

DAC Agenda


April 21, 2026, 5:30-8:30 pm

Jeffco Public Schools Ed. Center, **Room 4E**

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

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

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|------------------------|---|--------|--|
| Information/ Action | <p>Welcome and Approval of Agenda and Minutes (5:30-5:40)</p> <p>Therese Rednor will welcome members and guests and determine quorum.</p> <p><i>**A quorum of at least half of the current membership and at least one DAC officer must be present to conduct DAC business that requires a vote.**</i></p> <p>Members will approve the agenda for the evening and minutes from the prior month.</p> <p>Materials: April agenda and February and March meeting minutes</p> | 10 min | Therese Rednor, DAC Chair |
| Information/ Action | <p>Charter School Application Review (5:40-6:40)</p> <p>Information Recommendation/Vote</p> <p>Materials:</p> | 60 min | Julie Tolleson, Jeffco Chief Legal Counsel; Evie Hudak, DAC Charter School Subcommittee Chair |
| | BREAK (6:40-6:50) | 10 min | |
| Information/ Action | <p>Bylaws (6:50-7:00)</p> <p>Vote on finalized bylaws</p> <p>Materials: finalized Bylaws</p> | 10 min | Therese Rednor; Elizabeth Armstrong, DAC Vice Chair; |
| Information | <p>Personnel Performance Evaluations (7:00-7:20)</p> <p>1338/District Licensed Personnel Performance Evaluation Committee</p> <p>Materials:</p> | 20 min | Amanda Pierorazio, Chief of Human Resources |
| Information | <p>AAR Update (7:20-7:55)</p> <p>A glance into next year Updates from AARs</p> <p>Materials:</p> | 35 min | Carsten Engebretsen, AAR Coordinator |

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| Information | BOE Recommendation to the DAC (7:55-8:10) Materials: | 15 min | Therese Rednor, Evie Hudak |
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| Information | DAC Membership Reminders (8:10-8:20) <ul style="list-style-type: none"> ● Intent to Return ● 2nd term process ● Recruitment updates Materials: | 10 min | Therese Rednor |
| | | | |
| Information | DAC Elections (8:20-8:30) Process Role information Materials: | 10 min | Trace Faust, District Facilitator |
| | | | |
| Information | Closure discussion & Adjournment (8:30) 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 |
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2026-2027 DAC Executive Applications

THE 2026-2027 DAC EXECUTIVE POSITIONS APPLICATIONS ARE OPEN UNTIL **MONDAY, MAY 11th.**

MEMBERS SHOULD SUBMIT AN APPLICATION IF INTERESTED IN SERVING IN THIS CAPACITY.

[DAC AAR Coordinator Application](#)

[DAC Chair/Vice Chair Application](#)

[DAC Secretary Application](#)

[DAC Subcommittee Chair Application](#)

DAC Regular Meeting

February 17, 2026

| DAC Attendance | | | | |
|---|------------------------|--------------------------------------|---------------------------------------|-------------------------|
| DATE: Tuesday, February 17, 2026 | | | | |
| ATTENDEES: | | <i>Strikethrough = absent</i> | | |
| Amanda Bryan | Corie Detwiler | Evie Hudak | Kate Otto | Michele DeAndrea-Austin |
| Amanda Gomez | Corky Guy | Greg Aigner | Katie Koivisto | Shannon Ream |
| Angela Cryan | Crystal Marine | Hannah Hoong | Katie Rogers | Therese Rednor |
| Annie Contractor | Dawn Fritz | Heather Fassino | Katie Zaback | |
| Ashley Kingsley | Diego Rodriguez | Heather Frizzell | Kayleb Layman | |
| Ashley Reynolds | Elizabeth Armstrong | Jennifer Ganzoneri | Kim Bierbrauer | |
| Aubrey Allmond | Emily Lubkert | Jennifer Wilson | Laura Grims | |
| Aubrey Rice | Eric Koch | Jessica Bridges | Mandi Perkins | |
| Autumn Ungar | Eric Rowe | Julia Morgan | Mark Kirkemier resigned | |
| Carsten Engebretsen | Erica Tucker | Kara Zucker | Matthew Noll | |
| Christa Medine | Erin Norton | Karena Hamm | Megan Anderson | |

1. Welcome + Approval of Minutes
 - a. Approved!

2. Bylaws

- a. Substantive Change: Term limits: Membership, D. Term 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 to **“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-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.”**
- b. Two minute minute: Question will that be 2 minutes per person? Question: why term limits? Question is why would you waive the term? Why have an exception to that? Also, that may negatively affect recruitment. Why might it be a good idea? Context, my kids attend a title school and it felt that our schools are different and weren't represented properly. Oftentimes, the same schools are represented. Consistency is important and want to give a shout-out to long time folks and wonder if it's getting in the way of different perspectives getting to the forefront. I think we should think of term limits on AAR positions and consider rotating AAR positions which may allow us to better recruit. Could set a different feeling around what the DAC is. Some other suggestions, you change with your student and see a different life cycle. One other question: aren't there vacancies? I agree that we need new voices, but what are those numbers? Therese: They are two different things—we need term limits and have need to recruit. Carston: Current numbers are: 19 AAR areas and we have 28 AARs serving so we are short 12 positions. We have always been short and it's always been an issue. Evie: Respond to Katie's comment: you might be the only articulation area that has had the same people as the AARs. We reserve the right to assign people to other articulation areas. It is the exception, not the rule that AARs stay in the same position. I was going to go back and look and I can tell you that a lot of them are new. Maybe we petition; I am opposed to term limits. This is a little different. Dawn: make it part of the consideration, if someone has been in the position for XYZ, and then someone else applies, perhaps we give priority to the new person. Angela: AARs do naturally turn over and we don't have a full representation. I am for term limits and I think we should have them for leadership and having a six year term on that. We need some freshness and reserve the right if we don't have candidates that we can accept that. Shannon: agree with the direction that this is headed. I was made an at large member because the AAR was filled. It's okay to look within the ranks first and then you don't have to shift around as much. Elizabeth: mid year appointments are a lot

more at large appointments. If you have met the requirements of DAC, then there is a minimum criteria. If you are a parent and want to be part of DAC or At Large, we want you to join. Katie: The same person has had that position. Question (Diego): Do other districts have term limits? Therese: Yes, Adams 12, BVSD, Adams 12: DAC members shall serve 2 year term. Can serve multiple terms up to 3 and then a one year break in between. Aubrey: Not opposed to term limits and I think having less than 3 terms might hinder it because I'm just starting to understand what we do. I can't imagine being a first year and being an AAR. How do we get the most out of this volunteer work? And not changing over so much that it hinders? Emily L: Do we have any mechanism for parents or schools to deliver that feedback to the DAC? We need fresh perspectives. It doesn't seem like that's happening. Do we have a way to remedy this? Maybe we don't need term limits but we do need a mechanism for feedback to go up to the AARs. Question: What is the process for picking two out of four applicants? Therese: How the process has worked is that people apply, Greece goes through the applications for initial review, then vetted by Chair and Vice Chair because we know who it is expected to come back. Then, we compile the grid of positions. If there are four people from Pomona, then we try to get extras in At Large. The idea is get as many people on the DAC without limitations. Evie: by natural selection, anyone who is on the DAC that wants to return can and then the "extras" are put into At Large and they wouldn't have the option of being an AAR for a different area which is an interesting concept. This is the first year that we have allowed people to be an AAR for the area that their child doesn't attend. Annie: we're getting into the weeds of the "how." Evie: an important part of this conversation is the process. The default is someone who has been an AAR just continues and extras just get moved on. And since we are allowing people to be AAR for area that doesn't represent their kid, maybe it is a substantive change. Elizabeth: for example, Therese was Wheat Ridge and now she is Lakewood. Is this a good time to talk term limits? Carston: I have been on DAC for a long time and have considered leaving. There is value to the continuity and consistency if there is balance between new and old. It takes a while for AARs to develop relationships, trust, etc. If there is so much turn over, that can affect that. Also, I want to highlight when new laws and policies are implemented, they start at a certain point and then build on it for everyone's sake. I'm speaking in the good faith of DAC and I may not be continuing. Crystal: I've heard from members who've chosen to disengage because they don't see a path forward. If we have static leadership, it creates a perception that there isn't room for advancement and it impacts our retention. Healthy organizations have processes for this to prevent burnt-out, etc. We recognize that every articulation area doesn't always have representation, and creating turn limits will be vital to create vitality there. Dawn: I like this about leadership positions. I want to juxtapose term limits related to the executive committee's recommendation to give priority to someone who disagrees with term limits. Crystal: one addition, conversation about how we elect AAR needs to be a best practice and we don't currently have that. We need

to create continuity with a documented process year-after-year. Dawn: It is a grey area. Elizabeth: two years ago, we took a bunch of stuff out of the Bylaws and we need to put it in Best Practices. Carston: In my experience, #1 does Tracy still look at the applications? Tara: No, she doesn't, not in my tenure in this role. #2: since DAC has expanded, I don't know of anyone that has ever been denied for DAC. Exec committee: yes, they have been denied. Tara: We are trying to manage productive engagement through size. Number is much lower in terms of recommended size. That's nothing that's been written in statute, that is within our local bylaws context. It is our way of ensuring diverse backgrounds. Beyond that, most folks are accepted if they apply. Therese: we get a lot of non-parent applicants that aren't accepted. Katie: Asking, don't we have two senior people and we have other people that want to be on, that to me is a reason that we want to think about term limits. If there are other people vying for At Large, then that is a case for term limits. Katie: I was told I couldn't apply three years ago. Elizabeth: Is there DAC interest in moving forward with term limits? We will take everyone's suggestions and discuss at executive committee. Yes: 22, No: 5 and abstain: 4. Executive Committee will send out these suggestions by the Tuesday after the next Executive meeting. SUBMIT with the QR code or via email to the Executive Committee.

3. SAC Kick Off Structure-Therese

a. Reimagining the SAC Kick-off:

- i. Instead of doing a district wide SAC kick off, break it out to having each articulation do their own SAC kick off and it would have to be done prior to the first SAC meeting. Benefits are:
 1. Time barrier: we can't get everyone together because it's back to school night, etc.
 2. Commute
 3. We want to build community in our articulation areas. Each articulation area meets at each High School. We can make it a school event. We can invite community members, community sups, partners, etc.
- ii. Considerations:
 1. Areas may need extra support for less-tenured AARs and principals
 2. Ensure all SAC Kick Offs are scheduled. Make sure that everyone has support and DAC would provide the same presentation for everyone.
 3. BOE (Erin Kenworthy) wanted to add: suggested by board district instead of all of the articulation areas.

Annie: separating options/charters feels unnecessarily separate. The district areas seems more inclusive. Having the event have a clear value add for principals feels very important. In order to get buy-in, I would need to articulate why this is worth the principals' time.

Kara: All of our meetings are remote. If we did them in person, but with that being said we had so many people at the SAC kick-off and they wanted to be there. There will always be travel to places and there will always be conflicts.

Emily L: Like the district idea because it is less logistics. Consolidating a little bit is beneficial.

Amanda: After my last SAC meeting, we had a good conversation and they expressed annoyance with the SAC kick off as “one more thing” they have to do. They need to be guests and not owners in anyway.

Therese: Should we take a poll of the principals on what they prefer? Like the past? One by board district? or one by articulation area?

Amanda: Yes, and we need to get it done in April. Let's get the date(s) on the calendar

Evie: Human nature to bow out if they have the option. Principals should be there. We would be losing half of the impact if the principals weren't there. They are an integral part of SACs. I don't want them to have a cop-out.

Tara: I would respectfully disagree. They know that SAC is an expectation and they know it is a distinct responsibility. Of course, it looks different in every building.

Crystal: I talked to my arctic area and this is the feedback: they liked broadening to the district area, not sitting through presentations was enticing, and they liked the idea of bringing in community partners.

Katie K: consistent feedback: we have a steady articulation area, and we haven't had a lot of turn over. The idea of going to an in-person event in August makes them not want to go. I understand the importance of face-to-face time but I think we are limiting its impact if it's in person.

Michelle: I am the principal at Bell and have been for 14 years. There will not be a single principal that wants to host this event. We value our SACs and there hasn't been anything that is different in the SAC kick-off YOY. If you are a new principal or have a new principal, it should be compulsory and if you aren't new, it should be differentiated.

Annie: SAC chairs are ideally selected at the end of the year, what if we did it in late May or early June? I'm not sure I recognize that meeting in person is actually building community. All of this is an enormous ask, even for an experienced DAC member. I don't think it's realistic to ask parents to be owners of this. I like the decentralization, but it's too big of an ask.

Aubrey A: For Columbine, I like this idea and I like the board district area idea. Getting up here is a struggle. That time of the year, we still have tours for schools. Community sup does come and they are all tenured, so it's easier for us to coordinate locally. It helps us to keep our community close. That big event isn't as valuable to us. We can use this local meeting as our planning meeting. Our leadership knows enough and if we have a slide deck provided, that seems easy enough.

Angela: What are next steps? We've talked about this at FSCP. We've got a month and everyone likes the idea of a small group with regionality to it. We want to be respectful of time and give value-add. SAC 101 and SAC 102 is the most valuable.

Therese: Would principals answer a short survey about the content that they want to see at this event? Michelle: Share and act on data.

Tara: take the feedback and really do something with it.

Crystal: Can we go back on the feedback we have? Do we need a new survey?

Tara: four options: 1. Status quo 2. Differentiation 3. High school arctic launch or 4. District. Feedback was tenured principals optional SAC 100%, new principals required.

Katie: relook at previous SAC surveys, and we have a second on that.

Jennie: I like the district area idea. Reinforces the idea of advising to the board, and that wasn't an option in that survey. It seems like you could do that version with tenured principles optional. If format is changing significantly, then maybe make it compulsory for the first year.

Carston: We used to have a welcome for principals and new chairs at the end of the year for SAC. I would suggest that we reimplement so that we can plan ahead. Secondly, the more personal, the better. It is a big ask, especially for new AARs.

BREAK:

4. New Principal SAC training: Tabled until next month for a more robust conversation

5. AAR/DAC Discussion-Carston

- a. We want to ensure that as many schools have SACs as possible. When we came out of COVID, it was like SAC/DAC was new. Budget constraints also don't help. Are our community sups involved with the SACS?
- b. Tara Yes, it can only be done with community superintendents. In the Columbine area, for example, it is quite robust.
- c. Hopefully you're communicating with your community sups

Alameda (Hannah): I haven't been doing an amazing job. BOY: most schools do not have SACs. It is reliant on the principals for the area; it is hard for community to come together for meetings. The one parent that was there had to go to work. If you can get a SAC chair committed by the end of the year, that helps. We are relying on principals to on board the SAC chairs. Plan for EOY: We've talked at DAC meeting about having a summary of "best practices" to get some of the information out to SAC chairs and principals. That would help. Rotate who sends it out month to month.

Arvada (Diego): Participation has waned. No one showed up. We haven't gotten feedback from other schools.

Arvada West (Kim): no one is here. Karena has NEVER been to a meeting.

Bear Creek (Katie K): Most of the time was spent on budget. Our next meeting is scheduled in April. We have a good crew and they go to each other's meetings to learn from each other. Everyone finds value in the quarterly meetings (October, January, April) We are lucky to have engaged, collaborative and communicative principals. There is a lot of shared responsibility. Our principals are very supportive of each other.

Tara: New community sups that are supporting Alameda and Beak Creek Artic and they are wonderful allies getting the SACs together.

Charter (Ashley): No returning folks are here

Chatfield (: SACs liked the summary being sent out. One of our SAC chairs used to be a DAC chair, so that's helpful.

Columbine (Aubrey): SAC chairs are fully stocked. Last meeting had 50 people. We haven't planned for our next one, but we will with the community sup.

Conifer: Super active SACs in all schools. EOY will be at the high school library.

Dakota Ridge (Amanda): Fully stocked and everyone swears they turned in the survey. We talk via email and everyone in the buildings are experienced.

Evergreen (no one is here)

Golden (no one is here)

Green Mountain (Emily): Great SACs in GM. rescheduled Jan meeting and will reschedule for first week of March and then end of year at the end of April. Really good participation.

Jefferson (Angela): Getting two new principals, one at Edgewater and one at Jefferson. We have one SAC for all of the schools. Engagement isn't just a meeting. We have a really robust community that doesn't need a SAC presence.

Lakewood (Therese): They just want updates and they don't want meetings. She sends monthly updates and is missing two of them. I will get the template and share it out to SAC chairs.

Options (Kara): five people at their meeting and that's been pretty consistent. Mix of old and new SAC chairs and a principal who wanted suggestions for involvement at McClain Community HS. Talking about security brought about 50 people to the BOY meeting. One of the schools is going through a principal change. Zero desire to meet in person.

Pomona (Crystal): Good. Convos about building community in artic area. Book club, etc.

Ralston Valley (Erica): well attended and 100% prefer virtual. SRO was big in conversation. 100% of SACs were disappointed that the budget questions were taken off of the SAC survey. The individual school voices were not collected and that was disappointing. They want to know if budget questions will be on the upcoming survey?

Standley Lake (no one is here)

Wheat Ridge (Heather): WR is tricky and bringing them together is difficult. They all have SACs, some do a hybrid PTA situation. I send updates and no one responds; i'm not sure if it's helpful. Our feedback never gets taken into consideration. First meeting, everyone came. Second meeting, two schools bailed. But good conversations. It's a weird artic area

6. Budget Subcommittee BOE recs (Crystal): (See slides attached)

- a. Desire in seeing feedback loops closed.
- b. Standardized engagement framework
- c. Clarity and *closure* build credibility.
- d. Transparent explanations and is must be accessible, consistent, timely and understandable
- e. YOY changes and clearer documentation
- f. Clarity reduces confusion and risk. Clear tools for communing decisions.
- g. Enrollment-net student loss, 91% of Jeffco choose jeffco schools and 4/10 exercise choice. Enrollment should be treated as a dynamic system.
- h. Enrollment strategy must align with budget strategy
- i. **Board asks: 1. Endorse engagement framework principles, 2. Direct staff to review and strengthen financial transparency and SOPs, 3. Commit to structured enrollment root-cause analysis**

Evie: When is this due? March timeframe. We won't come back to the BOE. I'm not ready to vote on it.

Matthew: I liked it. Not isolated statements. When it comes to the discussions that we have overall about the budget, it's almost like a surprise. Way back in 2021, I saw a "budget in brief" and it showed that we would hit a deficit this year and this is when we are tapping into reserves and it frustrates me that we are so reactive. Why didn't we do something back in 2021? Please include something there. Why are we here when we are just going to react to something in the future?

Emily: Well prepared, knowledgeable. Thank you. It's going to make a great representation for DAC. The examples of what they can do is really powerful. Add a few more examples to make it more concrete.

Amanda: Built a lovely argument for recommended steps of action, and I think it would be helpful at the end to revisit what the steps would look like in the future. The purpose of the collaboration was well done.

Angela: For someone who had no knowledge, it's a little fast and a little packed. It goes to the BOE and then the public. For English as a Second Language, it's too high of a reading level.

Heather: Well written. Please include that this is going to the BOE. This is what we want. Most important piece to me is to state what your input will influence. A lot of communities are thinking, "what are they actually going to do with this?"

Shannon: Build on the comments, it is well done. I like how you spoke to that it feels like it's happening to us, and language around having ownership over these things is important. I want to second that you've written this knowing who your audience is, and please have the actions clearer with the "so, what" even sooner.

Elizabeth: Well done. Last year, one of the BOE said that the public doesn't feel like we are trustworthy stewards of their money and this is a good avenue to bring this back around to this. We also found through the school closures and the data that was presented last year, there were 52% of parents that don't choose their artic area schools. That is something we should bear in mind. Use the data and tell them why.

Carsten: Our district is being reactive and we need to recommend to be proactive. What will we do as a district to bring more kids in?

Katie Z: We need to make it clear when we talk to the board, demographics are declining and we can't force people to have babies. We are experiencing negative growth for the first time in Colorado. They will have to make hard decisions about closing schools again. 9% are opting out. We as DAC need to lead the way of coming to terms with that.

Dawn: Colorado School Finance Project--You can "nerd out" there. And you can go to the Nov 13th board meeting.

Crystal: We were asked by the board: How do we build trust and fix the transparency problem? That is why we are leaning into that engagement piece.

Evie: The third point isn't clear to me.

Crystal: This year we had a net gain in enrollment, but the last two years, we didn't.

Majority approves, no one oppose, two abstain

Kayleb (abstain): My thought on that is that even when you do the budget reduction blueprint, it talks about what the board can do. Why isn't there wording on legislative moves that the public can also do?

7. SAC Survey Task Force-This is being led by Angela Cryan. A group of people that would like to refine the SAC survey. It will take 3-4 working sessions (about 1.5 hours each). Collected notes from prior conversations and it will be based on prior feedback--structure and platform. All of the work will start after March 15th and they will work with the Budget subcommittee.
8. Advertisement for DAC-Therese will email us on different ways to advertise for DAC. The application process opens in April and encourage families to do the panorama survey.

DAC Meeting Minutes 2025-2026
March 17, 2026

ATTENDANCE

| Attendees: | | Strikethrough = | absent | |
|---|---------------------------|-------------------------------|------------------------------------|--|
| Amanda Bryan | Corie Detwiler | Evie Hudak | Kate Otto | Shannon Ream |
| Amanda Gomez | Corky Guy | Greg Aigner | Katie Koivisto | Therese Rednor |
| Angela Cryan | Crystal Marine | Hannah Hoong | Katie Rogers | |
| Annie Contractor | Dawn Fritz | Heather Fassino | Katie Zaback | Heather Fassino excused absense |
| Ashley Kingsley | Diego Rodriguez | Heather Frizzell | Kayleb Layman | Amanda Gomez excused absense |
| Ashley Reynolds | Elizabeth Armstrong | Jennifer Canzoneri | Kim Bierbrauer | Karena Hamm has forfeited her position |
| Aubrey Allmond | Emily Lubkert | Jennifer Wilson | Laura Grims | Ashley Kingsley has forfeited her position |
| Aubrey Rice | Eric Koch | Jessica Bridges | Mandi Perkins | Eric Koch has forfeited his position |
| Autumn Ungar | Eric Rowe | Julia Morgan | Matthew Noll | Katie Koivisto excused absense |
| Carsten Engebretsen | Erica Tucker | Kara Zucker | Megan Anderson | Crystal Marine excused absense |
| Christa Medine | Erin Norton | Karena Hamm | Michele DeAndrea-Austin | Julia Morgan has forfeited her position |
| | | | | Matthew Noll has forfeited his position |
| Additions: | | | | Erin Norton has forfeited |
| Randy England, rkecolorado@gmail.com | | | | Shannon Ream doesn't need to be on master list anymore |
| Charlene Warneke, cwarneke56@gmail.com | | | | Autumn Unger has forfeited |

1. Welcome and Approval of Minutes (5:30-5:40)-We couldn't approve minutes because they weren't printed.
2. DUIP Mid-year Update (5:40-6:30)-Justin Houck & Hannah Hoong (see presentation attached)
 - a. Goals
 - i. 3rd grade reading-DIBELS→ 67% at or above benchmark MOY in 3rd, growth on MAP reading has increased YOY for the past three years
 - ii. 5th & 8th grade math→ there is not much traction here from BOY to MOY
 - iii. High school graduation, freshman success and seniors on track to graduate-credit progress in math aligns with graduation rates (about 12-15% are not attaining the complete credits for math) If a student is not on track in 9th grade, it's very difficult for them to get back on track.
 - b. Mid-year data review-students have more median growth YOY for the past three years in reading and math in 3rd-10th grade (math) and 1st-10th (reading) Questions (Group

Activity): What patterns or bright spots are you seeing in the data that you want to call out?

- c. Bright spots-If students are part of CTE, their graduation rates are higher across all demographics. **Then why do our more underserved high schools (i.e Jefferson, Arvada, and Alameda) offer fewer CTE courses? For example, Arvada West offers 14 and Arvada offers 4**
 - d. Challenges-performance gaps for students of color, multilingual learners, economically at-risk and students with IEPs; ensuring a strong foundation in K-5; enhance middle school experience, improve student engagement/lessen absenteeism
 - e. SAC DUIP feedback and next steps-Hannah
 - i. Solutions: proactive strategies, better training and tools, creating a toolkit for schools going forward to use to aid in having these conversations (see slide for all tools in toolkit) DUIP committee is working to work on this toolkit in their next couple of meeting
 - ii. Utilize principal knowledge
 - iii. Have principals and SACS work together to explain how they define UIP success
 - f. Next Steps for DAC: Question: Elizabeth: When I look at projected proficiency numbers, they don't seem to mirror the growth data? There is a difference between growth and achievement. Question-Katie-can we get the data broken into sub groups? Disparity in CTE offerings; how the the district addressing this? They have started high school reimagined in Dakota, Columbine, Chatfield and two others and then it will launch in the north: Standley Lake, Arvada, Arvada West, Pomona, Ralston Valley Mark C. Perna: check your emails for a keynote on *March 30th*
3. DAC Legal Responsibilities REgarding Charter Schools–CANCELLED 4. Newer/New Principal SAC Training-District Focus (6:30-7:00)-Tara Pena (see slide deck attached)
- a. Training Outcomes-strategic lever for improvement, legal requirements, connect SAC work to UIP, budget, Family engagement, and student outcomes,
 - b. Why SACs matter: data meets lived experience, strategy meets community voice, decisions gain legitimacy and trust *SAC is your formal structure for shared decision-making*
 - c. The Role of the SAC-advisory, law requires it, principal remains responsible for compiling
 - d. Role of Principal: collaboratively constructs the agenda, secures input from SAC, provides various reports as requested by SAC
 - e. SAC relationship to DAC and the District (see slide)
 - f. Core responsibilities: thinking about how principals can think critically about how they can support SACs to *acknowledge, explain and then close the feedback loop to build trust and not tension*
 - g. SAC Membership
 - h. SACs and school improvement: bring context to data, root causes, barriers families experience, buy-in for implementation, leadership shift→ without SAC your plan is undersupported and not relevant, with SAC it's relevant, owned and effective

- i. Characteristics for High-Impact SACs: representative and inclusive, structural and purposeful, co-created, accessible, transparent, integrated
- j. Shifting the Mindset from Compliance Thinking to Leadership Thinking k. Principal Leadership Moves
- l. Practical Launch Plan
- m. Closure and Commitment Slide surrounding accountability

Therese: We will close this feedback loop in our April meeting: Overarching themes as feedback or “on slide 4, please change x to x”

Carsten: If a new principal needs support, where would I go for those supports if needed? First stop is community superintendent, and then it goes to Tara.

BREAK

4. Bylaws (7:15-7:30)

- a. Term Limit Suggestions (see form attached)

Questions (Evie): If you look at C-it looks like the term limits are 6 years, but if you look at #2, it says they shall not be precluded from being reappointed...” Answer (Dawn): They are options. If somebody has served 6 of the last 8 years (3 out of 4 terms), then prioritization would go to someone new. Elizabeth: so it’s not a term limit, it’s at the discretion of the BOE. They have discretion as they always do. Essentially, priority is given to someone new who hasn’t served.

Evie: I don’t think we have a clear process for who makes recommendations to the board.

Elizabeth: That is a separate issue. Evie: How do you prioritize? Elizabeth: This is just about term limits. Dawn: If there is a new applicant, then that applicant gets the priority. It’s not a term limit, it’s a priority of the BOE Evie: Here’s a scenario: I am someone who has been an AAR for that last six year (3 terms), and there is a new applicant and that AAR lacks the special

populations that the law says they are supposed to have. That new applicant would then be given the priority because they meet the laws. Dawn: Executive committee will still have some discretion Evie: It’s a hierarchy. Students in Jeffco, certain demographics, Let’s say we have a parent of a “non-caucasian student” and maybe it’s an English learner, then they would get a higher priority. If that isn’t an issue, then the next is how long have they been on the DAC?

Katie Z: A lot of these things don’t have to do with term limits and it doesn’t feel like we need to talk about them.

Therese: We’ve clarified this one now.

Elizabeth: Suggestion 2

Elizabeth: Suggestion 3

Evie: What does “designated non-parent member mean?” Therese: “At large parent:

Question: Is the term limit waived if there is not a successor? Evie: If you serve three consecutive two year terms, you take a one year break and then you can come back.

Therese: I’m going to say no, it would be a year break mandatory. I’m interpreting it that the term limit is more important than filling the role.

Angela: I like suggestion two, strike “ and until a successor is appointed” All in favor? Everyone raises hands.

Question on Suggestion #3: Can we add language “at large” instead of Designated? All in favor? Majority vote yes.

Carsten: Want to add that it starts in 2026-2027? Meaning we’re not going to kick people off.

Therese: Language takes effect for the 2026-2027 school year. It’s not retroactive. Angela: It’s just semantics; new policy stands from when it’s written.

Carsten: We want to make sure it's not retroactive.

Evie: Half of us are currently in the first year of their term.

Katie: I am so grateful for what this organization has done, and I also looked at who was turned down and we had five former teachers with other voices that were not appointed. If we can bring new voices into this group, it is time to be having this conversation. Maybe it applies to the way the applications are reviewed. We need to have an open process for how applications are considered. We're talking about when term limits go into effect, so this is important here.

Therese: This language now goes into effect, so those who are returning, the clock starts on their term limit 2027-2028.

Carsten: I want to make sure this gets written into the bylaws.

Therese: Kate is writing it into the notes write now.

Elizabeth: Raise your hand for Suggestion 1 and you will have two

votes: 9 votes for suggestion 1

Suggestion 2: 19 votes for suggestion 2

Suggestion 3: 10 votes for suggestion 3

Elizabeth: Now we vote between suggestion 2 and 3

21 votes for SUGGESTION TWO: **DAC members shall serve for a two (2) year term. DAC members may be appointed to serve multiple two-year terms, but may not serve more than three consecutive two-year terms without a minimum one year break in service. BOE (board) has discretion to waive term limits.**

Elizabeth: Let's look at Leadership Term Limits

Question: Has there even been thought to put position limits instead of term limits on leadership roles? When I say term, we have people on different timelines for being a part of DAC, but position limits puts the limit on positions.

Evie: Let's think about this next year, that is a major major change

Therese: This is a clarification of the "chair term limit" vs "chair position limit" Annie: If we change Leadership Term to Leadership Position Limit. All in Favor: Everyone raises hand.

Aubrey: Do you have to serve a full term before you can serve in executive. Evie: Currently, there is nothing stopping them, but they have to be a parent. Therese: Presumably you'd already be a member of DAC, and then you'd put your hand forward to be on the executive committee.

Elizabeth: This one seems moot then. Aubrey: Yes, that's what I was clarifying So the question is: should we move to one or none.

Therese: Do we want a Leadership Position Limit or No?

Question: What is the longest time a chair or vice chair has done this?

Therese: I've been here for four years.

Evie: Memory is that that is the longest.

Jen: Does board have discretion to waive?

Evie: No, because it's elected by the DAC.

Aubrey: Could a person go for two years as vice chair and then four years as chair?

Evie: Yes, they could.

Therese: Those in favor? 16 in favor: **The Chair and Vice Chair are elected to 1 year terms. May not serve more than 4 consecutive one year terms in the elected position.**

Therese: Positions will be open in May and we elect: 1Chair, 2Vice Chair Person, 3Secretary, 4Budget, 5Charter,6 FSCP and 7AAR Coordinator. Anyone can put their name forward. Also, if you were

pointed in an odd year, you are in the middle of a two year term, and you must let us know if you intend to return. We will be sending out that email to see if the 2025 applicants want to return. If you were appointed in 2024, you must reapply. Applications are open and keystone is running them. Applications will close April 10th. Let community members know that the DAC application is open. Last year, we had 32 applications for DAC. Of those applications, 20 were form parents, 18 were moved forward as recommendations to the board. The two that were not moved forward were...we still hadn't worked out as an exec committee how to bring in a new member in Wheat Ridge. I couldn't figure out how to bring on a new member with a pre-schooler and tell that person to help out another articulation area (i.e Pomona). The other one that wasn't moved forward was new to Jeffco, moving articulation areas, and was a principal in a different school district, and I was concerned about that parent putting on their principal hat instead of their parent hat.

Evie: Why did you get to make that decision?

Therese: I couldn't wrap my head around either applicant and Elizabeth and I went through them and determined that these two wouldn't fit.

Evie: We were under the impression that it was the executive committee that made that decision.

Therese: Unilateral? Somewhat as far as moving applications forward.

Dawn: It was implied that exec committee was making these decisions.

Therese: I made those decisions between Mandy and the one that had parent hat. At large non parent members, we received 5 applications and moved zero forward. We only had one non-parent, Greg had applied already, so we moved Greg forward.

On DAC, 8 are considered non-parent members.

We had 7 applicants who should have gone through their organization. One went through org and then was appointed.

We had 32 applicants, 18 were moved forward.

If we have a full DAC, it's 80% parent and 20% non-parent.

Question: What is the right balance? Is it this? Is it 70/30?

Evie: The law says the part with the greatest number has to be parents.

Dawn: I think that is something that should be brought to the board.

Therese: I talked to Erin at length. Erin said she'd be curious about what the DAC thinks.

Katie: I'm less concerned about parent vs. non-parent. I'm more concerned about the representative representation in our district. I just looked at the DAC application again and it collects no information about the kind of students that were serving. There is an optional question about the school that the students attend.

Therese: I'm looking at the application and that is a good point. I'll bring that up to Trace because Keystone is running the application.

Tara: That is interesting. It seems as if were asking for more of a narrative. I.e I identify as a woman of color, I have a gifted child, I sat down with Dave Weiss and we tried to prioritize diverse. Greece goes through all of the applications and tried to discern who is who using infinite campus.

Katie: I hear a lot of assumptions about how certain groups and people are not represented and the language we use is important.

Therese: Keystone is monitoring the first wave of applicants with Greece. Then, we'll discuss as an executive committee to go through all of the applicants. Homework will have to be done

ahead of time because it will take 2-3 hours. Board votes in June. Biggest thing: encourage people to apply. To get to a full DAC, we need a minimum of 31 applications. 25 parents, at large 2 (non-parent), 4 at large parent

Spoke to Erin Kenworthy to do SAC Kick-off by Board District Area

Suggestion (Annie): I would welcome more input from more folks than just SAC chairs.

Therese: Erin said that they don't want to BOE member to feel like they have to organize this and that is not the intention.

Aubrey: Who would lead the charge?

Suggestion: Executive committee and chairs

Annie: Community superintendent and a returning principal and create a bridge of communication

Therese: returning AARs could be involved. I will take the lead and communicate with all community sups tomorrow.

Evie: Are we going to communicate with Board members?

Therese: Yes, as long as it happens before September 15th

Katie: Who will help execute this?

Therese: We want to leave room for autonomy for each district.

Evie & Katie: We need a point person

Therese: Let's start talking to community sups and principals to collaborate. Who can we identify as leaders in that community to be the point person? Here is your date for your SAC kick-off but now they can choose their date.

Evie: DAC needs to take leadership or it will be a nightmare.

Carsten: There needs to structure, an agenda.

Amanda: When?

Therese: I'll communicate with community sups via email and then if I don't hear from them by Friday, I'll call them. Then, we'll send this out with our principal and district board member list. That email to announce the new change will go out the following Friday from Tara. Therese will reach out to community sups and Tara will reach out to principals.

Annie: We don't meet in the summer and knowing what the checklist is and by what dates.

Evie: Executive committee and FSCP will work on this now and then we'll have this ready by April. FSCP will do the turn key for this and it's on the agenda for the next few months. And AAR Kick-off will also happen. AAR Kick off is the last Tuesday of July.

Recap: 1. Therese will reach out to community sups and follow up with a phone call by Friday

2. Tara will reach out to all principals communicating the change.

3. FSCP will work on the check-list and turn key presentation.

4. Carsten will put together AAR list per board member district and we'll meet in April to do this (45 minutes).

5. AAR Feedback (8:25-8:30)

a. Celebrations! Katie Z-we just hosted a "Career Fair" with Wheat Ridge articulation area

b. Suggestion: attend and create events. Pull principals in.

c. We need to make sure that this is presented to the principals within the set parameter of time.



Charter Application Process & the District Accountability Committee

Under Colorado law, a district accountability committee (DAC) plays a mandatory preliminary advisory role in the review of charter school applications submitted to a local school district.

The DAC's role is consultative rather than decision-making — final authority over whether to approve or deny a charter application rests with the local board of education.

WHAT IS YOUR QUEST?

TO ASSIST THE BOARD OF EDUCATION IN
DETERMINING WHETHER GRANTING A
CHARTER TO MESA K-8 IS ***IN THE BEST***
INTERESTS OF THE PUPILS, SCHOOL
DISTRICT, OR COMMUNITY.

DAC input may take various forms

Pros/Cons or Strengths/Weaknesses

Specific recommendation for Board of Education Action

Approve
Approve with Conditions
Deny

BUT all input should be ...

- **Grounded in the “best interest” standard;**
- **Factually rooted in the application contents;**
- **Conceptually aligned to the rubric.**



Application Contents

C.R.S. § 22-30.5-106

| Executive Summary | Mission and vision |
|---|--|
| Student performance standards and objectives | Evidence of sufficient parent/student support to form a school |
| Description of educational program and curriculum | A plan for evaluating student performance |
| Evidence of fiscal viability and a plan for annual audits | Plan for governance, including parental and educator involvement |
| Employee policies and practices | Plan for insurance coverage |

Application Contents, cont'd

C.R.S. § 22-30.5-106

| | |
|--|--|
| Parental involvement plans | Intentions regarding transportation and food service |
| Facilities plan with “viable facilities options,” including cost | List of any requested waivers of policy or statute |
| Discipline, expulsion, and suspension policies | Plan for serving special needs students, including budget and staffing |
| Dispute resolution process | Detailed information about any education management provider |

RUBRIC FOCUS

The DAC charter review team will review each charter application with particular emphasis on the following components of the application:

- Community Impact, including the evidence of support for the school, the target population, and the proposed location for the charter school.
- Budget and Finance, including an explanation of how the school will fund itself over the charter term with identifiable, verifiable, and sustainable funding sources.
- Parent and Community Involvement, including the manner in which the school will use parent and community engagement to improve student learning and will involve parents and community members on the governing board and the School Accountability Committee.
- Serving Special Populations, including the manner in which the school will provide academic and social/emotional supports for students, the plan for supporting students who are not performing and for serving students with special needs or who are at-risk, such as students with disabilities, English learners, high-poverty, and advanced learners.
- Waivers, including any beyond the automatic waivers that are out of the ordinary and any that could detract from serving at-risk and special-needs students.

RUBRIC SCORING

| Rating Scale | Characteristics |
|--------------------|---|
| 3=Excellent | <p>The response reflects a thorough understanding of key issues, such that the reviewer has appropriately answered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the section effectively. Examples or evidence are provided for all appropriate sections.</p> <p>The DAC team is excited and confident the school will support children, community, and district.</p> |
| 2=Good | <p>The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.</p> <p>The DAC team believes the school will do an acceptable job supporting children, community and district.</p> |
| 1=Serious concerns | <p>The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.</p> <p>The DAC team has concerns that the response is not in the best interests of the District, its students, or the community.</p> |
| 0=Harmful | <p>The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the section or the applicant's ability to carry it out. No examples or evidence are provided.</p> <p>The DAC team has determined that the response is not in the best interests of the District, its students, or the community.</p> |

The Board Must Approve or Deny by Resolution

WHEREAS, [factual finding]

WHEREAS, [factual finding]

WHEREAS, [factual finding]

THEREFORE, [decision]



In the event of a State Board appeal...

“If the State Board finds that the local board’s decision was **contrary to the best interests of the pupils, school district, or community**, the State Board shall remand such decision to the local board of education with written instructions for reconsideration thereof”

Resources

<https://www.cde.state.co.us/sites/default/files/documents/cdechart/guidebook/dev/pdf/bcsqappchecklist.pdf>

[Standards for Charter School Authorizers \(State Board Rule\)](#)



Jeffco DAC Charter Application Review Rubric and Scoring Framework

Purpose

The DAC charter review team will review each charter application with particular emphasis on the following components of the application:

- Community Impact, including the evidence of support for the school, the target population, and the proposed location for the charter school.
- Budget and Finance, including an explanation of how the school will fund itself over the charter term with identifiable, verifiable, and sustainable funding sources.
- Parent and Community Involvement, including the manner in which the school will use parent and community engagement to improve student learning and will involve parents and community members on the governing board and the School Accountability Committee.
- Serving Special Populations, including the manner in which the school will provide academic and social/emotional supports for students, the plan for supporting students who are not performing and for serving students with special needs or who are at-risk, such as students with disabilities, English learners, high-poverty, and advanced learners.
- Waivers, including any beyond the automatic waivers that are out of the ordinary and any that could detract from serving at-risk and special-needs students.

In addition to the relevant portions of the charter application, the DAC charter review team may utilize additional information to evaluate a charter applicant, including board presentations, in-person interviews, and individual experience/research.

The Executive Summary section of the charter application shall serve as the DAC team's introduction to the charter application and the components outlined above. Therefore, the Executive Summary should be clear and concise, and should be understandable to readers of different backgrounds, including parents, educators, and other professionals.

Evaluation

Each of the areas will be individually evaluated on a scale of 0-3. Any of the targeted areas with a score of “0” will likely result in being disqualified from receiving DAC recommendation to the board for approval of the charter school. Any of the targeted area with a score of “1” will result in serious consideration for disqualification, depending on circumstances and the overall application.

| Rating Scale | Characteristics |
|---------------------------|--|
| 3=Excellent | The response reflects a thorough understanding of key issues, such that the reviewer has appropriately answered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant’s capacity to carry out the section effectively. Examples or evidence are provided for all appropriate sections. <i>The DAC team is excited and confident the school will support children, community, and district.</i> |
| 2=Good | The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application. <i>The DAC team believes the school will do an acceptable job supporting children, community and district.</i> |
| 1=Serious concerns | The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remain for the reviewer. Examples and evidence may be found in a few appropriate sections. <i>The DAC team has concerns that the response is not in the best interests of the District, its students, or the community.</i> |
| 0=Unsatisfactory | The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the section or the applicant’s ability to carry it out. No examples or evidence are provided. <i>The DAC team has determined that the response is not in the best interests of the District, its students, or the community.</i> |

Primary Focus Sections *(Highest priority for scoring and discussion)*

| Section | Score (0–3) | Strengths | Questions / Concerns |
|---|------------------------|------------------|-----------------------------|
| D. Evidence Support | | | |
| G. Budget & Finance | | | |
| K. Parent & Community Involvement | | | |
| O. Waivers | | | |
| Q. Serving Students with Special Needs | | | |

Additional Sections *(Score as appropriate; focus comments on key concerns or clarification needs)*

| Section | Score (0–3) | Strengths | Questions / Concerns |
|--|------------------------|------------------|-----------------------------|
| A. Executive Summary | | | |
| B. Vision & Mission Statements | | | |
| C. Goals, Objectives & Pupil Performance Standards | | | |
| E. Educational Program | | | |
| F. Plan for Evaluating Pupil Performance | | | |
| H. Governance | | | |

| Section | Score (0–3) | Strengths | Questions / Concerns |
|--|------------------------|------------------|-----------------------------|
| I. Employees | | | |
| J. Insurance Coverage | | | |
| L. Enrollment Policy | | | |
| M. Transportation & Food Service | | | |
| N. Facilities | | | |
| P. Student Discipline, Expulsion & Suspension | | | |
| R. Dispute Resolution Process | | | |
| S. School Management Contracts (if applicable) | | | |

Summary Comments

Major Strengths:

Major Concerns:

**DAC RECOMMENDATION ON
ON MESA K-8 CHARTER APPLICATION
April 21, 2026**

RECOMMENATION: APPROVAL

The DAC believes that it is in the best interest of the pupils, district, and community for the Board of Education to approve the MESA K-8 Charter School. This is based on the Charter Review Subcommittee’s review of the application.

Community Impact/Evidence of Support:

- Score – 1.8 (average of ratings by subcommittee members).
- Strengths –
 - Their outreach effort was conducted in various places (parks, local venues, community events). While they initially had only 40 letters of intent (LOIs) in the first submission of the application in February, on March 17 they said that they now have 65 LOIs for kindergarten and 48 for 1st grade (which would be the grades the school opens with in its first year), with an overall total of 196.
 - They plan to purchase an empty building that had already been a school (religious).
 - Their examination of demographic data indicates that there are enough students in the area to go to MESA K-8 as well as neighborhood schools.
 - One of the applicants said her kids went to an expeditionary school in Wheat Ridge and it was a good program that she would like to see in Lakewood.
- Concerns – Jenn Norris, the founder of MESA K-8, said that the idea for the school originated from a class project she did for her principal’s license – designing her “dream” school. However, this means that the plan is a good one designed by an educational expert.

Budget and Finance:

- Score – 2 (average of ratings by subcommittee members).
- Strengths –
 - The budget outlined multiyear projections with expected revenue and growth, using a conservative approach that doesn’t rely on federal funding.
 - Expected enrollment growth is gradual. They have a contingency plan for under-enrollment for the first year (to eliminate one teacher position).
 - The LOI enrollment numbers given on March 17 surpass the 96 necessary to me
 - The budget shows \$492,000 for teaching staff and \$363,000 for administrative staff, but many of the administrative staff are actually doing teaching, such as the lead teachers. The plan for the teacher/student ratio is 1:13. For the special education students, the ratio will be 1:11.
- Concerns – The budget is somewhat reliant on potential grant funding.

Parent and Community Involvement:

- Score – 2 (average of ratings by subcommittee members).
- Strengths –
 - They do have a plan to have a School Accountability Committee.
 - Although the initial governing board has only one seat for a parent, to be appointed by the founders, in the future they plan to increase the board to 7 members and add at least 2 parents, who will hopefully be elected. The person who will be the Treasurer initially said that she strongly believes a parent should hold that position.

- The governing board plans to make recommendations on parent engagement and school culture.
- Their model encourages collaboration with families through students' expeditions and Learning Exhibits.
- They plan to do events and surveys in multiple languages and hold regular family conferences 4 times a year.
- They will use the Class Dojo app as a parent communication tool.
- Parents will be allowed to join their children for breakfast and lunch.
- Jenn Norris said that she will have "an open door policy" so parents can come in for conversations.

Serving Special Populations:

- Score – 2.16 (average of ratings by subcommittee members).
- Strengths –
 - The application includes details about inclusive programming across student groups, including MTSS and multi-language learners.
 - Each lead teacher will help 4 teachers provide the interventions that students need, and lead teachers will do teaching and provide services as well.
 - In response to the question about how English learners will be served, Jenn said that she is bilingual and hopes that the entire staff will be too.
- Concerns – There is no guarantee that they will find bilingual teachers.

Waivers:

- Score – 2 (average of ratings by subcommittee members).
- Strengths – They clearly explained the reasons for needing the waivers that are not automatic.
- Concerns – There is no explanation as to why they need all the automatic waivers.

**DAC RECOMMENDATION ON
ON MESA K-8 CHARTER APPLICATION
April 21, 2026**

RECOMMENDATION: NON-APPROVAL

While the DAC acknowledges that MESA K-8's application is a sound one, we do not believe it is in the best interests of the pupils, the district, or the community to approve this application.

It is not in the best interests of the pupils of MESA K-8, because:

- Only a minimal number of families expressed an intent to enroll in the school. The applicants said that they have 65 letters of intent (LOIs) for kindergarten and 48 for 1st grade (which would be the grades the school opens with in its first year). There is no guarantee that all those who signed LOIs will actually enroll their children in the school.
- With the continuing decline in enrollment and in numbers of school-age children in the district – and surrounding districts – the school's plan of increasing enrollment over time is likely to fail.
- The school's budget requires a minimum of 96 students, so even if all 113 students enroll, it would be barely enough to provide the full program the school wants and could jeopardize its ability to have adequate staffing.

It is also not in the best interests of current pupils in the area. Adding a school would likely have significant and negative impacts on the students already being served in the central region of the school district, because:

- This new school would likely pull most of its students from existing neighborhood schools, putting those schools at risk of losing funding and the ability to provide adequate programming.
- Students at schools within a few miles of MESA K-8 already have access to Expeditionary Learning, so it is unnecessary to provide duplicate programming.
- The building proposed to be used for the school was probably selected because it is available; it was a Catholic school that closed, perhaps because its enrollment declined significantly.
- Opening a new school that would lure families away from their neighborhood school which is already meeting their needs is potentially a false hope.

It is not in the best interests of the school district to open a new school. Jeffco has closed 21 schools over the past few years. Adding a school would likely result in a significant decline in enrollment in existing schools, potentially forcing the district to close more schools. It would just redistribute students rather than serve an unmet need. This becomes a “zero-sum game” for the district.

Finally, it is not in the best interests of the community to open a new school. The founder of MESA K-8 said that the idea for the school originated from a class project she did in college for her “dream school” – clearly indicating that it did NOT come from community interest or demand. The district's closure of neighborhood schools has been disruptive to communities, which should not have to risk further closures of neighborhood schools that are community hubs.

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

I. Name

The official name of the organization shall be the Jefferson Public Schools 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.¹
- 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. At-Large Parent Members must have at least one child actively enrolled in Jeffco during their term of service.
- 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 listed in section VII.A.
- D. Member means any person defined in section IV(A).

- ~~D.~~
 - 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.a. Employees of the district and members appointed to represent an association or organization (including but not limited to JCEA, JESPA or Jeffco PTA) may not serve as a Parent Member, regardless of parental status. 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.

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

¹ 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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Commented [1]: There is an objection here: if a Jeffco PTA person is a parent and a Jeffco PTA member, they should count. And another agree. Counterargument: PTA doesn't go through the same screening. So far, this only affects Dawn Fritz. Her eligibility was challenged two years ago. She has never been an employee. Only parent or co-parent: if PTA rep meets criteria of parent, not employee, and has a child, then they should qualify as a parent member. We need to clarify the language. Motion to strike PTA and JCEA from this section. Question: how can you be a chair or vice chair? Must be a parent. Suggestion: either strike all or none. "Employees of the district may not serve."

Commented [2]: Suggestion: I don't feel competent enough to vote on this right now. Move on to SAC survey and this feels more substantive. Motion to delay the conversation to a next meeting.

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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 budget priorities spending priorities.
- ~~C.~~ Advise the BOE concerning preparation of the district's annually submitted performance District Unified Improvement Plan, improvement, priority improvement or turnaround plan (whichever is applicable).
- ~~D.~~ B. 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.~~ C. 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.~~ D. Review initial 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.~~ E. Provide input to the BOE concerning the creation and enforcement of its school conduct and discipline code.
- ~~H.~~ F. Consider input and recommendations from the district's SACs to facilitate the evaluation of the performance of district principals.
- ~~I.~~ G. 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.~~ H. 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.~~ I. Determine at least annually and cooperatively with the BOE, additional areas and issues of study and recommendation to the Board BOE that the DAC shall focus on for the year.
- ~~L.~~ J. 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.~~ K. 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.

Commented [3]: Remove this? I don't think we really do this.

Commented [4]: Remove these? We don't do this, to my knowledge.

IV. Membership

A. The DAC ~~comprises~~ is comprised of the following Members approved by the ~~Board of Education~~ BOE:

Commented [5]: correct wording is "is comprised of"

1. The Articulation Area Representatives (AARS) ~~nominated by the Superintendent~~

~~a. Up to thirty-four (34) parent/guardian representatives~~ Parent Members who represent each articulation area; to the extent practicable, ~~two (2) parent/guardian representatives~~ 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. will have students in each of the district's seventeen (17) articulation areas.

Commented [6]: This should say Parent Members, for consistency.

~~b.a. Three (3) charter school parent representatives.~~ member AARs.

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~~e-b. Two (2) option school parent representatives.~~ member AARs.

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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. ~~Jefferson County Education Association (JCEA)~~ may recommend teachers; however, both members and non-members of JCEA are eligible.
3. At least one ~~(1)~~ and up to three ~~(3)~~ building-level administrators employed by Jeffco Schools, with effort made to represent each grade band.
4. One ~~(1)~~ Jeffco charter school administrator.
5. Up to ten ~~(10)~~ at-large ~~representatives~~ Members with effort made to represent diversity of stakeholders. At-Large Members may include both Parent Members and non-parent community Members that represent the diversity of the Jeffco community.
6. At least one business community representative.
7. One (1) Jeffco PTA member, as recommended by Jeffco Council PTA.
8. One (1) classified staff member employed by Jeffco Schools. Jeffco Education Support Professionals Association (JESPA) may recommend classified staff; however, both members and non-members of JESPA are eligible.
9. The Superintendent and/or the Superintendent's designee(s) (non-voting).

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B. By statute, Parent 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. Duties of Members

1. Attendance at all scheduled DAC meetings. Any Member who cannot attend a meeting ~~should~~shall communicate such absence in advance to ~~either~~ the Chair and ~~or~~ the district administrative support staff to the DAC.
2. 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 DAC Code of Conduct.

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 by~~ the Board of Education, BOE

1. 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. OR Parent Member terms are limited to 6 appointments (not to exceed 12 years) and Non-Parent Members are limited to two (2) consecutive terms. After reaching the term limit, Non-Parent Members must rotate off the DAC for at least two (2) years before being eligible for reappointment. The BOE may waive the term limitation on a case-by-case basis.

2. *Divide the Question above

Commented [7]: I also would like to propose the following for term limits: Parent member terms are limited to 6 appointments (not to exceed 12 years) and Non-Parent terms are limited to 3 appointments (not to exceed 6 years).

Commented [8]: I disagree with term limits

Commented [9]: I suggest adding: Members whose 2-year appointment reaches conclusion must reapply to be considered for a consecutive term.

E. **Resignation** Any 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, and should provide a letter of resignation to the Chair, who ~~shall~~may notify the BOE.

F. **Removal**

1. Two (2) unexcused absences from DAC meetings per year by a Member shall be considered a resignation.
2. The Committee-as-a-Whole may, -with a two-thirds majority achieved by secret ballot, remove a Member after -a warning from the Executive Committee, for non-compliance with the Code of Conduct.

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

V. **Committee Officers**

A. **Officer Positions**

1. The DAC has two officers: The Chair and the Vice Chair. The officers shall be Parent Members, as defined in II. D-1-E, elected by the membership of DAC annually, in the final meeting of the academic year.
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. Officers can serve up to four terms in their respective roles.
3. **Duties of the Chair** The DAC Chair:
 - a. Ensures that committee efforts and membership meet statutory requirements.
 - b. Ensures planning of annual meeting calendars and monthly meetings.
 - c. Receives and relays requested agenda items from Members and subcommittees.
 - d. Ensures that calls-notifications are issued for meetings of the DAC.
 - e. 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 some 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 is conducted.
 - k. Coordinates committee and subcommittee reports to the BOE.

Commented [10]: Shouldn't it be THREE officers and include Secretary? Or isn't the Secretary an officer?

Commented [11]: I think it is necessary to specify this, so that one of the Members who are parents but not employees of the district can be elected into these positions. There are parent members who are appointed at-large, and the PTA representative is usually a parent and not an employee.

Commented [12]: Better wording would be "notifications"

- l. Coordinates the DAC’s activities with administrative support from the ~~Jefferson County-Jeffco~~ School District.
- m. Coordinates bi-annual review of bylaws with the Executive Committee and presentation 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. 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.

Commented [13]: Coordinates the bi-annual review of the bylaws.

Commented [14]: Ensures that DAC information is maintained and available via the Jeffco website??? LANGUAGE BELOW: shall be posted on the Jeffco Public Schools DAC web page.

4. Duties of the Vice Chair

- a. Shall be responsible for the duties of the Chair in 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 that bylaws are maintained and that Members’ suggestions for bylaws changes are recorded for later discussion, and leads discussion of bylaws.
- e. Ensures that electronic files and records of DAC are maintained in an accessible archive.
- 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.

Commented [15]: Elizabeth - you're the discussion leader!

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.

Commented [16]: Add Secretary

- 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. Whoever 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 Committee-as-a-Whole shall decide which single candidate shall advance to the next ballot. If two or more candidates are tied after two voting rounds, and all other candidates are eliminated, the winner shall be

determined by a coin flip.

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.
- D. Duties Related to the Code of Conduct
 - 1. Executive Committee members who receive information related to suspected Code of Conduct violation shall inform all member of the Executive Committee within 48 hours.
 - 2. The Executive Committee Executive Committee or a person or persons designated by the Executive Committee shall investigate Code of Conduct complaints within 60 days.
 - 3. The Executive Committee shall provide a report of the findings to the designated Board of Education liaison within an additional 30 days.
- E. The Executive Committee shall be responsible for planning, coordinating and executing training for Members with the support from returning Members as appropriate.

Commented [17]: If we add Secretary to V.B., we can remove it from here.

Commented [18]: Add subcommittee chairs to this.

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VII. **Standing Subcommittees:**

- A. Standing subcommittees of DAC shall be the Budget Subcommittee, District Unified Improvement Plan (DUIP) Subcommittee, Family School Community Partnership (FSCP) Subcommittee, and Charter School Review Subcommittee. Additional subcommittees may be formed from the membership as the Committee-as-a-Whole deems necessary. Subcommittees shall take up new business matters committed by the Committee-as-a-Whole and ~~must~~ report matters back to the Committee-as-a-Whole.
- B. **Other Subcommittees** Each subcommittee noted below shall report to the full DAC ~~at least annually as needed~~ and prior to any communication with the BOE regarding recommendations or advice on behalf of the DAC. ~~Each subcommittee's reports to the full DAC shall be posted on the Jeffco Public Schools DAC web page.~~
- C. Each subcommittee chairperson shall be elected 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 ~~may~~ appoint a vice chair at the beginning of the academic year.
 - 1. Budget/Finance. This subcommittee shall work to comply with the DAC

Commented [19]: I don't know if we need to require formal reports. This could be "as needed"

Commented [20]: Conform with changes suggested above in VI.A. and B.

Commented [21]: This should say "may appoint" or be removed; most subcommittees don't have a vice chair recently.

requirement of recommending to the BOE priorities for spending school district money. On budget matters, including but not limited to: a) Spending priorities, b) Budget development c) Long-term financial sustainability, d) Enrollment and revenue impacts e) Transparency, processes and fiscal controls *clean up the format to match

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~~ implementation, and review of the ~~district's performance, improvement, priority improvement, DUIP~~ 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 for the BOE 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.
 - (e) Trainings of new Articulation Area Representatives and School Accountability Committees in collaboration with the executive committee.
4. Charter School Review.
 - (a) This subcommittee shall have responsibility for reviewing charter school initial applications and report ~~findings recommendations~~ to the full DAC.
 - (b) The subcommittee shall have responsibility for reviewing renewal applications as requested by the BOE and report findings to the full DAC.
 - ~~(b)~~ *Make this Per statute...C
 - ~~5-~~(c) 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.

6-5 Additional Subcommittees. Additional subcommittees may be identified

Commented [22]: I question whether this is needed; we don't do this.

Commented [23]: I suggest adding this, because it's what we do.

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Commented [24]: We should add "and renewals" for clarity

Commented [25]: Is there a District Charter Review Committee?

by the Executive Committee, as needed, to fulfill the responsibilities of the DAC.

VIII. Meetings

A. Meetings of the Committee-as-a-Whole

1. A minimum of six (6) meetings of the Committee-as-a-Whole shall be held monthly from September through May, ~~except during the month of December~~, at the ~~Jefferson County School-Jeffco~~ 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.

Commented [26]: I suggest we remove this, in case there is a meeting needed in December.

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.

D. **Notice of Meetings** The schedule for regular meetings of the Committee-as-a-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.

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 [Board](#)

[Policies GP-0606, "Board Committee Principles."](#) [GP-7-07 "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. ~~Nothing from subcommittees can be presented directly 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~~ dissenting opinions, together and without modification, to the BOE at the same time.

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 comment(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 Committee-as-a-Whole at least every two years. 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.

Date Adopted: April 16, 2024

Date Revised: March 26, 2024

Jeffco Public Schools District Accountability Committee (DAC) Bylaws

I. Name

The official name of the organization shall be the Jeffco Public Schools 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.¹
- 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. At-Large Parent Members must have at least one child actively enrolled in Jeffco during their term of service.
- 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 listed in section VII.A.
- 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 Jeffco Public Schools at the time of appointment.
- E. Unexcused absence means an absence from a DAC meeting for which the absent Member has not notified the Chair and the district administrative support staff to the DAC.

III. Purpose and Role

The purpose of the DAC is to serve in an *advisory role* to the Jeffco 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 budget priorities. Advise the BOE concerning preparation of the district's annually submitted District Unified Improvement Plan. 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.

¹ 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).

- C. 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).
- D. Review initial charter school applications received by the BOE and renewals as requested by the BOE, and submit recommendations to the BOE on said applications.
- E. Provide input to the BOE concerning the creation and enforcement of its school conduct and discipline code.
- F. Consider input and recommendations from the district's SACs to facilitate the evaluation of the performance of district principals.
- G. 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.
- H. 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.
- I. Determine at least annually and cooperatively with the BOE, additional areas and issues of study and recommendation to the BoardBOE that the DAC shall focus on for the year.
- J. 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.
- K. 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 is comprised of the following Members approved by the BOE:
 - 1. The Articulation Area Representatives (AARS).
 - a. Up to 34 Parent Members who represent each articulation area; to the extent practicable, two 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. Three charter school Parent Member AARs.
 - b. Two option school Parent Member AARs.
 - 2. At least one and up to three teachers, with effort made to represent each

grade band: K-5, 6-8, 9-12. JCEA may recommend teachers; however, both members and non-members of JCEA are eligible.

3. At least one and up to three building-level administrators employed by Jeffco Schools, with effort made to represent each grade band.
 4. One Jeffco charter school administrator.
 5. Up to ten At-Large Members with effort made to represent diversity of stakeholders. At-Large Members may include both Parent Members and non-parent community Members that represent the diversity of the Jeffco community.
 6. At least one business community representative.
 7. One (1) Jeffco PTA member, as recommended by Jeffco Council PTA.
 8. One (1) classified staff member employed by Jeffco Schools. Jeffco Education Support Professionals Association (JESPA) may recommend classified staff; however, both members and non-members of JESPA are eligible.
 9. The Superintendent and/or the Superintendent's designee(s) (non-voting).
- B. By statute, Parent 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. Duties of Members
1. Attendance at all scheduled DAC meetings. Any Member who cannot attend a meeting shall communicate such absence in advance to the Chair and the district administrative support staff to the DAC.
 2. 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 DAC Code of Conduct.
- D. **Terms of Members**
1. The term of any Member appointment shall be 2 years. Midyear appointees shall serve the remainder of the 2 year term. Members' terms shall begin upon the appointment by the BOE.
 2. 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-members 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

- E. **Resignation** Any 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 and should provide a letter of resignation to the Chair, who may notify the BOE.
- F. **Removal**
 - 1. Two (2) unexcused absences from DAC meetings per year by a Member shall be considered a resignation.
 - 2. The Committee-as-a-Whole may, with a two-thirds majority achieved by secret ballot, remove a Member after a warning from the Executive Committee, for non-compliance with the Code of Conduct.
- G. **Replacement** If a Member resigns or is removed, the Executive Committee may advise the BOE and a replacement may be nominated and appointed through the process specified in the membership section (IV.D.1.). The replacement shall serve the remainder of the two year term as per IV.D.1.

V. Committee Officers

A. Officer Positions

- 1. The DAC has two officers: The Chair and the Vice Chair. The officers shall be Parent Members, as defined in II. E, elected by the membership of DAC annually, in the final meeting of the academic year.
- 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. Officers can serve up to four terms in their respective roles.
- 3. **Duties of the Chair** The DAC Chair:
 - a. Ensures that committee efforts and membership meet statutory requirements.
 - b. Ensures planning of annual meeting calendars and monthly meetings.
 - c. Receives and relays requested agenda items from Members and subcommittees.
 - d. Ensures that notifications are issued for meetings of the DAC.
 - e. 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 some 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 is conducted.
 - k. Coordinates committee and subcommittee reports to the BOE.

- l. Coordinates the DAC's activities with administrative support from the Jeffco School District.
- m. Coordinates bi-annual review of bylaws with the Executive Committee and presentation 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. 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 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 that bylaws are maintained and that Members' suggestions for bylaws changes are recorded for later discussion, and leads discussion of bylaws.
- e. Ensures that electronic files and records of DAC are maintained in an accessible archive.
- 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. Whoever 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 Committee-as-a-Whole shall decide which single candidate shall advance to the next ballot. If two or more candidates are tied after two voting rounds, and all other candidates are eliminated, the winner shall be

determined by a coin flip.

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.
- D. **Duties Related to the Code of Conduct**
 - 1. Executive Committee members who receive information related to suspected Code of Conduct violation shall inform all members of the Executive Committee within 48 hours.
 - 2. The Executive Committee or a person or persons designated by the Executive Committee shall investigate Code of Conduct complaints within 60 days.
 - 3. The Executive Committee shall provide a report of the findings to the designated Board of Education liaison within an additional 30 days.
- E. The Executive Committee shall be responsible for planning, coordinating, and executing training for Members with the support from returning Members as appropriate.

VII. **Standing Subcommittees:**

- A. Standing subcommittees of DAC shall be the Budget Subcommittee, District Unified Improvement Plan (DUIP) Subcommittee, Family School Community Partnership (FSCP) Subcommittee, and Charter School Review Subcommittee. Additional subcommittees may be formed from the membership as the Committee-as-a-Whole deems necessary. Subcommittees shall take up new business matters committed by the Committee-as-a-Whole and report matters back to the Committee-as-a-Whole.
- B. **Other Subcommittees** Each subcommittee noted below shall report to the full DAC as needed and prior to any communication with the BOE regarding recommendations or advice on behalf of the DAC.
- C. Each subcommittee chairperson shall be elected 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 may 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. On budget matters, including but not limited to: a)

- Spending priorities, b) Budget development c) Long-term financial sustainability, d) Enrollment and revenue impacts e) Transparency, processes and fiscal controls *clean up the format to match
2. District Unified Improvement Planning (DUIP). This subcommittee shall support the DAC's responsibility to comply with submitting recommendations to the BOE concerning preparation, implementation, and review of the DUIP or turnaround plan (whichever is applicable).
 3. Family School Community Partnership (FSCP). This subcommittee shall work to increase parent engagement in the district by providing input and recommendations for the BOE
 - (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) (deleted)
 - (d) Efforts to increase parent engagement on school accountability committees and on the district's Family-School Relationships Survey.
 - (e) Trainings of new Articulation Area Representatives and School Accountability Committees in collaboration with the executive committee.
 4. Charter School Review.
 - (a) This subcommittee shall have responsibility for reviewing charter school initial applications and report recommendations to the full DAC.
 - (b) The subcommittee shall have responsibility for reviewing renewal applications as requested by the BOE and report findings to the full DAC.
 - (c) Per statute, the full DAC shall determine recommendations to the BOE on charter applications and renewals. The membership of this subcommittee shall include an AAR representing charter schools and the charter school administrator.
 5. Additional Subcommittees. Additional subcommittees may be identified by the Executive Committee, as needed, to fulfill the responsibilities of the DAC.

VIII. Meetings

A. Meetings of the Committee-as-a-Whole

1. A minimum of six (6) meetings of the Committee-as-a-Whole shall be held monthly from September through May,, at the Jeffco 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 support 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.

D. Notice of Meetings The schedule for regular meetings of the Committee-as-a-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.

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 [Board Policies GP-06, "Board Committee Principles," GP-07 "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. (deleted)
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 dissenting opinions, together and without modification, to the BOE at the same time.

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 comment(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

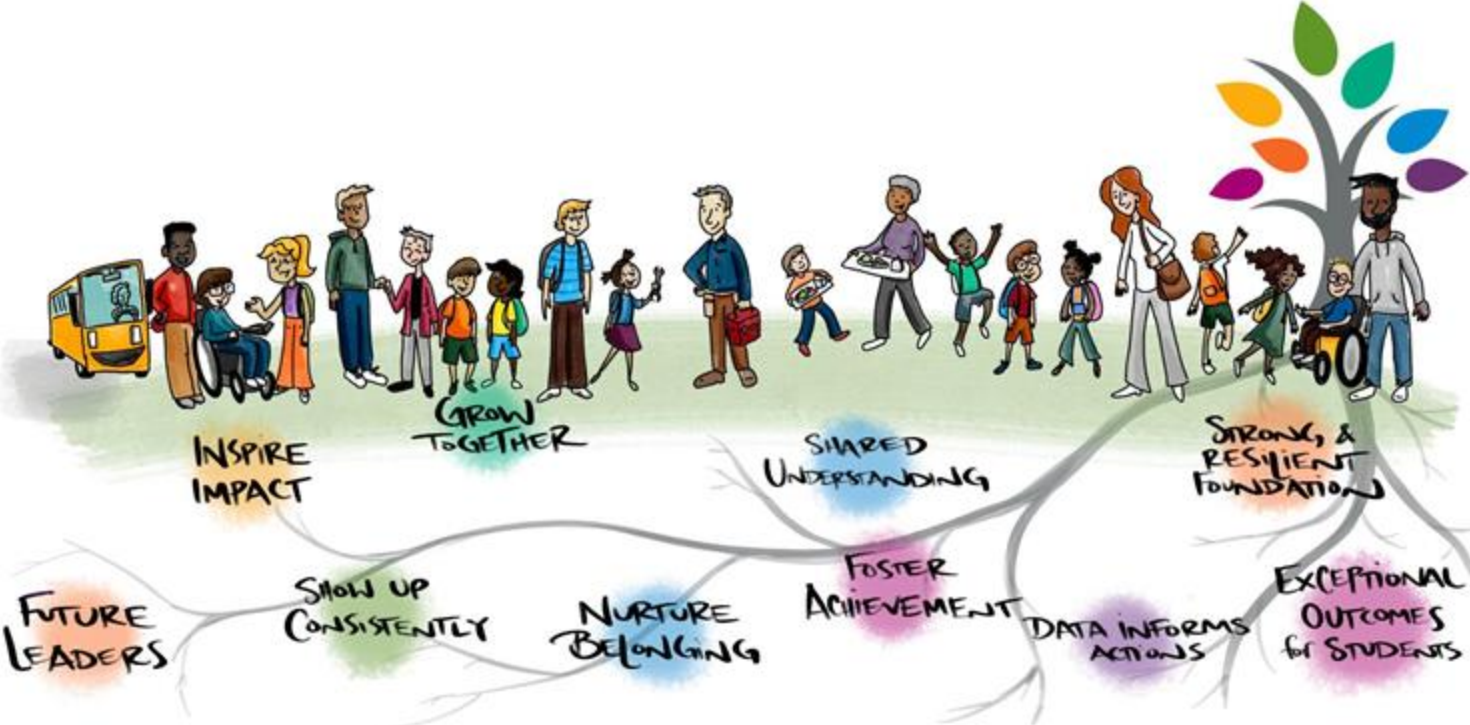
Bylaws shall be reviewed by the Committee-as-a-Whole at least every two years. Members may make motions to revise the bylaws during scheduled DAC meetings. Bylaws revisions must be approved by a two-thirds majority of the Members present at the meeting.

All changes or amendments to these bylaws shall be presented to and approved by DAC Members before they can take effect.

Date Adopted: April 16, 2024

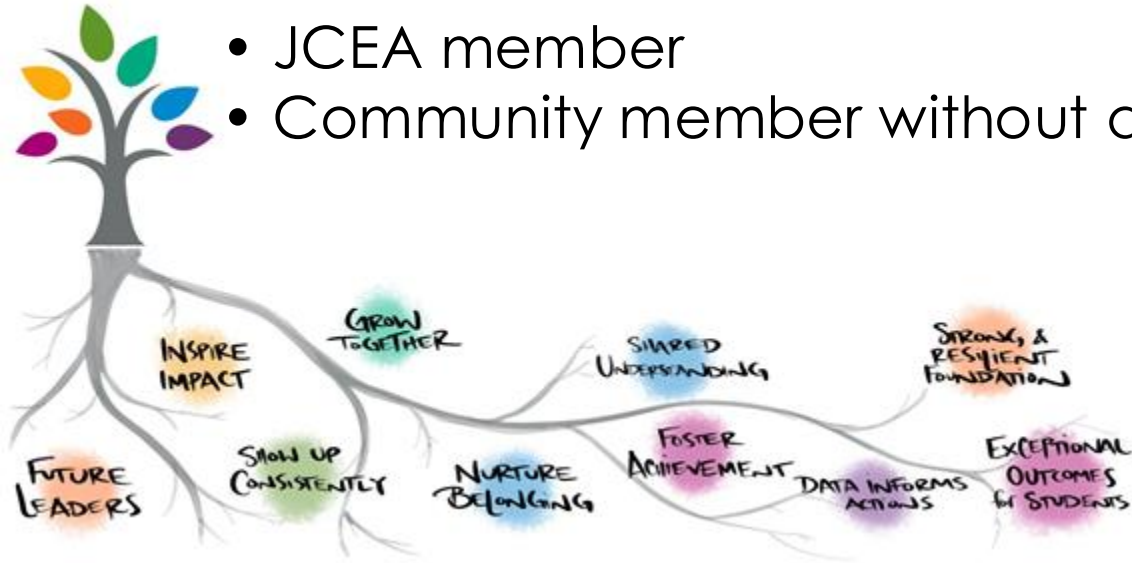
Date Revised: April 15, 2026

PEC Overview



Committee members serve two-year terms and include:

- Jeffco educator
- Jeffco administrator
- Jeffco principal
- Parent of a Jeffco student
- JCEA member
- Community member without a Jeffco student



The committee:

- Serves as an advisory group to the Board of Education through the Superintendent
- Reviews and provides input on educator evaluation systems, processes, and procedures
- Assesses fairness, effectiveness, credibility, and professional quality
- Provides stakeholder feedback on rubric revisions and evaluation practices



The committee does not:

- Make final decisions on evaluation policy
- Evaluate individual educators
- Implement district policy
- Operate as a grievance or compliance body



2025-26

Highlights



- * Examined alignment of practices to fairness, effectiveness, credibility, and professional quality
- * Learned about CDE Highly Effective Modified Evaluation Process
- * Initiated discussion on Differentiated Evaluation Model for Highly Effective educators

2024-25

Highlights



- * Continued rubric revision work across multiple roles
- * Collaborated with revision teams (DTL, TOSA, Instructional Coach, School Counselor)
- * Reviewed drafts and provided stakeholder feedback
- * Supported submission to CDE

2023-24

Highlights

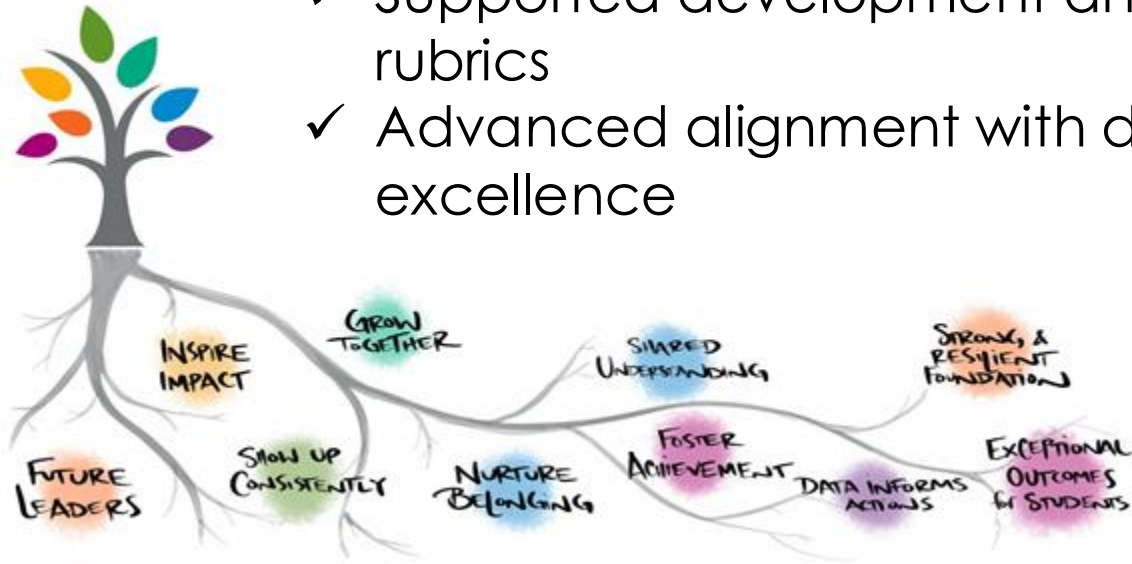


- * Provided input and feedback on teacher rubric revisions
- * Reviewed draft updates and engaged in discussion
- * Offered targeted recommendations to revision teams
- * Supported alignment with district evaluation goals

Accomplishments

Over the last three years, the committee:

- ✓ Strengthened inclusivity and transparency in evaluation processes
- ✓ Ensured consistent stakeholder voice in rubric revisions
- ✓ Supported development and submission of revised rubrics
- ✓ Advanced alignment with district commitment to excellence



2026-2027 DAC Executive Applications

[DAC AAR Coordinator Application](#)



[DAC Chair/Vice Chair Application](#)



[DAC Secretary Application](#)



[DAC Subcommittee Chair Application](#)

