

JEFFCO PUBLIC SCHOOLS
DISTRICT ACCOUNTABILITY COMMITTEE
MEETING MINUTES – MARCH, 2025

Attendees: ~~Strikethrough~~ means did not attend.

~~At Large Member - VACANT~~	Cheryl Secorski	~~Eric Keoh~~	Jeff Baucum	~~Chatfield AAR - VACANT~~	Rob Applegate
~~Amanda Bryan~~	~~Gorky Guy~~	Erin Norton	~~Jessica Gregg~~	Laura Grims	Shannon Ryan
Amanda Gomez	~~Standley Lake AAR - VACANT~~	Evie Hudak	Julia Morgan	~~Bear Creek AAR - VACANT~~	Sara Kuntzler
~~Amy Ward-Bailey - resigned - VACANT~~	Crystal Marine	~~Giselle Arroyo~~	~~Conifer AAR - VACANT~~	Leslie Dennis	~~Columbine AAR - VACANT~~
Annie Contractor	David Alex	Greg Aigner	~~Karena Hamm~~	~~Option School AAR - VACANT~~	~~Therese Redner~~
Aubrey Allmond	Dawn Fritz	Hannah Hoong	Kate Otto	Mark Kirkemier	~~Charter School AAR - VACANT~~
~~Austin Long - At Large Member - VACANT~~	~~JCEA HS Rep - VACANT~~	Jaclyn Uttley	Katie Koivisto	Matthew Noll	
~~Jefferson AAR - VACANT~~	~~Diego Rodriguez~~	Jeanine Baird	~~Option Schools AAR - VACANT~~	Michele DeAndrea-Austin	
~~Gaitlin Fitzpatrick~~	Elizabeth Armstong	~~Jennifer Sweezey~~	Kaylie Weese	~~Michelle Kuenzler - resigned - Dakota Ridge AAR - VACANT~~	
~~Carsten Engebretsen~~	Emily Lubkert	Jennifer Wilson	Kim Bierbrauer	Monica Keegan	

Minutes By Agenda Topic:

1. Topic: Welcome and Approval of Agenda (5:30-5:35)

Materials:

- [February Minutes](#)
- [March Agenda](#)

Outputs/Outcomes

- Feb minutes and March agenda approved

2. Topic: Charter Subcommittee Update(5:35-5:40)

Contacts: Jeff Baucum, Charter Subcommittee Chair

Materials: None

Outputs/Outcomes

- Update:
 - Free Horizon Montessori Charter School Application - district recommended conversion to charter because option school wasn't working ideally for the district OR the school, invited application
 - DAC vote in April 2025
- Question: what's the difference between a charter and an option school?
 - Charters are governed by a board, admin stuff, like facilities, run by district
 - Option schools can have a quasi-board entity
 - For option schools, budgeting
- There WILL be an opportunity for the subcommittee to participate

3. Topic: SAC Support Action Planning Follow Up (5:40-6:00)

Contact: Trace Faust, District Facilitator

Structure:

- What have you been able to put into motion?
 - Working across committees - very constructive conversation, could be turned into a model (Crystal Marine)
 - Templates with a calendar, working with Budget, DUIP, FSCP - plan to share at SAC kickoff
- What barriers are you facing?
 - Sending presentations from DAC to SAC chairs - who should do it? When does it happen?
 - Not getting input from key players in the articulation area through the SAC survey
 - Innovations for survey input
 - Drive through line - SAC could collect, spend time creating an average of the input.
 - This means it's not one person's input, it's more representative of the school community
 - Helps people see their feedback in motion, closing the feedback loop a bit
 - Gamifying what SACs do to encourage participation
 - We ask a lot of schools and they don't get a lot out of it
 - CHILD CARE
 - David Alex - the PTA pays a teacher, \$75 for 90 minutes so that the parents/caregiver can participate
 - Reach out to the area HS and - reach out to National Honors Society students - they need community service hours anyway!
 - INTERPRETATION - AVAILABLE FOR FREE FROM SCHOOL!
 - MOVE TO VIRTUAL
 - In a middle schools community, people join from the soccer field!
 - Can reduce frequency to remove
- How can you revise your plan for the remainder of the school year?

Materials:

-  DAC Action Planning Worksheet.pdf
-  SAC Feedback Summary.pdf

Outputs/Outcomes

- Sister school pairing idea - to improve SAC effectiveness (Katie Koivisto)

4. Chronic Absenteeism (6:00-6:45)

- Previously requested data:
 - Requested data:
 - 1. 2 years of pre-COVID data
 - 2. Truancy data
 - ★ Demographic data breakouts for each
- Additional requested data/info/clarifications from the district:
 - What more information do you need to make good decisions?
 - Looking at the start of the rise in absenteeism, in 2013
 - Colorado academic standards had to align with Common Core standards - old curriculum didn't meet the standards
 - Can we look at the timing of discipline policy changes and if that correlates to absenteeism data?
 - Can we quantify discipline data to compare to chronic absenteeism?
 - Can we see relationships between the introduction of restorative processes have to do with absenteeism?
 - ★ Can you present the correlation of belonging data against chronic absenteeism data? Do we see lower attendance where belonging and safety scores are lower?
 - Has the calculation for chronic absenteeism stayed the same? In other words, have definitions changed the data output, or is it a true change in behavior?
 - What efforts are already underway, and which of these are district-wide and which are needing to be socialized/shared with other schools - Data on what current efforts work - how to expand

- Wrap-around services - access to transportation, counseling/mental health help
- How do bus cancellation rates affect absenteeism? Link this to the demographics in that school community with highest absenteeism rates
 - Can we break out refugee families?
- Does High School Reimagined/ Warren Tech/CTE have better attendance? Is it related to student confidence and self-esteem?
 - - Dakota, Chatfield, Columbine & Bear Creek are working to reimagine schools
 - - Align schedules to share classes to increase student choice
 - - Career Technical Education
 - - Increase student engagement and motivation, and confidence; but every kids is different
- Share any data that they have, even if it's "directional" data (not pure data) about causes of absenteeism
 - Info on why kiddos are absent
- What schools are doing the best post-COVID that we can look to as models? What is working that can be replicated?
- Is there a correlation between teacher absenteeism and student absenteeism? (related to belonging)
- School closures - are we seeing that the people who were at a closing school have higher rates of absenteeism (perhaps farther distance or another variable)
- ★ Look at the data by articulation area
 - - What are we losing in the process of this "traveling" and "experience" tendency?
 - - Do all schools offer before and after school care?
 - - How do we create a before and after care system that is consistent throughout the district? Offer options at middle/high too for kids that can't safely make it home by themselves.
 - - What kind of culture are we creating when we create these structures that are unworkable for families?
 - - What is the chronic absenteeism rates in the closing school areas?
 - - What is the absenteeism ratios broken down by type of school (I.e. elementary, middle, high and charter schools)
- Trends - demographics, seasonal trends, grade level trends
- Pre-change in start time tardiness
- Who are the high flights who need additional resources?
- Correlation between infinite campus - does the report of this on infinite campus and parents use it, does this lead to less absenteeism?
- School factors - bullying, threats
- Cross reference grades with absenteeism
- What is district policy with dealing with absence? (excused v. unexcused)
- ★ How is the Alameda pilot going?
- Stop sending home materials that enable absenteeism without penalty - chromebooks
- # of days at school (compare with other states)
- Comments
 - "Experience" value in our communities - parents don't understand the impact of being out optionally
 - Context matters
 - Problem is individual, so there isn't a one-size-fits all solution
 - Jeffco PTA and local PTA units would be glad to work collaboratively with the district
 - Anxiety has increased - this relates to truancy - School can be a trigger to anxiety; academics, social, bullying
 - Families have different perspectives on school since Covid
 - Immediacy of everything; less long term impact, kids aren't being failed anymore
 - By the time Chronic Absenteeism is an issue, it is too late. Need to identify the students early and find a program that may support their needs
 - Graduation Rates from state, district and school can make schools
- Ideas and recommendations
 - Campaign with community partners, specifically health and therapeutic partners, around modifying their scheduling to help kids be in school more and not miss school for needed appointments
 - Can we please break out the highly-mobile (who move placements and schools a lot) kids to consider targeted interventions?
 - Target interventions to different groups

- Stop giving perfect attendance awards! It's a shame-based approach, and isn't motivating, rewards something outside younger kids' control (not full agreement in the group about this)
 - Find other ways to incentivize attendance
- Best way to get information is through focus groups - every kid has their own issue
- Legal system doesn't work for this, doesn't help with truancy - **must intervene early** ★
 - Families and Students seem to be aware that nothing can stop them from absenteeism
- Expand before and after school care - make it less sporadic, more uniformly available
- Find innovative ways to collect data about causes - not through traditional methods like surveys and focus groups - these kids/families are already under-engaged, need to be met where they are
- ★ Have a "mental health day" policy, similar to snow day policy
- ★ Need a more dynamic formula than "butts in seats" (if academics are fine, could we evaluate engagement differently?) a 5-day flu can turn you into a chronically absent student
 - Measure success differently. We care about learning, absenteeism isn't the end we are needing
- Can we use tech to help bridge gaps to complete academics even if you aren't at school?
- Identify the barriers that families are facing in getting their children to school
- Look beyond the # of days, the # alone isn't data.
- Can they do a virtual homework and count as not absent? Are there other ways to "make up" missed days to reduce absenteeism once it has happened?
 - Credit recovery - even midterm - would help! (kids need a way to believe they can make up time missed without failing_
- More FELs - not just for Title I schools
- Funds that FELs can use to help families
- Better communication to Latino families that their kids will be safe from ICE to the extent possible
- More advocacy for education funding
- More funding for DEI
- PTA can facilitate the sharing of information that the district can't
- Transportation - emergency transport fund
- Focus on the why -> making school engagement
- High School attendance incentives

Educators feedback -

- Outcome - how do we talk to community about this as a whole
- seeing more long term vacations from students than ever before
- we have 185 days in school so we have more days not in school than in school
- absences hold back from the teachers ability to do all the things that they need to do in the classroom (curriculum, leaving on time on Fridays)
- Parents don't realize the impact of absences especially when you consider the amount of students in the classroom

General Feedback -

- I still don't know what the goal/ outcome is of this project
- Schools got rid of attendance rewards because of COVID - there should be some kind of a middle ground
- Mindset about the lowering grades not having a huge impact so what does it matter if they miss as opposed to a middle school student
- School closures happen in non affluent areas which has impacted families' abilities to get their kids to school at all let alone on time.

1. Absenteeism from teachers - does this have an impact on the student?
 - a. Engagement with students can be impacted by lack of teacher engagement (i.e., missing, movies, CMAs, week before xmas, etc)

Materials: None

Outputs/Outcomes

- This was a dream conversation for Director Kenworthy to get this ideation from DAC!

5. Topic: DAC Recruitment (6:55-7:10)

Contacts:

- Therese Rednor, DAC Chair
- Evie Hudak, FSCP Subcommittee Chair

Structure:

- Share out & ideas
 - Think about your own motivation for being on the DAC, how you were invited
 - Found out from Jeffco Alliance meetings, they framed DAC as the “next step”
 - Got an email with an invitation.
 - A friend was an AAR and recruited someone
 - Being voluntold!
 - Looking for a volunteer thing
 - Charter school consortium sent invite by emails
 - Wants to have charter schools fairly portrayed
 - Want to advocate for charters
 - Board email advertisements
 - Was involved in Golden Schools Foundation, wanted to be involved at a policy level
 - Friends recruited
 - PTA needed a rep
 - Wanted to be involved in schools
 - SAC asked me to do it
- DAC Elections for 25-26
 - Email coming in the next couple of weeks
 - Elections will be held in May
- Intent Form for current members
 - If your term is ending, you’ll be prompted to re-apply
 - If your term is not ending, you’ll be asked to indicate whether or not you intend to come back via a survey
- Save the dates
 - July 29, 2025 - AAR kickoff
 - Aug 12, 2025 - DAC retreat
 - Aug 26, 2025 - SAC kickoff
 - TBD - 1st DAC meeting of 2025-26 school year - NOT THE THIRD TUESDAY, BECAUSE IT’S THE FIRST DAY OF SCHOOL

Materials: none

Outputs/Outcomes

6. Topic: Open Discussion & Adjournment (7:10-7:15)

Contacts:

- Elizabeth Armstrong, DAC Vice Chair

Structure:

- Board member comments (if present)
- Submit your questions by scanning the QR Code .
- Remember you always have a resource through the DAC website.



- DAC and Subcommittee meeting schedules can be found on
- the DAC Website.

Topics:

- Role required of DAC by statute and CDE: provide feedback on principal performance
 - Exec Committee has looked into how to do this
 - Now: have a draft evaluation form
 - Input: what do you think about this?
 - Hasn't been done before
- Questions:
 - What would the task be, exactly?
 - Get SAC feedback on the community component of principal performance rubric
 - Has it been done before?
 - Not in this district
 - Any other models we can look at?
 - We've searched for some but haven't found them.
 - CDE feedback: it's usually a survey that gets sent out
- Feedback:
 - We need to know what kinds of questions we would need to ask
 - Can this just be pulled from the panorama survey?
 - We don't speak for the whole school, even if we try to, aspirationally
 - We'd be better served with a discussion of these things, rather than another survey.
 - CHarter school: we have an accountability committee just like your SACs, but the board of directors sends a family survey every year. 6 questions specifically pertain to the principal
 - Effective?
 - Communication?
 - Visibility?
 - Working with students?
 - Hold people accountable?
 - mission/vision

THEN: board uses this for their evaluation. This informs their salary increase, etc. this could be incorporated into a survey very easily.

 - Families came in to hear about the results of the survey
 - As a parent, I don't like getting surveys from the district. BUT, at this charter, families are more likely to do something that feels like it pertains to them.
 - Families will respond better if you use our principal's name
 - If we've never done it before, it needs to be clear what will happen with the data.
 - Concern: so many SACs are so focused on building participation and engagement - building trust. It doesn't feel like quite the right moment, if parents don't fully trust the school, have a tenuous relationship - to ask the SAC to evaluate this.
 - Wonder if it's a conversation in the articulation area meetings?
 - This could be really uncomfortable for parents without the structure
 - For it to be useful, need superintendent buy-in to take the input into account
 - Community superintendents are the supervisors - need their input on this process

Materials: DAC responsibilities, statute language:

From C.R.S. 22-9-106 (1)(e):
to consider input and recommendations from the school accountability committee of each school of the school district to facilitate the evaluation of the performance of the school's principal for the purposes of article 9 of this title;

Outputs/Outcomes

- Want to make sure we have the right language to make sure we are responding to the requirement clearly

7. Topic: AAR Post Meeting Time(7:15-8:00)

Contacts:

- Carsten Engebretsen, AAR Chair

Comments:

- Feedback loop - more report outs
- What do SAC folks want from DAC?
 - What to know what you talked about that we need to know
 - Budget info - like the presentations we get to see
- Share poster - AARs can share with SAC chairs
- District created a 2-pager
- What if we had a monthly DAC newsletter with an update for each subcommittee and links to presentations
 - Greg Aigner volunteered to help
 - Greece volunteered to send it out
 - ? How do SAC chairs get this if their DAC rep isn't at the meeting, or if they aren't represented?
 - Perhaps, could test the template via an end of year newsletter, tailor it over the summer
- SACs have requested guidance and resources
 - Could someone record and share a video about how school finance works - i.e., how tax dollars work, before the budget work begins
 - It could come from Tracy Dorland - she has explained it well in the past
- Accessible resource bank
- What are realistic learning opportunities we can provide to our SACs?
 - Asking for some trauma-informed outreach training for SAC members and DAC members to consider how we speak to people
 - Education presentations that are currently directed toward the DAC should be targeted toward the SACs, then they'll be more able to provide input into four DAC to discuss

Materials: None

Outputs/Outcomes

- We need to repeatedly let them know where to find resources