

District Accountability Committee - Agenda

January 20, 2026 - 5:30-8:30 pm

Jeffco Public Schools Ed. Center, Room 4E

(Take elevators to the 4th floor and exit left)

1829 Denver West Drive, Bldg. 27, Golden, CO 80401


Team Agreements

DAC conversations are held in an environment where respect for all opinions is fostered, and space is provided for challenging and voicing questions and concerns.

Come prepared, stay on topic, and keep to the time. Be clear on tasks, next steps, and task assignment. Additional comments should be added in the chat and reviewed later if time permits.

- Respect all opinions, but don't be afraid to challenge them.
- Definitive tasks/next steps per person
- Keeping time:
 - Have a timekeeper remind us when time is running out for each item/task.
 - Put aside any additional issues until the end of the meeting, time permitting.
 - Remember to use the QR code for any additional comments.

Information/ Action	Welcome and Approval of Agenda and Minutes (5:30-5:45) Therese will welcome members and guests and determine a quorum. **A quorum of at least half of the current membership and at least one DAC officer must be present to conduct DAC business requiring a vote.** Members will approve the agenda for the evening and the November meeting minutes. Materials: Agenda and November minutes	15 min	Therese Rednor , DAC Chair
Information	Budget (5:45-6:45) Presentation and Dialogue Materials:	60 min	Tracy Dorland , Superintendent
	BREAK (6:45-6:55)		
Information	Bylaws (6:55-7:25) Review/approve proposed changes Materials: DAC bylaws	30 mins	Trace Faust , District Facilitator

Information	SAC Survey (7:25-8:15) Review survey results Group discussion	50 mins	FSCP Subcommittee
Information	AAR Shareout (8:15-8:25)	10 mins	Carsten Engebretsen, AAR Chair
	Open Discussion & Adjournment Board member comments (if present) Submit your questions here (or scan this QR Code)  Remember, you always have a resource through the DAC website . DAC and Subcommittee meeting schedules can be found on the DAC Website.	5 mins	Therese Rednor

DAC Meeting Minutes 2025-2026

DAC Attendance				
Tuesday, November 18, 2025				
ATTENDEES:	<i>Strikethrough = absent</i>			
Amanda Bryan	Corky Guy	Greg Aigner	Kate Otto	Megan Anderson
Amanda Gomez	Crystal Marine	Hannah Hoong	Kati Koivisto	Michele DeAndrea-Austin
Angela Cryan	Dawn Fritz	Heather Fassino	Katie Rogers	Shannon Ream
Annie Contractor	Diego Rodriguez	Jeanine Baird	Katie Zabaek	Therese Rednor
Ashley Kingsley	Elizabeth Armstrong	Jennifer Ganzoneri	Kayleb Layman	Brian Head - Guest
Aubrey Allmond	Emily Lubkert	Jennifer Wilson	Kim Bierbrauer	Tina Moeinian - Guest
Aubrey Rice	Eric Koch	Jessica Bridges	Laura Grims	Tayo Adeeko - Guest
Autumn Ungar	Erica Tucker	Julia Morgan	Mandi Perkins	Erin Kenworthy – Guest
Carsten Engebretsen	Erin Norton	Kara Zucker	Mark Kirkemier	Trace Faust – Facilitator
Christa Medine	Evie Hudak	Karena Hamm	Matthew Noll	Tara Peña – District Liaison

November 18, 2025

1. 5:30-5:35: Welcome and Approval of Agenda-Therese

- a. Why weren't minutes approved in agenda? Because Katie Zabaek had questions.
- b. October minutes are approved and November agenda is ready.
- c. If you're running late please text Greece
- d. Welcoming new school board elect Tina Mohanien. New board members will be sworn in on Dec. 3 and are Tina, Peter Gibbons and Denine Echevarria

2. 5:35-6:35: Budget-Crystal

- a. *Timelines in the budget reduction and AARs got an email from Carston*
Nov-everyone has their target reduction percentage and schools are at 2-4% reduction. Engage with the tool kit from the district in your SACs
Nov 13-School reduction ranges shared at Board Meeting
Nov 17-principals got their targets
Dec-budget work will be done at the SACs and that budget work is done during Winter Break
Dec. 2-principal receive optional turn-keys to share out, one is required
Dec 8-principals send a template message to their schools community to explain budget process and timeline
Jan 30-surveys close and principals must share out
Dec 8-January 14-Principals will send a link to a survey
Jan 14-Feb 13-Principals facilitate a required turnkey conversation with both staff and SACs to explain budget, facilitate hopes and fears convo
Feb 13: First school budget draft due
March-DAC does budget recommendations to BOE and May is final approval
- b. SAC Chair budget guidelines-You received this via email to share out to your SACs and there is a funding break-down of services that are funded by the district and by the schools
- c. You also received a survey from the Budget Subcommittee on your feedback about the budget labs.
- d. Future engagement opportunity: *Partnership for Fiscal Sustainability* will continue their work. If you're interested in participating in that work, email Crystal. There are business leaders, parents, unions, school leaders, etc. It's a cool opportunity to be involved in an MLO (Mill Levy Override) campaign. There is more interest in an MLO than a bond because we don't have to pay interest. We are not utilizing our mills to their full capacities like neighboring districts. Simultaneously, they are anecdotally gathering information on people's appetites for MLOs, etc.
- e. Jessica Bridges- JCEA rep, 2026 there will be a bill talking about putting a CAP on TABOR that we will be able to vote on in the fall. Evie also talked about a graduated income tax that is also going through as a ballot initiative and it's going through petitions right now. This could help Jeffco in several ways.

- f. Budget Reduction Blueprint-DAC Update-Tara Pena
- Superintendent Dorland will join us at our Jan. 20th meeting to discuss this as well.
 - Principals received their budget reduction targets this week.
 - Encourage you to go back and watch the most recent BOE meeting
 - Tara Pena's (Family and Community Partnerships) department lost several positions through federal funds (Title IV) last year but what she is sharing is for 2026-2027 school years. Medicaid is federal dollars and that is what pays for Homeless liaisons, for example; this is not being impacted yet. Information was asked to be confidential because no decisions have been made yet. It's just as an example.
- Comments: This was very helpful?
- Question: Why 5.4%? They considered what is farthest away from kids.
- Question: Do you have a plan for addressing homelessness? Yes, two parts: X-training case managers on FRST, Student engagement, etc, for the past two years, particularly on how to service students experiencing homelessness. And subject matter experts.
- Question: Thank you so much for presenting this and secondly, would you or other principals be able to work with HR on hypothetical scenarios to present at budget labs? It helps build a rationale for MLO
- Question: Who approves/disapproves? Who are the stakeholders? Ultimately, the department chair/budget manager makes the decision and it's approved/disapproved by the superintendent. Made in consult with stakeholder engagement.
- Question: What is a turn-key? It is a the same presentation, a common message, a scripted presentation
- Question: Can we get that timeline? Yes, I'll delete the confidential slides and share out everything else.
- Question: As we're discussing this 1/14-2/13 period, how should we present it? It should be presented as an opportunity to share and give input
- There will be required survey questions: two open response and two multiple choice.

Break

3. **6:45-7:15: Charter-Bryan Head and Dr. Tao Adiko**, Brian is on the Board of Woodrow Wilson Academy, 720-236-5235
- a. How are charters governed? Authorizer: Jeffoc
 - District BOE/Charter BOE
 - Contracts reviewed for renewal up to every five years (DAC reviews)
 - Policy Waivers: state and district waivers→ must have rationale and replacement Plans (for example, Core knowledge, Classical, Montessori, Arts, etc

-don't have to follow policies regarding hiring, evaluating, terminating staff, curriculum or instructional practices

-Teacher licenses can be waived

b. No waivers are allowed for:

-FAPE

-FERPA

-SPED

-CMAS

-Use of public funds

-annual financial audits

-no bussing services

c. Charter Schools are not:

-private schools

-religious schools

-can't pick students

-for profit

-charge tuition

Approx 136,000 kids are serviced by charter schools

d. we have greater diversity and service more ELLs according to state-wide data

Question: What is your percentage of SPED IEPs at Woodrow Wilson and how does it compare to the district? It was comparable to our schools in our area. A few years ago, it was around 3-4%. I can get you the data.

Question: What would be the difference between a charter school or an option school? In Jeffco, an option school doesn't have an enrollment boundary? An option school is 100% choice-in. We have some quirky ones, like D'Evelyn and Dennison.

Question: Personal experience with two charter schools in this district: one with my daughter and one with a foster child. Why is a charter school with a vastly different teaching modality under this district? Just like you might not defend every neighborhood school, I wouldn't defend every charter school. Charters can act as test labs

Question: Can parents choose to opt out at charter schools? How do we know how schools are being tested appropriately? They can sometimes supplement with DIBELs, kindergarten readiness, etc.

Question: Do you know how specifically charter schools in Jeffco are being affected by the budget reductions with the district? Our budgets are autonomous but we still receive a per pupil and we pay 5% of our revenue for district managed services. Over the years, it's changed. We have to find our own insurance and Title 9 funds, for example, but the fee is the same. They don't get an SBB. Same SBBs at neighborhoods without the fee.

Question: What defines "high-needs areas?" I don't know, but I'll get the info.

Question: Do charters have a foundation? Typically, no but it is tax exempt like every other school and they have PTOs.

4. **7:15-7:20: Bylaws-Therese and Elizabeth**-look through the bylaws and if you have questions/concerns, bring them to the board.

-We will review these in December and if we meet in December, it will be virtual.

-Please let your voice be heard; the more that we get from you, the more we will know what the revisions look like.

5. 7:20-7:50: Cell Phone Policy-Trace, Elizabeth and Therese

- a. Jeffco must have a cell phone policy by the end of 2026.
- b. DAC is well-represented there and we had a lot of student leaders and staff members from across the district.
- c. Right now it's overarching-recognized that needs are different in elementary school vs. middle school vs. high schools
- d. Schools individually have autonomy of their policy but they are also asking for help-input on revised JS and JSA regulation, advise on engagement
- e. Themes: want clear, enforceable policies, consistent enforcement, sustained communication, parents want more information, students want guidance
- f. Guardrails to consider in policy: emphasis on school-based context, exemptions for medical needs, student access to employers/doctors/law enforcement, differentiation for different grade bands, balance: digital literacy, alignment among district teams
- g. Timeline:
 - October-Dec: Committee Engagement
 - Jan/Feb 2026: Broader Community Engagement
 - Spring 2026: Revise draft policy/regulation based on feedback and present to the board
 - Summer 2026: develop implementation guide

Question: Have you looked at DPS or other districts? Yes.

Comment: Have a CLEAR policy and a discipline continuum for this so that it doesn't fall on the teachers to do the discipline. This is a policy that will impact every student.

Question: Is the JSA policy around the Chromebook that we are re-wording? No, it is all "personal devices" everything besides the school-issued chromebook.

Question: Where, at district level, are we setting guidance for what we expect kids to do and not do with devices, consistent expectations? How are we ensuring digital literacy? I think that's what this is...it is getting at this. That is one outcome to clarify what is appropriate use. Clarify what is and is not appropriate use.

The nuance lies in middle and high school, and it doesn't exclude elementary, but it's not as important.

Comment: Parent community opinion is vastly different for elementary school students. What is the conversation around grade level?

Question: Did the issue of safety come up, as far as parents wanting to keep track of their kids? Right now, that will be at the school level. Two convos: one is around academic and social-emotional health and the other is around the safety of a parent saying don't touch my kid's phone and how communication/miscommunication happens

Nuance for why schools have different policies: Evergreen MS doesn't have cell phone service so they can't use it anyway.

Question: Would it be useful to think of it as "this is creating the district's vision statement? And this is giving each school's autonomy over how to implement the vision? Yes, this is the

container. The question is: as it relates to the school level, it would be helpful to understand what is top of mind for you? What would you hope to be considered?

Is there guidance or encouragement to include students at the school level? Yes, but make sure the tool kit specifies what each school needs.

There should be a policy. Listening to students means you hear their concerns. They aren't drafting the policy but their input is important. Amplifying that cell phone addiction is real and that should also be considered in these meetings. Students' mental health is a whole other piece.

Question: Will schools be able to have a policy that is different pre grade level? I don't know, but I could see that being difficult to implement.

Comment: We need clarity at the elementary level.

Comment: Campaigning at schools or enrollment and I can see it being an issue. I want my kids to have a phone but we know it's not best for kids. Can affect enrollment.

Question: What is the state requirement?

*We'll resend out the link to everyone for the Google Drive folders. DAC 2025-2026. Folders for AARs and Elizabeth has put in the feedback form from your SAC meetings.

6. 7:50-8:15: AAR Share Out, Open Announcements and Adjournments

a. How can we be helpful?

-Crystal: Share out what is working: hosting mini-meetings after school while kids play. They talked about SAC survey and budget questions. This is working at the elementary level.

-Hannah: Green Mountain HS had SAC last week and did the tool kit that the district provided on what is district vs. school-funded and we voted on the positions that we thought could possibly be cut.

-Katie K: Kendellvue invited Magdalena to come to coffee with the principal to talk about safety and security. Magdalena said she's always happy to go out and talk to school communities.

-Heather: Question: We did our SAC survey as a group. Is that how others do it?

-Mark: My daughter is in 11th grade at Evergreen High School and we felt the love. Thank you.

SAC Survey Responses

Presented by FSCP Subcommittee

**DAC meeting
Jan. 21, 2026**

Keep In Mind:

Aligning to the 6 National Standards for Family School Partnerships

Welcome All Families

Communicate Effectively

Support Student Success

Speak Up for Every Child

Share Power

Collaborate With Community



Things to keep in mind

Data limitations - focus on what we know, understanding that there are some limitations to the data.

Hold discussion to the exercise after the presentation, but while you are listening, consider:

- What do you see?
- What do you wonder?
- How better can we support the SAC's?

For discussion later:

- What are the SACs' strengths and successes?
- What are areas that SACs need to improve on?
- What do you think the DAC can do to help the SACs be successful?



96 schools completed the Survey, and all Articulation Areas are represented

Alameda	5*	Green Mountain	6
Arvada	6	Jefferson	3
Arvada West	7	Lakewood	6
Bear Creek	8*	Option Schools	17
Charters	17	Pomona	4
Chatfield	10	Ralston Valley	7
Columbine	7	Stadley Lake	7
Conifer	5	Wheat Ridge	7
Dakota Ridge	6		
Evergreen	5		
Golden	7		

* Articulation areas with 100% participation



Articulation Area Representatives will receive information to help support them with engagement in their individual area.

Which did not respond - analysis

A total of 43 schools did not respond to the SAC Survey:

24 Neighborhood Schools - average of a 40% rate.

- 16 Elementary Schools
- 5 Middle Schools
- 2 Jr/Sr High Schools
- 1 Senior High School

13 Charter Schools

3 Option Schools

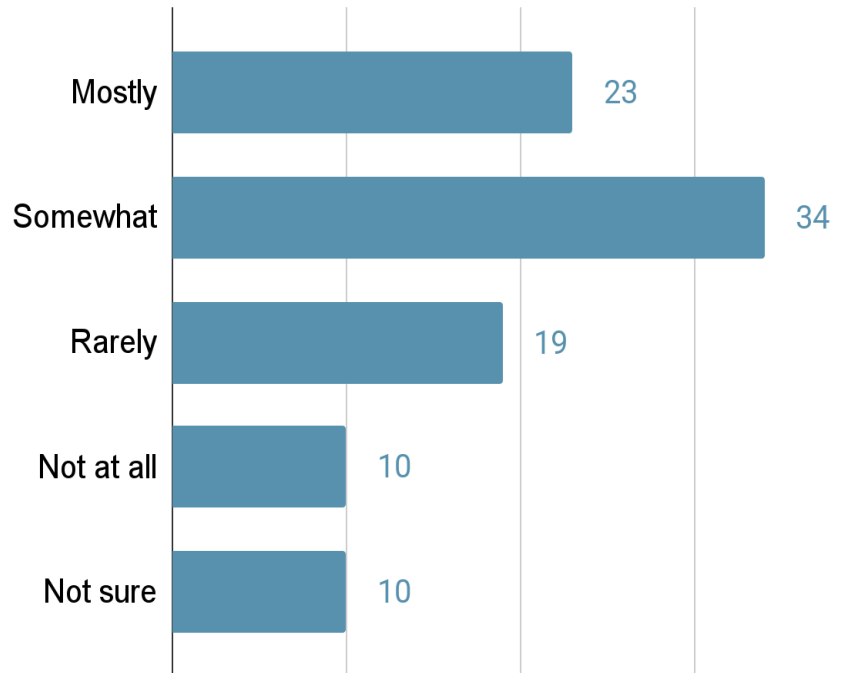
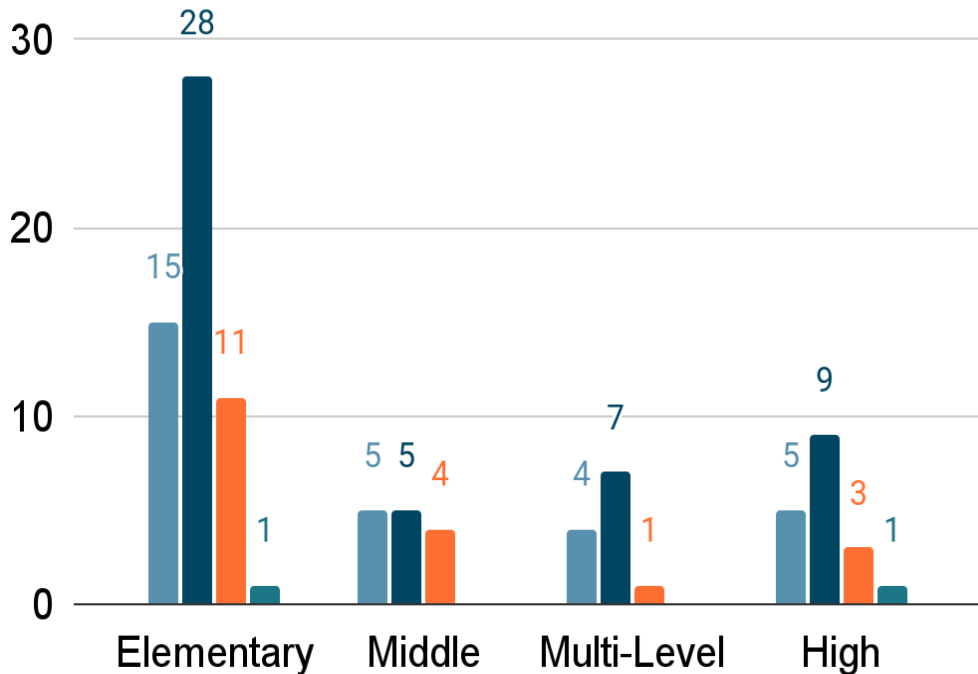
3 Special Schools

Average 18% participation of Family Engagement Survey.

SAC Membership Information

Size:

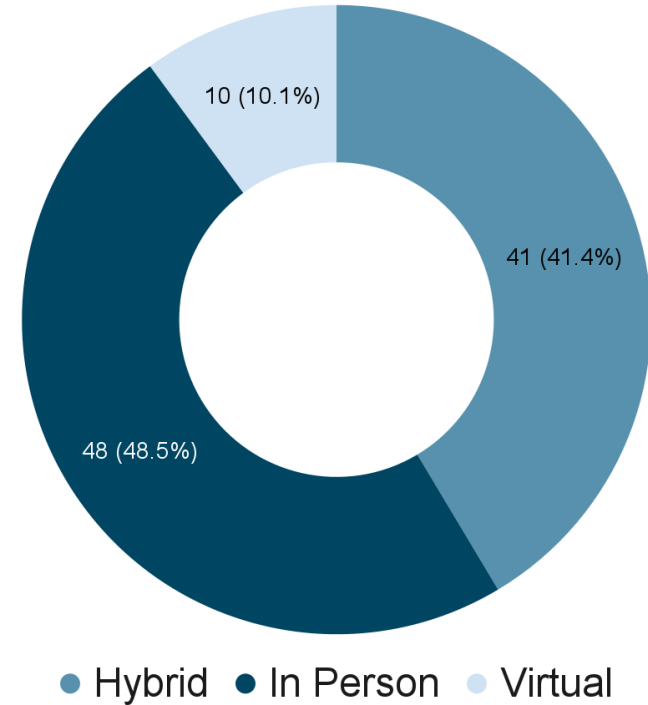
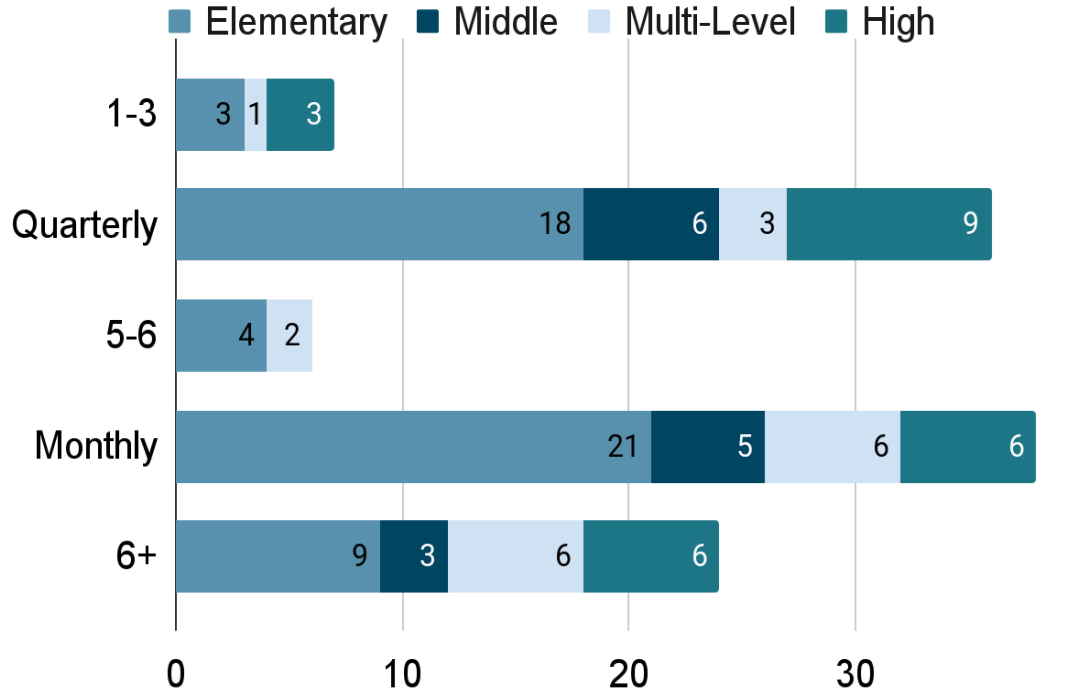
1-5 6-10 11-15 20+



SAC Meetings

How often:

...



Getting to know our SACs - Names and Communication

NAMES Other Than SAC:

- School Name - Accountability Committee
- ALL (Accountability for Little Lynx)
- BHAC - Blue Heron Accountability Committee
- Collaborative Decision Making
- Community Council
- Family Leadership Team
- Family School Partnership Committee
- Family-School Partnership School Accountability Committee
- Gator Effectiveness Team GET
- Parent Accountability Committee (PAC)
- Parent Partnership
- PIE - Partners in Education or Excellence
- Principal's Advisory Committee
- PTA with Leadership
- VAULT (Van Arsdale Unified Learning Team)



Reflections



Is bigger better?

It's difficult to assess demographic representation; part of it is the questions, and part of it is that we don't want to make assumptions about who is and who is not attending.

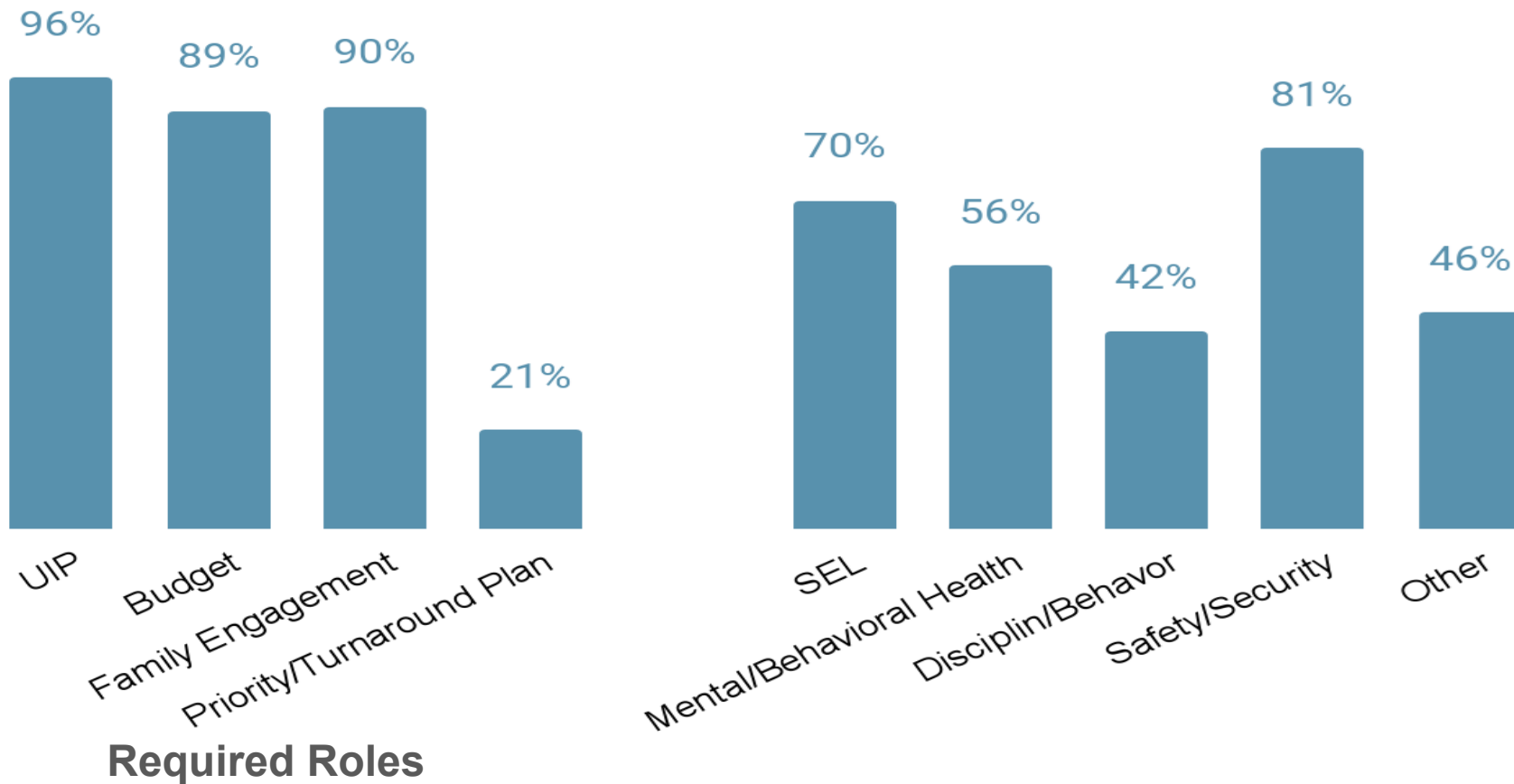
SACs often fit into a larger school context of family engagement that varies across schools:

- Some schools have lots of different parent committees.
- Some have SAC in conjunction with PTA.

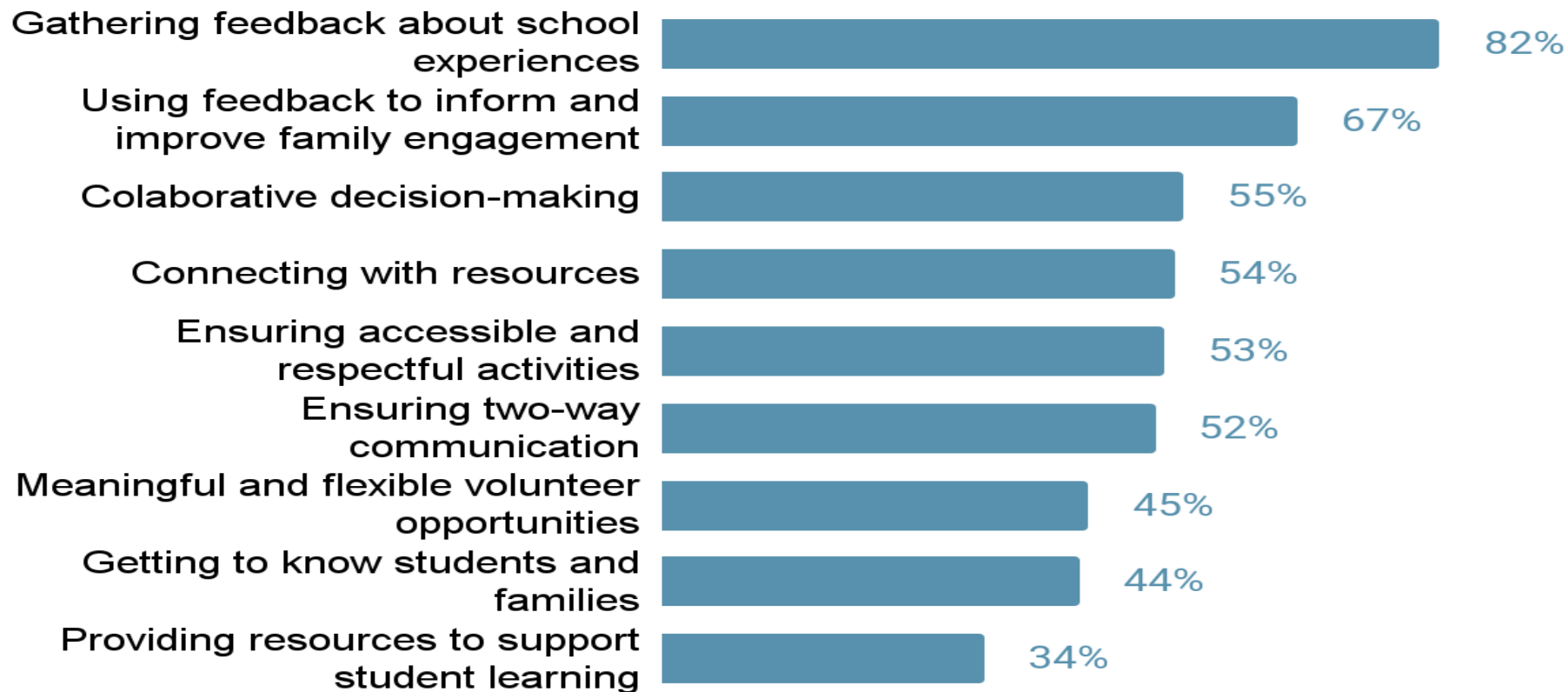
There are lots of ways that AARs can leverage this data to support SACs.

What are SACs working on?

Topics they have/do plan to address



Topics discussed, prioritized or addressed related to Family Engagement



Other topics discussed by SACs

Budget dominates SAC discussions

- Focus on reductions, staffing, programming tradeoffs, fees, and future-year planning, lots of focus on trade-offs and how budget decisions intersect SEL and academic priorities.

UIP/Academic Outcomes

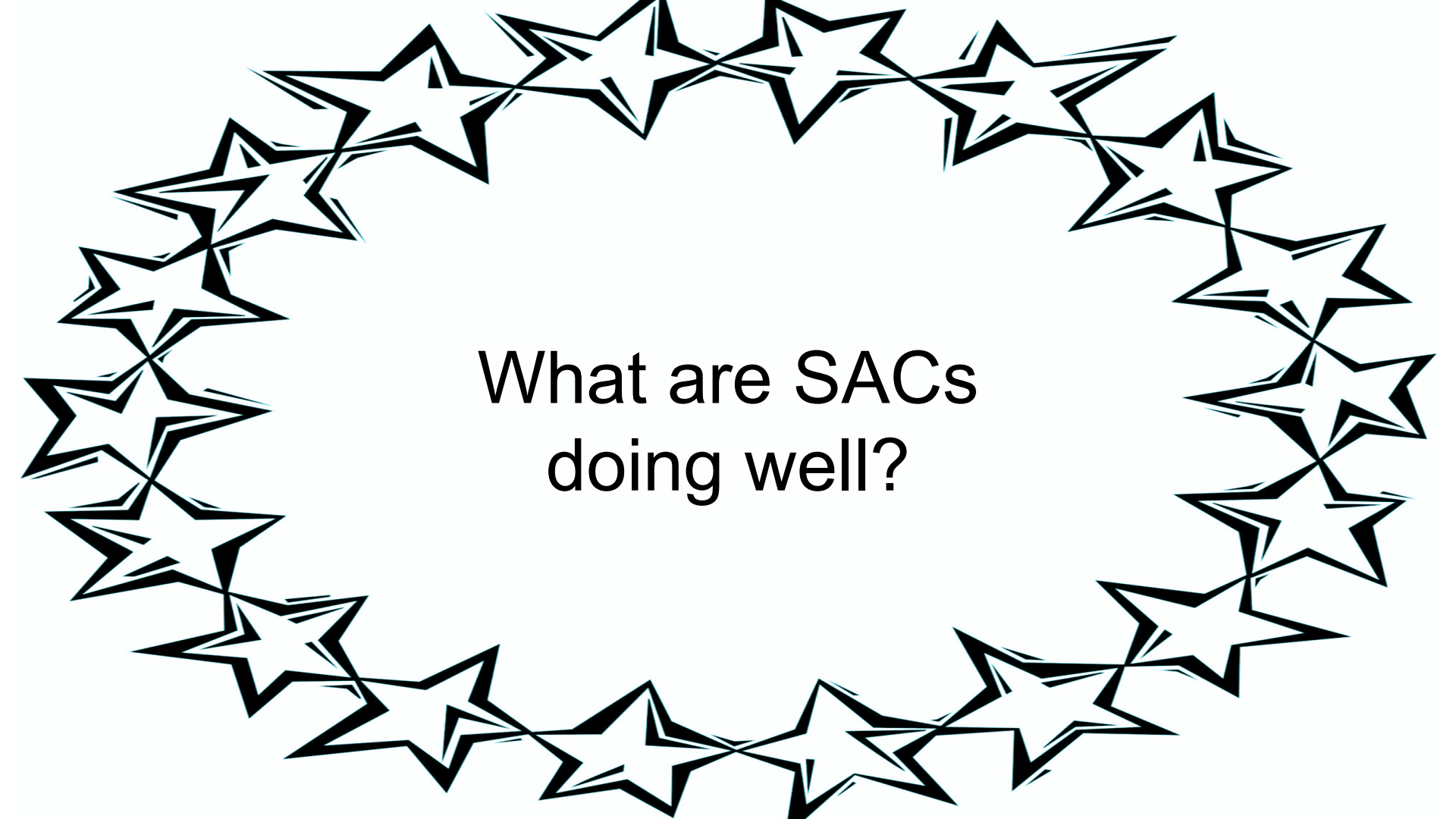
- Academic data remains central: **CMAS, SPF, Read Plans, growth monitoring**; schools are also discussing curriculum adoption, instructional practices, and improvement strategies. Finally, there is a focus on the role of belonging.

Family / Caregiver Engagement

- Ongoing challenges increasing participation and representation, many are using surveys, open forums, volunteers, and principal Q&A to engage families.

Other:

- **SEL & Mental/Behavioral Health:** growing priority, often tied to budget decisions
- **Safety & Security:** city/district policies and protocols, daily safety concerns
- **Disciplinary / Behavioral Planning:** policies, climate, student supports
- **Enrollment pressure:** recruitment, retention, school identity, sustainability
- **Operational realities:** schedules, logistics, technology, day-to-day functioning

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What are SACs
doing well?

Strengths and strategies for Family Engagement

We asked:

How much do you agree with the following statement:

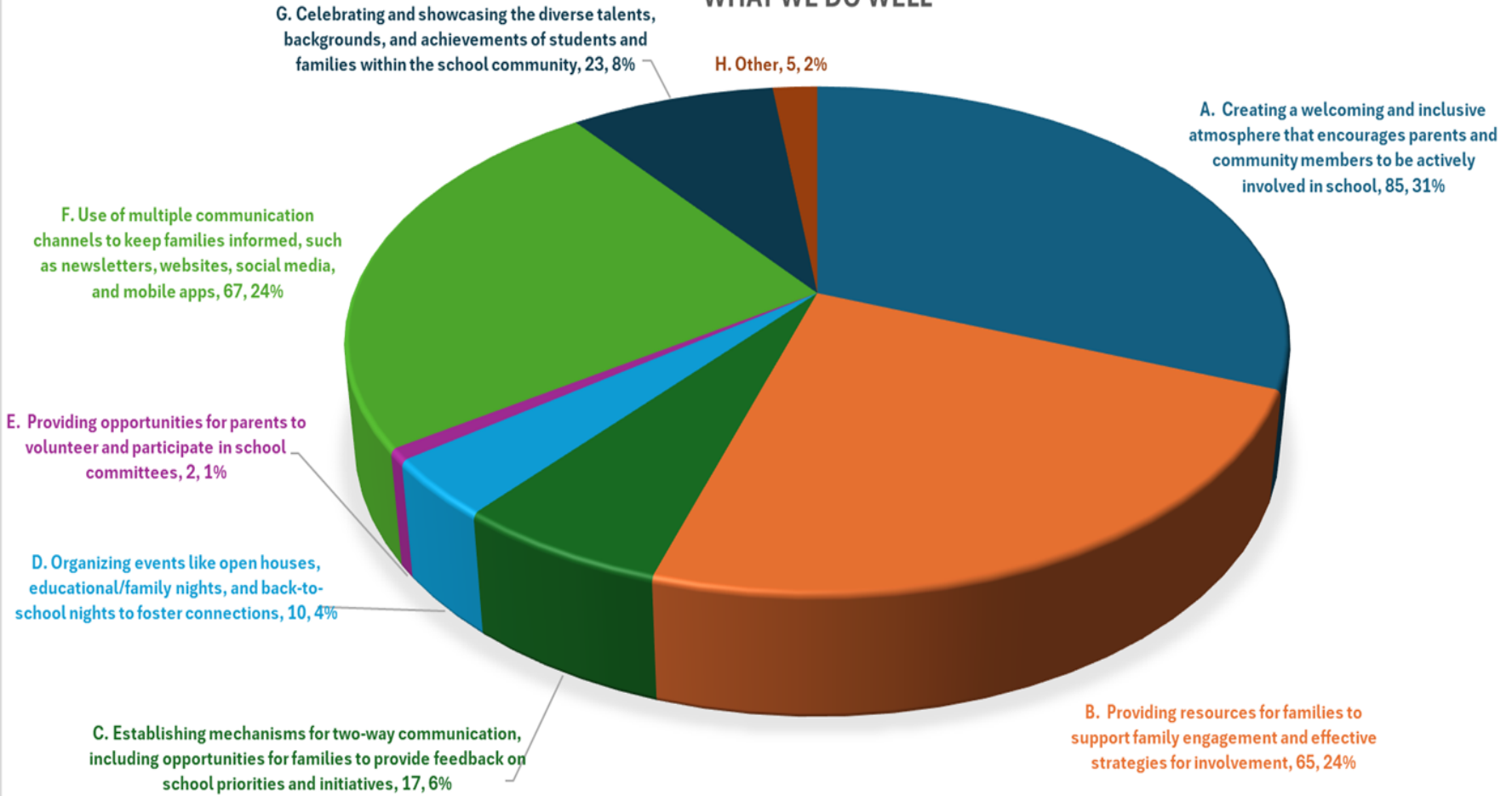
Our SAC has the knowledge and tools needed to assist school personnel in promoting family engagement in the school.

Agree - 50 responses

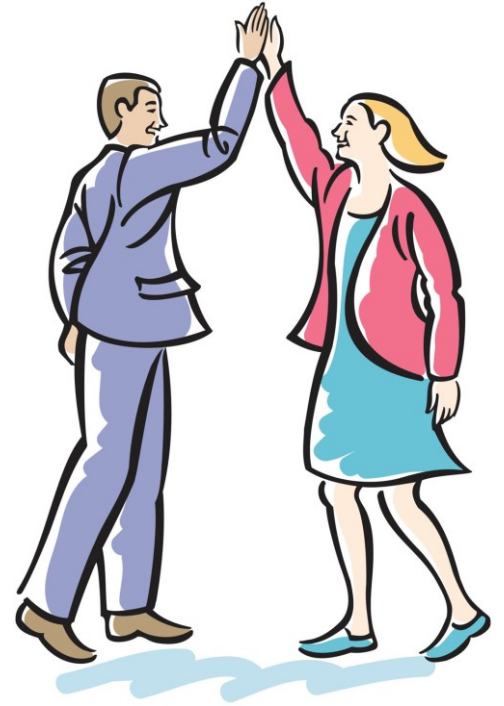
Strongly Agree - 23 responses

Disagree, Strongly Disagree, and I don't know - 23 responses

WHAT WE DO WELL



How can we support
SACs?



How can we support SACs?

No Additional Support / Unsure – 43

SACs reported no current needs, were unsure what would help, or felt engagement is already strong—suggesting variation in readiness and clarity.

Participation & Attendance Challenges – 18

Difficulty getting families to attend meetings, sustain involvement, or engage beyond school events.

Outreach, Recruitment & Marketing – 14

Need for clearer messaging about what SAC is, why it matters, and targeted outreach to families not already engaged.

Translation & Language Access – 13

Requests for interpretation, bilingual materials, and consistent translation across meetings, events, and district systems.

How else can we support SACs?

Practical participation supports – 12

Funding or logistics for food, childcare, transportation, and space to remove barriers for participation. Time constraints differ by families.

Training, role clarity & capacity-building – 10

Support for SAC chairs and members to understand roles, build confidence, and learn effective engagement strategies.

District coordination & shared learning – 8

Desire for district-led collaboration, hybrid meeting support, and shared best practices across schools.

Inclusive community-building & family education – 7

Interest in low-stress engagement opportunities, culturally responsive practices, and parent education events.

Reflections and Opportunities



- SACs are largely doing what they are supposed to do.
- Safety and security has been a key topic this year for many SACs.
- Many SAC's feel like they have what they need to be successful.
- Building sustained engagement with families is challenging, but people are exploring many ways to do it.
- There are a number of ways the survey could be simplified to get more meaningful data that is easier to interpret.

For Discussion

1. Each group has 30 minutes to discuss.
2. Pick a note taker and have that person put reflections into the google form (hold off on individual feedback to the end).
3. Reflection Questions:
 - **What are the SACs' strengths and successes?**
 - **What are areas that SACs need to improve on?**
 - **What do you think the DAC can do to help the SACs be successful?**
4. Report Out - One Ah-Hah that your group had
5. Complete Google form individually to add insight

Have survey feedback? Email Evie (evie.hudak@gmail.com), Angela (AngelaCryan@gmail.com), or Katie (kjzaback@gmail.com).