~~Committee-as-a-Whole~~.
3. Any two (2) or more DAC Members may together author and submit a Dissenting Opinion, provided that they voice that Dissenting Opinion at the DAC meeting either verbally or in writing, if they cannot be present at the meeting, so that the entire DAC Membership has an opportunity to consider the Dissenting Opinions at the time the DAC is discussing the issue at hand and prior to voting. Dissenting opinions may pertain to the entire Committee Report/Motion and/or only portions of the Committee Report/Motion. Any Dissenting Opinion shall set forth the rationale for the Dissenting Opinion and shall be submitted via email to the DAC committee-as-a-whole and the DAC Chair for inclusion in the DAC Report to the BOE within one (1) week of the adoption of the Committee Report/Motion by the DAC; however, if the BOE meeting in which the Committee Report/Motion is being presented by DAC occurs within one (1) week of the DAC adoption of the Committee Report/Motion, then the deadline for submitting the Dissenting Opinion shall be shortened to no later than twenty-four (24) hours after the conclusion of the DAC meeting where the DAC membership voted to approve the Committee Report/Motion.
4. ~~Subcommittee reports shall be reviewed and discussed at a DAC meeting before they are provided to the BOE. Subcommittee Members may not present findings directly to the BOE without approval by the committee-as-a-whole. Nothing from subcommittees can be presented direct to the BOE without approval by the Committee-as-a-Whole.~~
5. Only the Chair or the Chair's designees shall present reports and/or recommendations to the BOE on behalf of the DAC. The Chair shall submit any majority and minority reports, together and without modification, to the BOE at the same time. ~~Time at the end of DAC meeting shall be provided for BOE member comments.~~

#### H. Meeting Agenda

1. The agenda generally shall be as follows:
  - a. Call meeting to order
  - b. Approval of agenda
  - c. Approval of minutes
  - d. Unfinished and new business
  - e. Optional BOE ~~c~~omment(s)
  - f. Adjournment

Except where these bylaws conflict, the meetings of the DAC shall be conducted in alignment with Robert's Rules of Order, Newly Revised Edition. Members may, by a two-thirds vote of those present, move to adopt different meeting rules for specific meetings.

#### **Amendment of Bylaws**

Bylaws shall be reviewed by the ~~C~~ommittee-as-a-~~W~~hole at least ~~every two years~~annually, ~~at which time~~ Members may make motions to revise the bylaws during scheduled DAC meetings. Bylaws revisions must be approved by a two-thirds majority of the Members present at the meeting.

All changes or amendments to these bylaws shall be presented to and approved by DAC Members before they can take effect, ~~before they can take effect, must be presented to the BOE for its approval.~~

Date Adopted: ~~September 20, 2016~~March 26, 2024  
Date Revised: ~~November 15, 2016~~March 26, 2024

DAC approved ~~2/16/16~~March 26, 2024, rev. 11.15.16



**JEFFCO**  
PUBLIC SCHOOLS

# **DAC DUIP Review**

**April 16, 2024**

# Agenda

- Review February DAC feedback
- Overview of new UIP format
- Preview [DRAFT 2024-25 DUIP](#)
- Feedback breakout sessions
- Timeline and next steps

# February DAC Mid-Year Review Feedback

## Bright spots

- DIBELS 8 progress
- MAP Accelerator & Lexia interventions
- All schools' UIPs consistently aligned to DUIP

## Focus Areas

- 9th graders off track to graduate
- Improve communication to DAC (share DPF, inconsistent curriculum implementation info)
- Supports for special education and multilingual learners
- Inequitable funding for schools to level playing field



# CDE's Streamlined UIP

## New format

- Layout reorganized to align with planning processes
- Clearer instructions included in template
- Reduced completion time
- Better navigation in online tool

## Changes

- Changed Terms
  - *Priority Performance Challenges* now *Student Performance Priorities*
  - *Implementation Benchmarks* now *Implementation Milestones*
- Removed
  - *Notable Trends, Brief Description, and Reflection on Prior Year Targets*
- Reorganized
  - *Annual Targets* moved to beginning of plan



# Student Performance Priorities

DRAFT

## Academic Excellence

- **Less than typical academic growth** in English and Math for traditionally underserved student groups
- **Secondary reading and math achievement “approaching”** state expectations on District Performance Framework
- **Disproportionate graduation and dropout rates** persist for several student groups





# Student Performance Priorities

DRAFT

## Culture of Safety and Belonging

- **Low school engagement/belonging** on the district-wide student perception survey
- **Decreasing attendance rates** - dropped 4-percentage points over the past four years
- Significant increase in **demand for mental/behavioral health** supports
- **Disproportionate discipline referrals**







# Root Causes

## Academic Excellence

- Varying use of core curriculum resources
- Insufficient expertise in meeting learning needs of student groups
- Multi-year effort to modernize data culture
- Inconsistent approach to collaborative instructional teaming

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# Root Causes

## Culture of Safety and Belonging

- Lack of systemic approach to student/family belonging and engagement
- Varying implementation of district-wide discipline expectations
- Limited resources, lack of awareness, and variability to support student mental and behavioral health
- Variability in implementation of evidence-based Multi-tiered System of Supports (MTSS) practices

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# Draft DUIP Targets



## Academic Excellence

- Increase students reading on grade level by the beginning of 3rd grade
- Increase mathematics proficiency at 5th and 8th grades
- Increase 9th grade students on track to graduate by the end of freshman year

## Culture of Safety and Belonging

- Improve student perception of belonging and engagement
- Increased average daily attendance
- Increased graduation rates and decreased dropout rates by student groups
- Increase Self-Management skills for students in PK-2nd grade

# Major Improvement Strategies

1. Monitor & strengthen the **instructional core**
  - Unit/lesson internalization strategy
  - Teaching at grade level expectation with research-based practices
  - Using evidence-based instructional practices to meet the learning needs of all student groups
2. Enhance a culture of **data literacy**
  - Data modernization with new online dashboards
  - Data Camp and data literacy competency training
3. Expand a culture of **safety & belonging**
  - Asset-based approach to meet student needs
  - Monitor student engagement
  - Physical, emotional, and mental health supports
  - Enhancing family partnerships

Changes

# DAC Feedback Activity

Ten minute rotations for three major improvement strategy groups

1. Monitor & strengthen the **instructional core**
  - Shayley Levensalor, Executive Director, Teaching & Learning
2. Enhance a culture of **data literacy**
  - Carol Eaton, Executive Director, Instructional Data Services
3. Expand a culture of **safety & belonging**
  - Matt Palaoro, Chief Student Success Officer
  - Tara Peña, Chief of Family & Community Partnerships



# DAC Feedback Activity

For each group, consider:

1. What **clarifications** do you need?
2. What **resonates** with you?
3. What **suggestions** do you have?

# Timeline & Next Steps

- 4/16: share draft DUIP with DAC
- 5/21: DAC provides preliminary approval to revised DUIP
- July/Aug: Share alignment with school UIPs
- Sept: DAC DUIP Subcommittee reviews revised DUIP
- Oct: Board approval
- 10/15: Submit to Colorado Department of Education



2024-2025 DAC Application Links

QR Code

