

District Accountability Committee - Agenda


February 17, 2026 - 5:30 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

Information/ Action	<p>Welcome and Approval of Agenda and Minutes (5:30-5:40)</p> <p>Therese will welcome members and guests and determine a quorum.</p> <p>**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.**</p> <p>Members will approve the agenda for the evening and the January meeting minutes.</p> <p>Materials: February agenda and January minutes</p>	10 min	Therese Rednor, DAC Chair
Discussion	<p>Bylaws (5:40-6:15)</p> <p>Substantive recommended change</p> <p>Materials: Bylaws with substantive recommended change</p>	35 min	Trace Faust, District Facilitator Therese Rednor
Discussion/ Feedback	<p>SAC Kick Off Structure (6:15-6:45)</p> <p>2026/2027 SAC Kick Off Structure</p> <p>Presentation & Feedback from DAC</p> <p>Materials: Presentation</p>	30 min	Therese Rednor
Presentation/ Update	<p>New Principal SAC Training (6:45-6:55)</p> <p>Update</p> <p>Materials:</p>	10 min	Tara Peña, Chief of Family & Community Partnerships; DAC Liaison
BREAK (6:55-7:05)			
Discussion/ Feedback	<p>AAR/DAC Discussion (7:05-7:25)</p> <p>Schools that did not respond to the SAC survey</p> <p>Supports for schools without SAC's</p> <p>Share-out on articulation meetings</p>	20 min	Carsten Engebrestsen, AAR Chair
Presentation/ Feedback	<p>SAC Survey Results (7:25-7:55)</p> <p>Report from the BOE meeting</p> <p>BOE responses</p> <p>Questions</p> <p>Materials: Presentation</p>	30 min	Evie, Therese

<i>Discussion/ Ideation Session</i>	Advertisement for DAC (7:55-8:05) How to best advertise for DAC members	10 min	Therese Trace
	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 .		Therese Rednor

DAC Meeting Minutes 2025-2026

January 20, 2026

DAC Attendance				
January 20, 2026				
Attendees:	Strikethrough	absent		
Amanda Bryan	Gorky Guy	Greg Aigner	Kate Otto	Megan Anderson
Amanda Gomez	Crystal Marine	Hannah Hoong	Katie Koivisto	Michele DeAndrea-Austin
Angela Cryan	Dawn Fritz	Heather Fassino	Katie Rogers	Shannon Ream
Annie Contractor	Diego Rodriguez	Jeanine Baird	Katie Zaback	Therese Rednor
Ashley Kingsley	Elizabeth Armstrong	Jennifer Ganzoneri	Kayleb Layman	
Aubrey Allmond	Emily Lubkert	Jennifer Wilson	Kim Bierbrauer	
Aubrey Rice	Eric Koch	Jessica Bridges	Laura Grims	
Autumn Ungar	Erica Tucker	Julia Morgan	Mandi Perkins	
Carsten Engebretsen	Erin Norton	Kara Zucker	Mark Kirkemier	
Christa Medine	Evie Hudak	Karena Hamm	Matthew Noll	

Materials for agenda items included with this reminder are listed below. Highlighted items will be forwarded once I have them.

- Agenda for the January 20th meeting
- DRAFT November Meeting Minutes
- Budget presentation
- Bylaws for approval
- SAC Survey

1. Agenda + Minutes

considered approved after no verbal objections

[not on agenda] Fireside chat with Sup. Dorland. Trace Faust is asking questions of the administrator (no open questions)

* 25 responses to topic priorities

- unusual to have a sup come for an hour!
- today was the state of the district - nearly 100 community members attended
- TONIGHT: WE DO HAVE NEW DAC MEMBERS
- Ashley Reynolds, Lincoln Academy
- Erik Rowe, New America School, Lakewood
- WEst JFeffco Elem
- Schaffer Elem

* Budget: where are we?

- in the middle of a process coined Budget Reduction Blueprint. Headed toward need to reduce expenditures since Tracy got here - 4 to 5 years.
- in 2021, had a lot of federal funding for the pandemic - quite a lot of money that was offsetting expenditures typically would have hit general fund
- too large of a fund balance - needed to get it down to a reasonable place based on gov financing guidelines.
- we used that funding to invest in
 - mental health
 - get back on track re: compensating employees. We are quite behind our neighboring districts
 - most districts - 85% - 90% is for people. This makes it hard to keep up on compensation. In 2021, we were way behind.
 - over the last 5 years, step and COLA increases. The right work to do. At some point, the one time funds were not going to be ongoing. That's where we are now.
 - Board: has wanted to invest in our employees, along with curriculum, other supports, and have wanted to keep investing them because they are important.
 - on top of this: declining enrollment
 - AND ALSO: declining revenue.
 - as of now, still not fully funded as a k-12 organization according to adequacy studies
 - we need to tighten belts, reduce expenditures.
 - Sem 1: central departments had reductions set. Many departments have budgets that support schools. Example: SPED.
 - we did not reduce our SELs from central departments. Instead, reduced employee coaching support.
 - reduced facilities management.
 - today: reduced \$27M from central budgets, ~ 120 FTE
 - took advantage of attrition, retirements
 - reductions will impact 50 people
 - Now: schools are working with HR partner, community superintendents, and school communities re: school budgets
 - when you look at the district budget in Jeffco is \$2000-\$3000 less PER PUPIL.
 - ALSO, the state is severely underfunding k-12 education.
 - Now: strategizing: how do we catch up to our neighboring districts. "Partnership for Fiscal Sustainability" - as of this month, beginning to talk about the future
 - Board has set the expectation that we push pretty hard to build momentum around an MLO

ballot measure. Board would potentially approve this ballot measure in August

- TRACE: elephant in the room - the notoriously difficult-to-pass MLO. HOW ARE YOU GOING TO GET IT PASSED?

- we're not the only community that has historically struggled to pass MLO funding

- single biggest ed equity issue is MLOs. Look at Adams 14 - small, high concentrations of poverty, high concentrations of students of color - very far behind.

- we are not providing a fair, equitable education experience across the state of Colorado. WE ARE NOT ALONE.

- our community has been reticent to pass funding measures. Different than, for example, Denver Public Schools.

- Adams 12 successfully passed one last year.

- Dorland's professional and personal perspective:

* we have really struggled at the board governance level, as well as sup. seat to maintain stable leadership. This instability causes things to fall through the cracks, things don't get done, and trust is strained.

* when I joined in 2021, we were in the pandemic, we had an interim sup, had had 6 sups in 7 years. Wild instability in the pandemic

* Sup Dorland - has been here for 5 years, has transitioned 4 boards, have yet to have an incumbent. Ask: what do you learn in the 1st year? what about 2nd year?

- districts that have been successful at building trust have veteran, multi-board members

- typically have stability at sup. level

- another hard thing: structures for oversight for things like these MLOs.

* the then board (2018) told us we'd have clear oversight of the MLO funds. Well, now we're here. Great! Let's get some of those in place. These are the "fall through the cracks" items with leadership turnover. So, right now, were working with the partnership

- oversight

- accountability

- transparency

Now, working with the partnership (looking at 27J, historically anti-tax measure) to find a good structure and model to get this in place. Goal: get this in place so that if the MLO is on the ballot, that oversight is already in place to help folks be on board.

TRACE:

* 2022 - Harvard study anticipated 30% of sups leaving their job because of stresses of the pandemic

* other elephant folks always wonder about is school closures. We've talked about broader demographic trends - what's the plan about closures?

- Day the board approved Dorland's contract in April was the same day the district closed Allendale. First sign of enrollment problem.

- Next Dec: CFO said, "we have a problem over at Fitzmorris." 170-180 students, Dorland walked into a K class with 5 students. Students didn't want to come to school, said there wasn't anyone to make friends with. Massive school culture problem. Also, massively expensive to run a school like that. But these decisions shouldn't be driven, first, by money. Those teachers were working without a colleague!

* Our closures 3 years ago, one of the largest closure programs in the country, says Trace. We had hand-holding for every single family to transition to a new school. It was good work, and so, so hard.

- TRACE: I was part of that. People hired: retired Jeffco employees. Had, ideally, worked in those schools. Trace fielded outreach: how do we care for these families?

- DORLAND: no intention to ever do this hard thing again. AND, also, enrollment continues to decline. Board put in place a 3-year moratorium on closures. "I think this was the worst possible decision for our district."

* we had invested a bunch of money from the 2018 bond

* back end: saving \$20M annually. without it, our current deficit would be \$80M now, instead of \$60M

* 2 Whys: school culture and experience.

* I don't want anyone who follows me to walk into this district and not have a roadmap for the demographics and what's happening with enrollment - STRATEGIC CAPITAL MASTER PLAN - not just, which building needs a new roof, carpet, etc. It's those things, yes, but also info from state demographer, our internal study, and planning out what parts of our county have such low enrollment that it will call for additional closures in the next 5-ish years. If we raise money for a future MLO and bond, we don't have to repeat the unfair process of emergency closures that we had to do in 2022. The new STRATEGIC CAPITAL MASTER PLAN hopefully will look something like this:

"In this area, we need to move from 3 schools to 1 school with a higher level of programming" - and then we tear down and rebuild.

- targeted by demographic trends, using our predictive abilities

- acknowledging the aging facilities in our district

ERIN KENWORTHY:

- inequities we heard about with the 2022 process: this SCMP will help us prevent the repeat. Creation of this plan is a tool our district will continue to use into the future so we don't repeat the mistakes of the 2018 bond

DORLAND:

- TRYING to use this process to be smarter than we were yesterday

- acknowledge aging facilities - probably need to happen in the next 10 years

TRACE:

- promise no closures? No

- predictability? Strong effort to increase this

DORLAND:

- not using this plan to get to the budget reduction goals

Audience question - Jennifer...JSPA

- does the SCMP include the bussing system?

DORLAND: When you see a bus on the road, look over and see if it's full. Most of the time, no. We've been diversifying our fleet - we're short on CDL drivers. We train folks in white vans - mile by mile, costs less to transport kids. WE have some EVs for SPED routes.

- another important aspect of this SCMP - it covers things soup to nuts in a school. For example, a security master plan. Right now, there are items schools are responsible for purchasing - cameras, radios. I don't believe this should be up to 150 schools to decide. I am sure they are making decisions to invest in important things, but I believe we need a master refresh.
- Another thing: internet of things. These things - arrays in the ceiling that allow us to get onto wifi. They need to be refreshed. Badging and faabing. We are paying close attention to these.
- ALSO, out of Evergreen tragedy, mountain communities are taking a strong lead on suggesting things they want to try, re: safety and security, that we haven't yet tried but others (outside of district) have. I.E., weapons detection systems. Lots of opinions on all sides of this, not clear what the answer is. But, We can learn from them.

TRACE: STUDENT SAFETY. People are explicitly asking: HR hiring practices, SROs, how student feedback is gathered and used. How are you thinking about this in the context of budget constraints

DORLAND:

1. Talk about sexual deviance - some items not being done

A. District training re: child abuse reporting. Not happening annually, like most districts

B. Last year: adult sexual misconduct popped up in employee relations space. As soon as we find out, we immediately move toward pretty extreme HR processes. A claim of adult sexual misconduct - employee out on admin leave, with pay, waiting on investigation. Then, leaning on law enforcement to do investigation. Best interest of students and community, but also of the employee - to not be seen as impeding the investigation.

- We just keep having these claims pop up. Very frustrating. And some of them are true.

- WHAT WE'VE DONE:

* Strengthened partnership with Ralston House - forensic interviews with children

* have been advisors to Jeffco about how to keep kids safe.

* Have held multiple safety summits - how to see the signs of sexual misconduct, where to report it, demystifying it

* scaled adult sexual misconduct training for all employees - used noncontact days to do this with educators in schools

* CEO of Ralston House shared: wherever there are children, there are predators. As adults, we have to make sure we know the signs, that we train families on the signs, and that the vast majority of adults who care about kids know the signs, and we have a culture of saying something, and when something is reported, something happens.

* in some states, there are laws about what information must be shared between organizations when there is an investigation regarding conduct with children. In Jeffco, we guide staff to share this; we don't always get this in return. Dorland has asked our lobbyist to research this - has found no-cost policies. Opportunity for policy and practices. We've made it very clear to our hiring managers: speak to the last known manager of the person you are anaging. required questions:

1. any reason you are aware that this person is unsafe to work with children?
2. eligible for rehire with your org? why or why not

Another system challenge: (we had so much turnover in leadership, systems won't get the care

they need)

- enterprise R Tool (i.e., people soft, etc) - runs payroll, employee absences, payouts, hiring, applicant tracking system, letters of corrective action, finances)
 - we are shifting to a new ERP (workday) - using state chart of accounts - to make this record keeping better
 - Right now: old PeopleSoft system by Oracle - they have said it will not be updated and we need a new one. \$35M project. 3-4 year implementation. Hoping to turn on HR parts this fall. Has the potential to save \$ on time reporting, has the potential to help us with transparency issues re: financing, mostly, excited about it creating system-ness around hiring and employee accountability that I believe will help keep our kids safe.
 - 150 school sites plus others
 - ###,### employees
- **Challenge from audience to come up with better HR questions because people are trained regarding how to avoid these questions.
- RESPONSE: It's also about knowing the red flags, and knowing when to call an additional person

AUDIENCE QUESTION: ERIC ROWE - New America school:

- what is the collective energy re: TABOR and supporting you (Sup. Dorland)?
- RESPONSE: I prefer to call it revenue retention. Right now, because of TABOR, CO has a limit on how much revenue it can retain. over the limit, it is returned to tax payers. as a state, we are very tax-averse. We, as state, have a very strong value of local control. I believe we have to do both - if we don't raise local revenue, we are going to invest and struggle to keep up with neighboring districts. As long as the state is structured this way, we have to keep playing this game. Additionally, we have to keep chipping away at TABOR. Our tax-averse culture likes TABOR, but it really is budget handcuffs. It keeps the state from investing in education

Audience comment (Dawn Fritz) - 2 ballot measures this year:

1. Graduated income tax
2. Debrucing - raising the cap, allowing the state to keep the money that goes to education

PTA has a position.

Evie: full package of bills from CO Fiscal Institute

Dawn: educators: please share personal email address

NEXT TOPIC: SROs - How are you thinking about this? What's the current challenge? Broader context?

- * Had an SRO assigned to Evergreen who was out on leave at the time of the shooting.
- * SRO supporting the mountain schools - Conifer and Evergreen - was called out to another altercation. This is not uncommon. Law enforcement concerns in a community are together in an ecosystem with the school, and it's appropriate for SROs to respond to community events.
- we are backfilling some of their roles (municipalities) on our campuses with R-1 (armed patrol) when SROs are out on leave.

- we work with 8 municipalities and 1 county. A lot of partnership going on.

- SROs are one variable in a whole ecosystem of supports for safety. Including:
- secure vestibules
- R-1 (25 or 27 people) who patrol our whole county
- Campus supervisors at middle and high schools - some middle schools share one
- R-1 and campus sups also go to elem schools
- devices, including cameras, ballistic film
- continuing a conversation about hardening a building and safety personnel
- always, should include proactive supports re: mental health
- based on MLO from 2018 and continuing investments after ESSR funds expired, we've more than doubled the number of SELs in our buildings. also have PSychologists, counselors, and ??? who support our students daily. Partner with Jefferson COunty partnership for mental health. Also partner with Hazel health - physical and mental health. Tremendous amount of suicide prevention training for school staff. Hosting, where we can, workshops for families to learn how to support students with mental health.

- now, working re : transition grades (K, middle school...) - how to best support students in transition

WHAT ARE SOME OF THE BRIGHT SPOTS ACROSS THE DISTRICT - INNOVATION, STUDENT EFFORTS, STAFF EFFORTS...?

* School leaders & educators:

- highest grad rate in 16 years - 8% above state average
- 94% at comprehensive neighborhood high schools
- believe we can get to 100% without watering down the education we're getting

* Career and Tech ED

- 3,500 students applied to Warren Tech
- 25 indiv students applied, 1,700??
- [DON'T QUOTE EXACT NUMBERS]
- CTE concentrator data - at least 3 courses in a pathway (health sciences, or IT, for example)
- when disaggregate grad data for concentrators,
- IEPs, students of color, students experiencing poverty, all are graduating at rates of 93% or higher. peers not concentrating: 70%.
- I saw that not every kid had the experience at home I had that valued public education. to understand that ed is the great equalizer.
- I spent time in title I schools, in poverty. I've been working on this for 26 years. We have huge equity gaps, we're still struggling. But I've never seen a gap closure like this concentrator data.
- SPED kids graduating at the same rates as our neighborhood High Schools. That's amazing

BOTTOM LINE: we're doing amazing things for kids in our district every day. Perfect? no. Good investment? YES.

--BREAK--

3. Bylaws

We discuss every other year, alternating with Code of Conduct
Process of 3 Exec Committee meetings to make edits

- a lot of this bylaws doc is driven by statute for DAC
- not every change is super substantive

CHANGES:

Title - matching the name of the district

II - Definitions - "At Large Parent Member"

II.E.1.a -

1. Language added :Association members may not serve as Parent Members
2. Striking language that district employees cannot serve (now would allow them to) as Parent Members

- reason for change: parent members go through a screening process. Jeffco PTA doesn't go through the same screening - they are appointed.

- OBJECTION RAISED

- PTA rep: this change is targeted directly at her. Believe this is an outcropping of election two cycles ago.

- Substantive difference as a parent member: only Parent Members may be Chair or Vice Chair

- Process comment from Trace Faust, as facilitator: the purpose is related to employees of the district not serving as a Parent Member, which is required by law. This road is foggy - naming the organizations?

- Audience comment: I don't feel competent to vote on this with so much back story - this feels far more substantive than anything we are ready to discuss

- Facilitator: show of hands supporting postponing the bylaws conversation?

* clear majority in favor of delay

II.F. Unexcused Absence - remove "or" so that notification of committee chair AND district administrative support staff

1. 7:30-8:00-SAC Survey: Angela Cryan (Jefferson AAR & parent of Edgewater Elementary, Katie Zabeck-At Large, Members of the FSCP Committee)

PTA National Standards→ Anchoring the Conversation to the Standards (presentation attached)
96 schools out of 145ish completed the survey

Discussion Questions:

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

Themes: *How many people are on your DAC?* **Average is 6-10**, one charter school had over 20 and Evergreen high school had a lot

Does your SAC membership look like the diversity in your school population? Most answers were "**somewhat**"

How often do you meet? Average were **monthly or quarterly and most are in person or hybrid**

What is the name of your SAC? Quite a few "PIEs" "Gator Effectiveness Team" lots of variation.

See slides.

How do you communicate?: website, email, newsletter, marquee, social media, texts

Reflections:

- a. bigger is not always better,
- b. SACS fit into a larger school context of family engagement that varies across schools
- c. there are lots of ways that AARs can leverage

What are SACs working on? **81% safety and security, 70% SEL** are the top non-statute topics

Topics discussed? **82% is gathering feedback about school experiences**

What are SACs doing well? **73% said that they have the knowledge and tools needed to assist school personnel; Creating a welcoming and inclusive atmosphere that encourages involvement, providing resources to for families to become involved, using multiple communication channels to keep families involved**

How can we support SACS? **43 of the schools said “Unsure” and many said “no additional support needed**

Reflections/Opportunities:

- a. SACs are largely doing what they are supposed to
- b. Safety and security is a big issue this year
- c. SACs feel like they have what they need to be successful.
- d. Building sustained engagement with families is challenging, but people are exploring many ways to do it.
- e. There are a number of ways the survey could be simplified

Discussion for 10 minutes

QR Code on the back of the agenda: Add your comments

4. 8:13-8:30 AAR Share Out Time (Carsten Engebretsen, AAR Coordinator)

- a. Welcome to New Members
 1. Ashley Reynolds (Lincoln Academy and A West parent) She wanted to join to learn more
 2. Eric Rowe (Principal at New American School in Lakewood) Served on DAC in DPS and his kids are in college now. He wants to be involved in policy that they didn't create and to provide voice for other charter schools/charter school leaders.
 3. Heather Frazell (West Jeff Elementary) Served on PTA and SAC is lacking at the school. PTA pretty much makes up the SAC. Here to learn more and support the work of the district
 4. Corey Detweiller (Shaffer Elementary) Has been part of SAC since kids were in Kinder and she wanted to make sure the Chatfield area was getting represented.

We will support you as much as we can, and it can be overwhelming to understand what DAC is.

B. Budget is one of the biggest issues that is being discussed.

Jan 14-Feb 13: Principals facilitate required turnkey conversations with staff and SACs to explain budget, facilitate hopes and fears conversations. Reach out to principals and SAC chairs and check in to remind them of this facilitation. District was supposed to give presentation and they did. Include your community superintendent.

Feb. 13-Draft Budget is due

March 16-Final Budget is due

Annie: campaign at my school to increase applications for F & R. Which schools have had high percentage of people fill it out to help with the campaign? Tara's team has hosted successful benefits enrollment drives and wants to communicate that it's not just the benefits application that does this. Also be enrolling "My Friend Ben" which lets people know what benefits they are eligible for. Annie will email Tara and is interested in learning from other AARs. Michelle Applegate and Erin Kenworthy are talking with legal to see if it can become an enrollment requirement. Rose Stein has a good program, as does Edgewater,

Crystal: share that Pomona is hosting a book club for "Anxious Generation" The books are at Little and the Book Club is meeting Thursday at Panera on 80th and Wadsworth, 6-6:30 start time, google Little Elementary PTSA. Heather and Annie will connect with Carsten.

SUBSTANTIVE CHANGE TO DAC BYLAWS

IV. Membership, D. Terms of Members – Remove “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” and substitute “Parent Member terms are limited to 6 appointments (not to exceed 12 years), and non-parent members are limited to 2 consecutive terms. After reaching term limit, non-parent member must rotate off the DAC for at least 2 years before being eligible for reappointment. The BOE may waive the term limitation on a case-by-case basis.”

Will also consider various other term lengths for Parent Members and non-parent members.

AMENDMENTS TO DAC BYLAWS
Proposed Jan/Feb 2026

CLEAN-UPS, CLARIFICATIONS, & UPDATES

- Name – use “*Jeffco Public Schools*” (throughout document).
- II. Definitions, C. Executive Committee – add *AAR Coordinator and district liaison.*
- II. Definitions, Unexcused Absences – add *notification to district staff as an option.*
- III. Purpose and Role – add “*and community*” before “*engagement.*”
- III. Purpose and Role – change “*performance, improvement, priority improvement, or turnaround plan (whichever is applicable)*” to “*District Unified Improvement Plan (DUIP)*” (and throughout document.)
- III. Purpose and Role, Report to BOE – remove “*1. The percentage of students who are college and career ready,*” and “*2. How Jefferson County compares with other districts in the area.*”
- IV. Membership, 1. Articulation Area Representatives – change “*parent-guardian representatives*” to “*Parent Members*” and add “*who represent each articulation area; to the extent practicable, 2 AARs will be assigned to each of the district’s 17 articulation areas in which they currently have an enrolled child. The Executive Committee reserves the right to assign or reassign AARs to other articulation areas as necessary to ensure that each articulation area has at least 1 AAR.*”
- IV. Membership, A.1.c. – change to *two* option school parents.
- IV. Membership, A.2. – add “*as recommended by JCEA.*”
- IV. Membership, A.3. – change to *four* administrators, and add “*with an effort made to represent each grade band, at least one of which is with a charter school.*”
- IV. Membership, B. – clarify that Parent Members shall reflect student populations....
- IV. Membership – remove requirement for a DAC member to be a member of SPAC.
- IV. Membership, C. Duties of Members, 1. Attendance – remove requirement to attend subcommittee meetings; add *District Staff to notify.*
- IV. Membership, Duties of Members, 2. – change so that participation on a DAC subcommittee is an alternative to serving as a DAC leader or representative to another district committee, not an additional obligation.
- IV. Membership, Terms of Members – clarify that midyear appointees serve the remainder of a two-year term.
- IV. Membership, Resignation – add “*no longer meets the eligibility of their role*” as a reason for resignation.
- IV. Membership, Removal, 1. – clarify that two unexcused absences will be considered a resignation.
- IV. Membership, Removal, 2. – clarify process for removal for non-compliance of the Code of Conduct.
- IV. Membership, Replacement – clarify that the replacement member serves for the remainder of the term.
- V. Committee Officers, A. Officer Positions, 1. DAC Officers – clarify that the Chair and Vice Chair must be Parent Members.
- V. Committee Officers, A. Officer Positions, 3. Duties of Chair – clean up language; clarify that review of bylaws is biennial.
- V. Committee Officers, A. Officer Positions, 4. Duties of Vice Chair – remove requirements for keeping records of subcommittee meetings and public comment.
- V. Committee Officers, B. Elections – clarify election of Chair and Vice Chair.

- VI. Executive Committee – *add Duties Related to the Code of Conduct #1-3.*
- VI. Executive Committee – *add provision that the Executive Committee will be responsible for trainings of members.*
- VII. Standing Subcommittees, A. – *abbreviate District Unified Improvement Plan as DUIP (throughout document) and Family School Community Partnership Subcommittee as FSCP (throughout document).*
- VII. Standing Subcommittees, B. – *change subcommittee reports to “as needed” and remove requirement to post them on the district website.*
- VII. Standing Subcommittees, C. – *change requirement for a subcommittee to have a vice chair to “may.”*
- VII. Standing Subcommittees, C., 1. – *add details about what Budget Subcommittee does.*
- VII. Standing Subcommittees, C., 2. – *clarify what DUIP Subcommittee does.*
- VII. Standing Subcommittees, C., 3. – *correct duties of FSCP Subcommittee.*
- VII. Standing Subcommittees, C., 4. – *clarify that the DAC makes recommendations to the BOE on charter applications and renewals, per statute, and remove requirement for a member to serve on the district Charter Review Committee [there isn’t one anymore].*
- VIII. Meetings, A. Meetings of Committee-as-a-Whole, 1. – *remove exception for December meeting.*
- VIII. Meetings, G. Representation of DAC Advice, 1. – *update citations of Board policies.*
- VIII. Meetings, G. Representation of DAC Advice, 4. – *remove this prohibition of subcommittees presenting directly to the BOE.*

Re-Imagining The Jeffco SAC Kick Off 2026 / 2027

Building Community



The Vision

- Each articulation area hosts its own kickoff at the area high school before the first DAC meeting (Sept. 15, 2026)
- Tenured SAC chairs and principals, along with the AAR(s) facilitate.
- DAC provides a brief presentation on SAC/DAC responsibilities and engagement.
- Areas are encouraged to invite community superintendents, partners, and parent communities.
- Agency in creating articulation area goals specific to its needs



Benefits

- Removes the barrier of having Back To School Nights conflict with the district-wide SAC Kick Off.
- Removes travel barriers
- Encourages more participation from a variety of groups that support the schools in that articulation area.
- Allows articulation area SAC chairs to meet each other in person.
- Showcases the high school for the elementary and middle school parents – strengthens the articulation area.
- Allows the articulation area to customize SAC goals per articulation area needs.



Considerations

- Areas may need extra support for less-tenured AARs and principals;
- Ensure all SAC Kick Offs are scheduled.

