

DAC Orientation





Welcome!

A word cloud featuring the word "Welcome" in various languages and scripts. The central word is "Welcome" in a large, dark blue serif font. Surrounding it are other translations: "Willkommen" (German) in red, "Bienvenue" (French) in red, "Benvenuti" (Italian) in blue, "Selamat Datang" (Indonesian) in red, "Namaste" (Sanskrit) in blue, "مرحبا" (Arabic) in blue, "أهلا وسهلا" (Arabic) in blue, "Croeso" (Welsh) in red, "Bem Vindo" (Portuguese) in black, "Bienvenidos" (Spanish) in black, "Welkom" (Dutch) in black, "Namaste Bienvenue" (Sanskrit/French) in blue, "Croeso" (Welsh) in red, "Welcome" (English) in black, "Welkom" (Dutch) in black, "مرحبا" (Arabic) in blue, "أهلا وسهلا" (Arabic) in blue, "Croeso" (Welsh) in red, "Namaste" (Sanskrit) in blue, "أهلا وسهلا" (Arabic) in blue, "Selamat Datang" (Indonesian) in red, "Welcome" (English) in black, "Bienvenue" (French) in red, "Bem Vindo" (Portuguese) in black, "Willkommen" (German) in black, "Benvenuti" (Italian) in blue, "Selamat Datang" (Indonesian) in red, "Croeso" (Welsh) in red, "Bem Vindo" (Portuguese) in black, "добре дошъл" (Bulgarian) in blue, "Καλώς ήλθατε" (Greek) in blue, "Benvenuti" (Italian) in blue, and "Willkommen" (German) in black.



Agenda

| | | |
|---------------------------|------------|--|
| Introductions | 30 minutes | Dr. Glass, Cabinet Members, Board Members, DAC Member introductions |
| DAC Overview | 10 minutes | Jim Earley |
| DUIP | 15 minutes | Deb Guiducci, Margaret Lessenger |
| Budget | 15 minutes | Dave Johnson |
| FSCP | 15 minutes | Carsten Engebretsen |
| Charters | 15 minutes | Sally Kate Tinch, Dave Wells |
| Articulation Area Reps | 15 minutes | Jackie Seibel |
| Closing Remarks/Questions | 5 minutes | Jim Earley |





A Quick Education Acronym Primer

- **DAC** - District Accountability Committee
- **SAC** - School Accountability Committee
- **SPAC** - Strategic Planning Advisory Committee
- **AAR** - Articulation Area Representative
- **DUIP** - District Unified Improvement Plan
- **GT** - Gifted and Talented
- **SPED** - Special Education
- **IEP** - Individual Education Plan
- **ALP** - Advanced Learning Plan
- **SEL** - Social/Emotional Learning
- **AP** - Advanced Placement
- **IB** - International Baccalaureate
- **FRL** - Free/Reduced Lunch
- **ELL** - English Language Learner
- **ESL** - English as Second Language
- **2E** - Twice Exceptional



Jeffco DAC Mission

"We empower the school board and district staff with informed recommendations to support the education and growth of the whole child"



Why we do this?

We are the Voice of our Schools to the Board

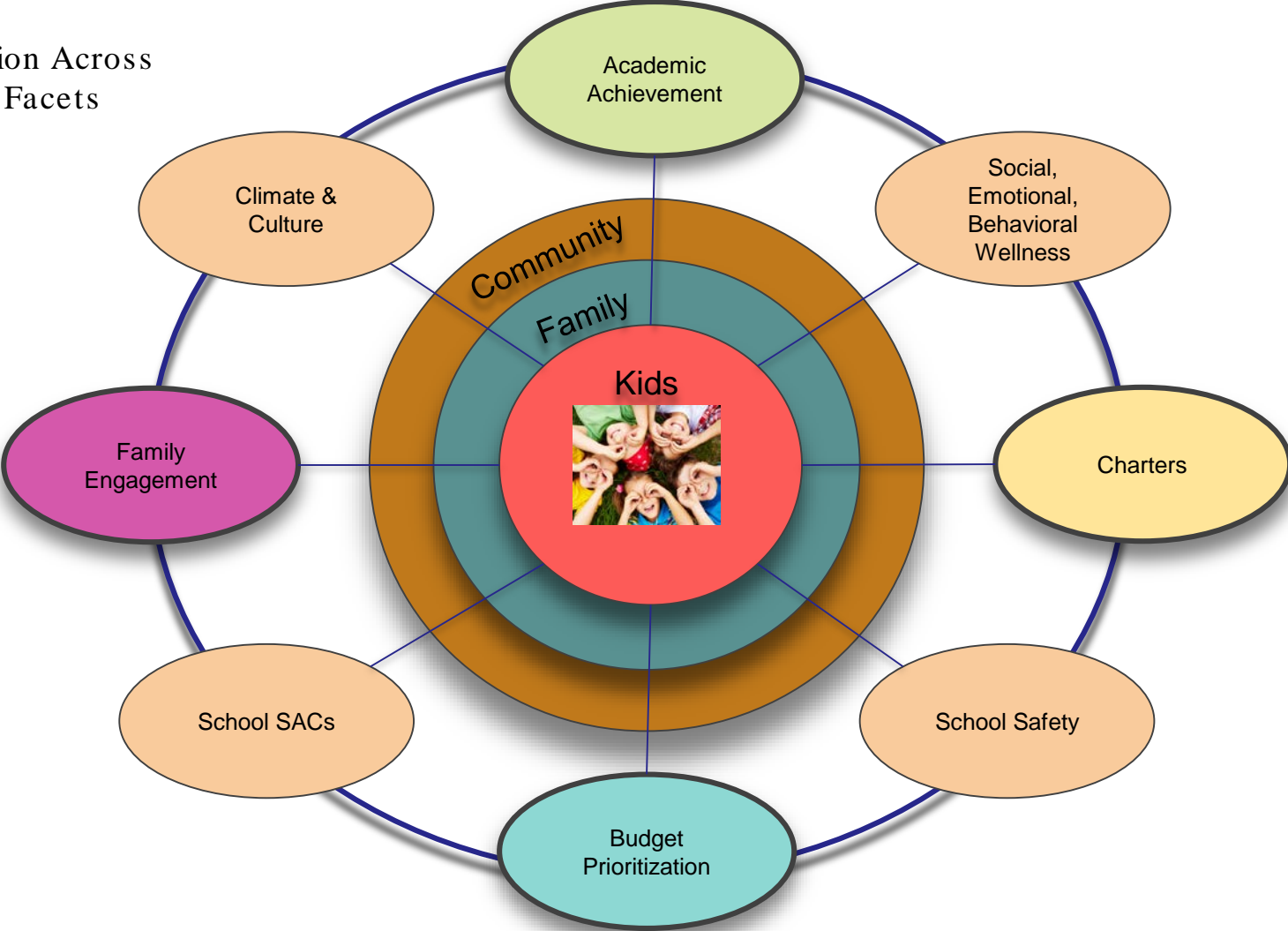
- We are an advisory body to the Board of Education, required by State Law
 - We are the voice of 158 SACs across the district
 - We represent all facets of the Jeffco community
 - Parents
 - Board Appointees
 - Business and Community Stakeholders and Leaders
 - Teachers, Support Professionals, and Administrators
- Our role is vital to ensure that the Board hears all relevant information for the areas we have responsibility
- We collaborate and work with district staff
- We reach out to the community in a variety of ways for input into the process
 - Local SACs, PTAs, and other groups
 - Family School Partnerships
 - Charter School Review



Key Areas of Responsibility

- Academic Achievement/Growth
 - Budget Priorities
 - Family/School/Community stakeholder engagement
 - Charters
- Touches virtually every aspect of our schools!
 - They help shape funding and priorities that affect academic achievement, school/district programs
 - Our recommendations impact 85,000 kids, 14,000 staff, and the community at-large

Cohesion Across All Facets



Academic Achievement

Social, Emotional, Behavioral Wellness

Charters

School Safety

Budget Prioritization

School SACs

Family Engagement

Climate & Culture

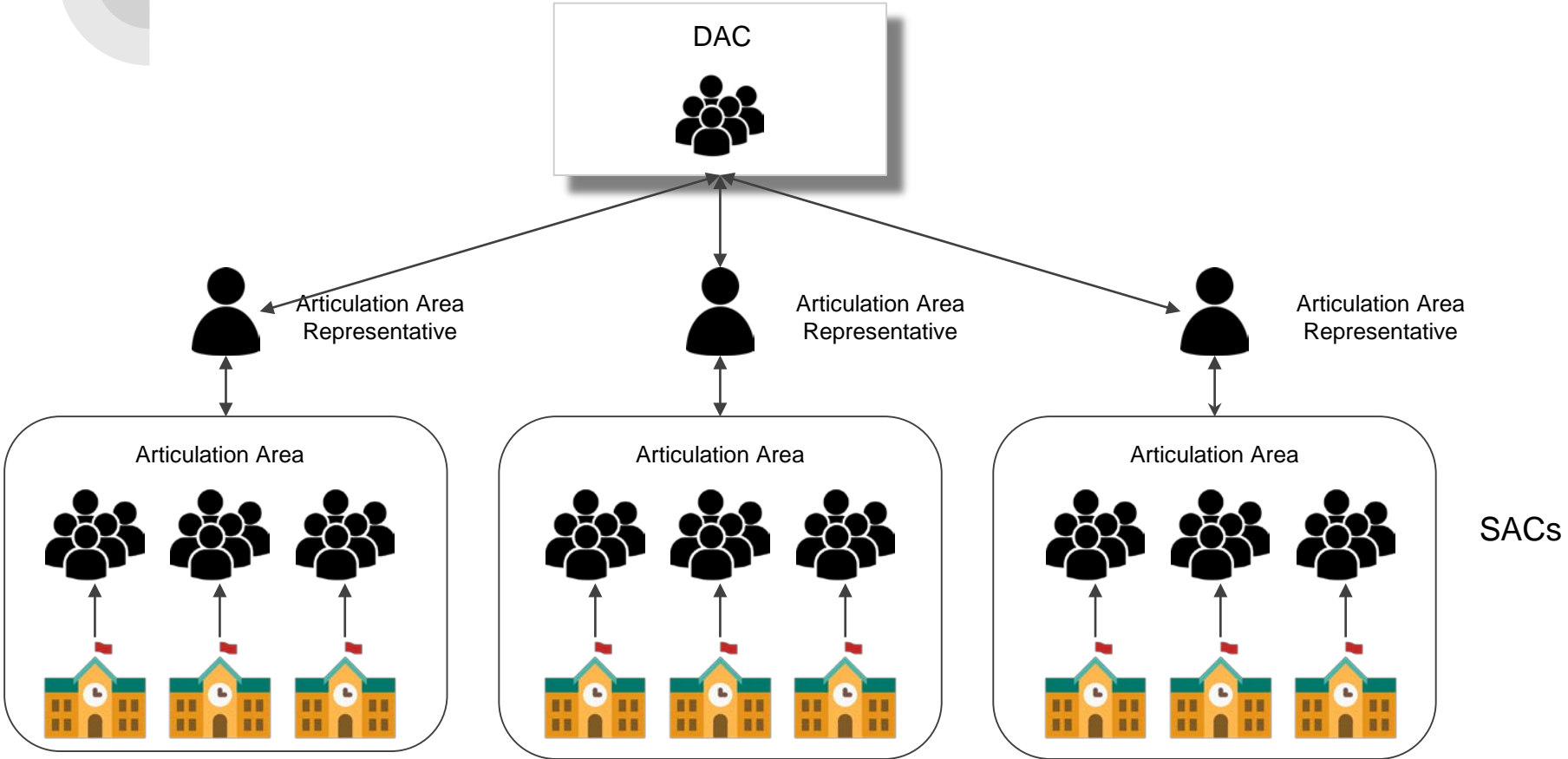
Community
Family
Kids

Impact of SACs on Board Decisions

- **School UIPs** influence recommendations made by DUIP
- **School Budget Priority Surveys** strongly influence decisions and recommendations made by the Budget Subcommittee
- **Family School Partnership Surveys** drive recommendations from the FSCP Subcommittee
- **Articulation Area Representatives** are local SAC's direct voice on the DAC
- Our Board listens to our recommendations



Our Best Work Starts Locally



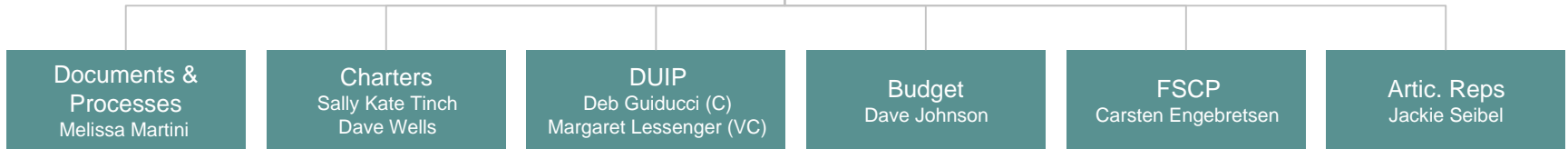


DAC Organization

Board of Education
Ron Mitchell
Ali Lasell
Susan Harmon
Amanda Stevens
Brad Rupert

Superintendent
Dr. Jason Glass

DAC
Jim Earley - Chair
Sally Kate Tinch - Vice Chair





Standing DAC Goals

Charter Subcommittee

Develop a set of rubrics for new charter applications and renewals for consistency and fairness in process

DUIP Subcommittee

Include additional analysis and recommendations for SEL/BH

DUIP Subcommittee

Partner with GT/SEL resources for input throughout DUIP process

Budget Subcommittee

Refine SAC Survey for improved input into Budget process

DAC/SAC Cohesion

Develop supports and resources for Artic Reps to support the needs and voices of their area schools

SEL Supports

Provide a liaison from DAC to work with District on any SEL initiatives

FSCP Subcommittee

Redefine FSCP surveys for actionable outcomes in DUIP/Budget process and Board Policy

Budget Subcommittee

Tighter alignment and inputs from DUIP, FSCP into budget process

DAC/SAC Cohesion

Develop coordinated DAC/SAC schedule to align inputs and improve communication

DAC Leadership Initiatives

Engage district staff on SEL, Safety, Culture initiatives aligned to DAC mission

Documents & Processes Subcommittee

Provide supports for SACs to Review/Create/Update Bylaws and Policies

Inter-District Collaboration

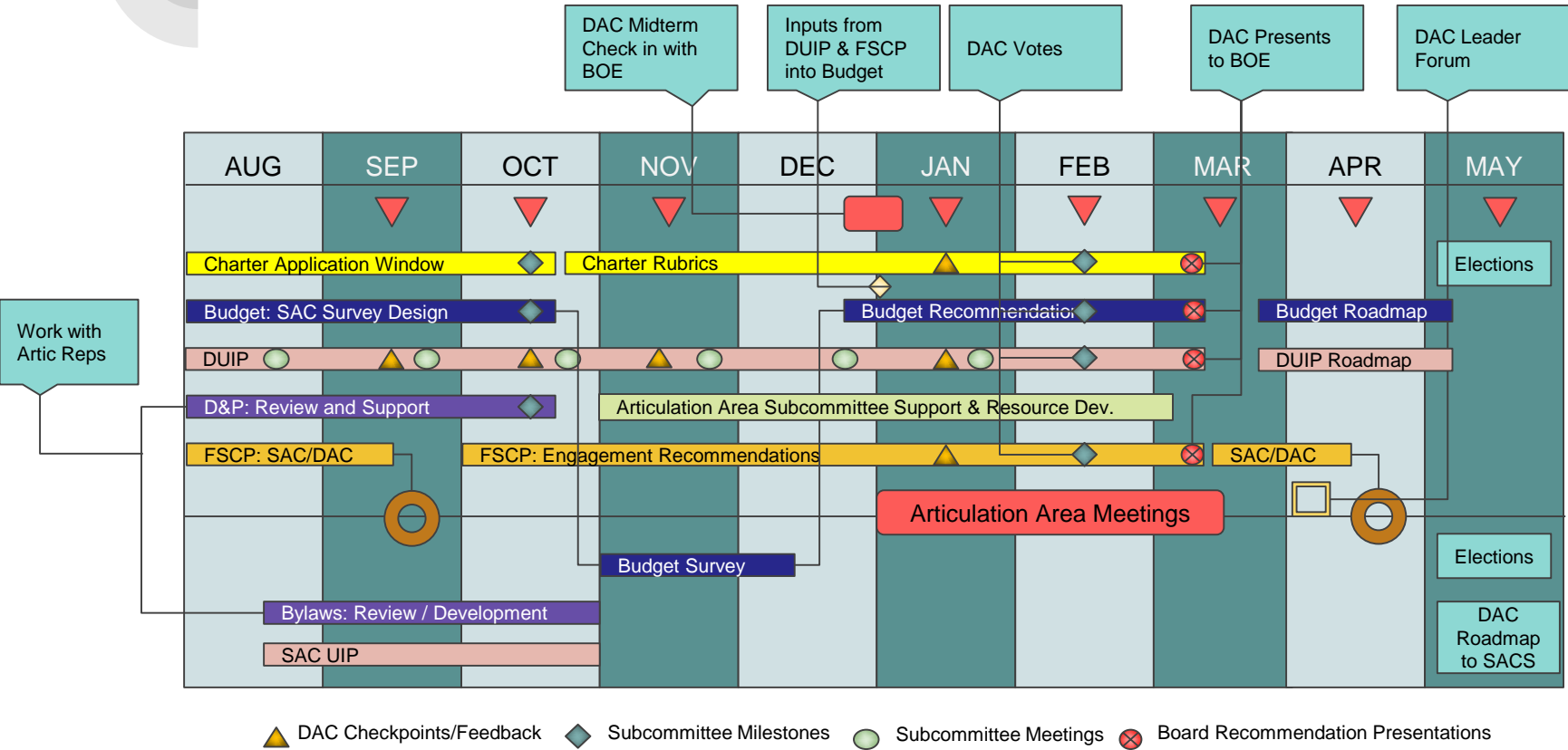
Host DAC Leader Forum for DACs across Front Range



DAC Goals for 2020

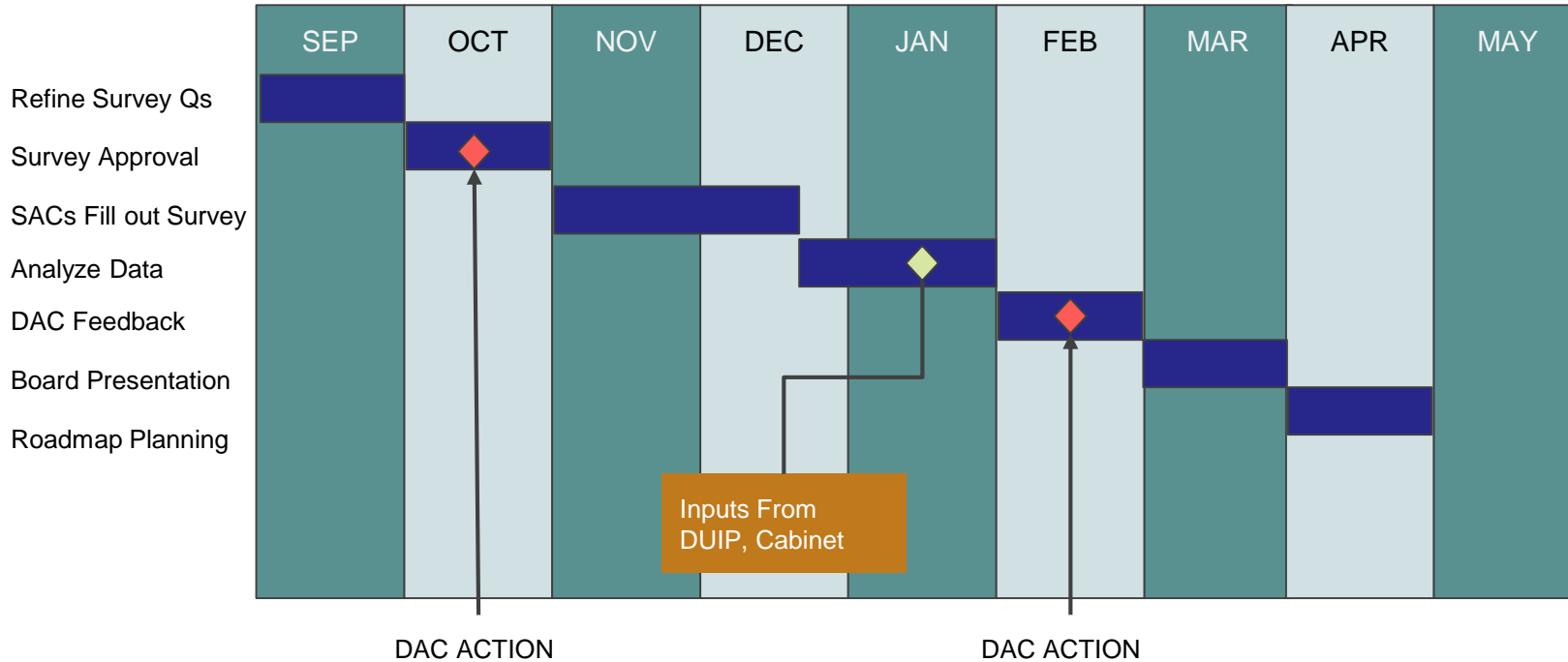
- Give greater voice to our Schools through SACs into DAC processes and recommendations
- Empower and encourage parents to engage in their school accountability committees
- Support SACs by ensuring they have the tools and resources needed to operate in collaboration with school staff
- Work with district staff to align Strategic Plan (Jeffco Generations) with real, meaningful assessment through the lens of accountability

DAC Schedule



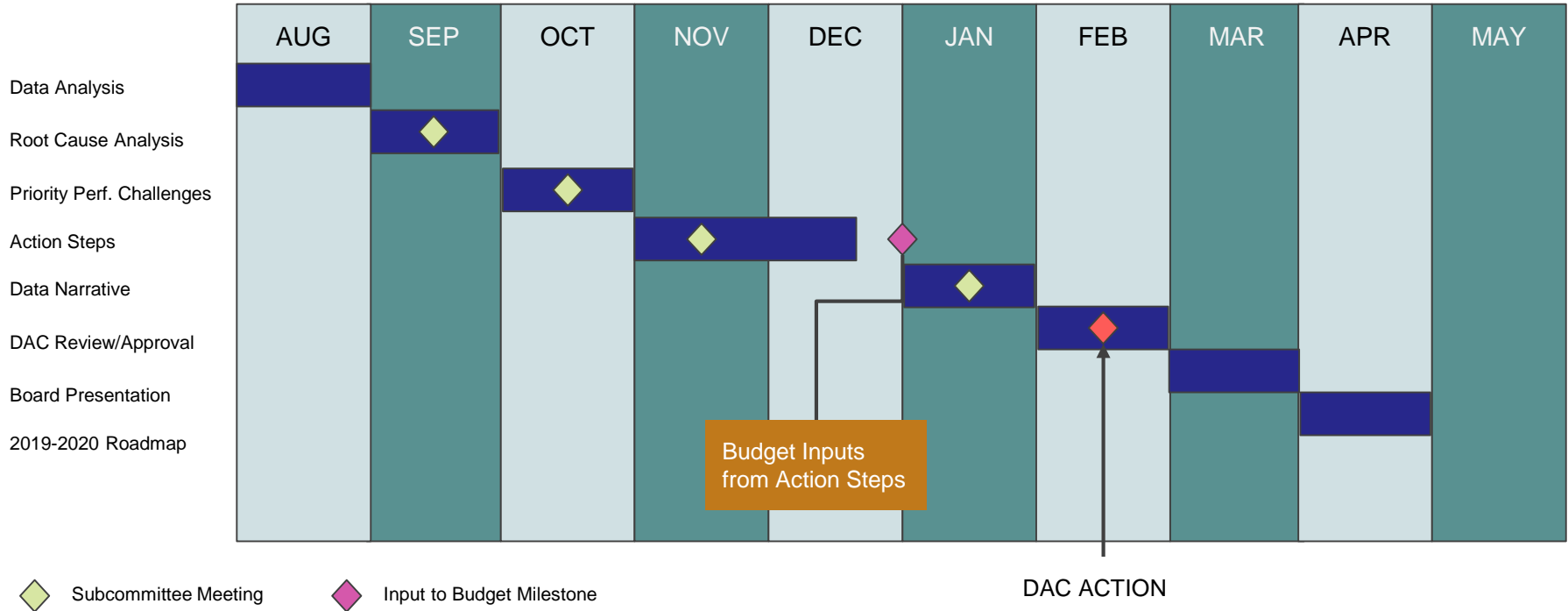


Budget Process Roadmap



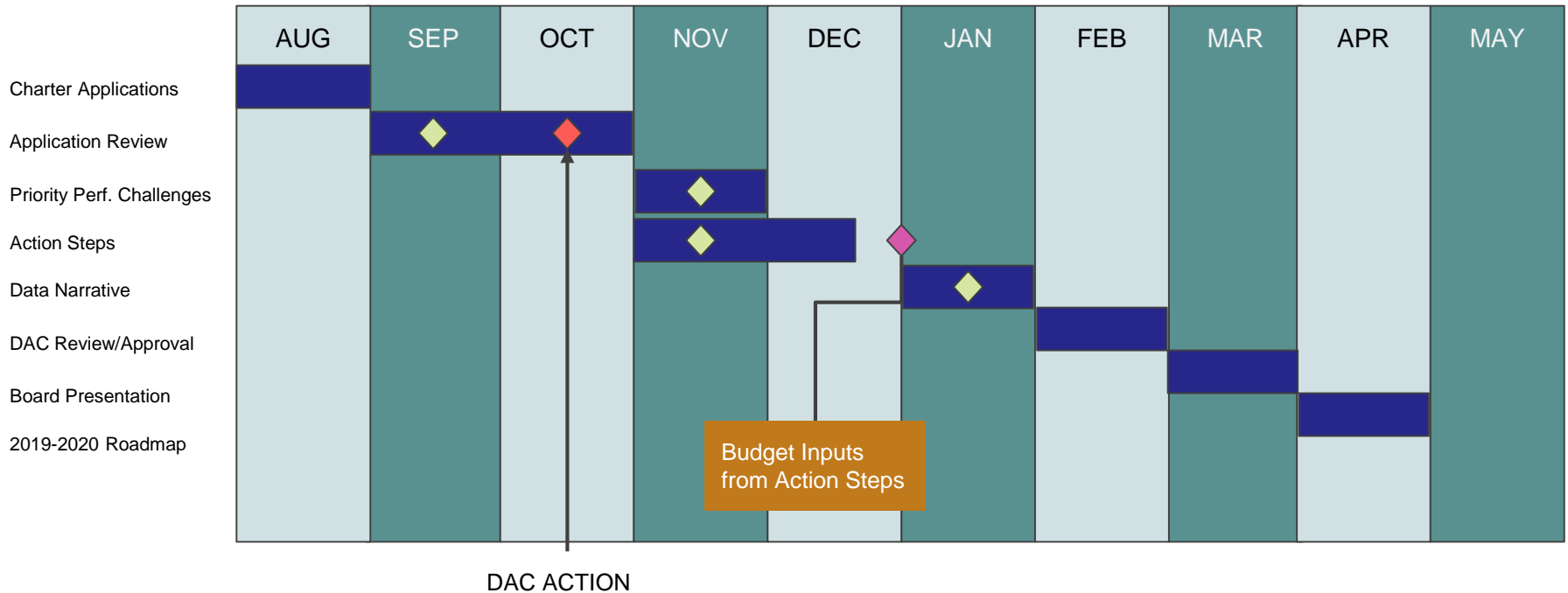


DUIP Process Roadmap





Charter Subcommittee Process Roadmap





Articulation Area Representatives

- Board of Education approved an increase in the number DAC representatives from each Articulation Area
- The voice of local schools on the DAC
 - Work with SACs and principals to form a dialogue between DAC and SACs
- ~~One~~ Two representative for each high school articulation area
- 3 representatives for Charters
- ~~One~~ Two representative for Option Schools
- Expectation for AARs to work closely with their schools' SACs to share information and communicate needs to DAC
- We're working on building resources and additional supports for AARs

The background is a solid orange color. In the top-left corner, there are three vertical bars of varying heights, each composed of several overlapping semi-transparent orange circles. In the bottom-right corner, there are four vertical bars of increasing height from left to right, each also composed of several overlapping semi-transparent orange circles.

General Housekeeping



General Expectations

- Meeting minutes, agendas, and relevant materials will be sent to you 1 week prior to each DAC meeting
- You are expected to attend each meeting, prepared to discuss/vote
 - General rule of thumb: Review at first meeting, vote at second
 - However... rules may be waived (by vote), in cases where expediency is required. We will inform you prior to the meeting.
- There is generally more to discuss than we have time
 - Participate in subcommittees: This is where the real work happens, and where you have the greatest influence
 - Email chairs with additional input
- For new DAC members:
 - Do not be afraid to ask questions
 - It takes a full year to get your sea legs under you. Don't worry, it gets easier over time
- Your mileage may vary, but you will likely spend ~2 hours a week on DAC -related activities

Code of Conduct

- Read our bylaws
- Be respectful: thoughtful debate is great, personal attacks are not.
- No filibustering (I am ruthless with time)
- Be Present, Be Prepared, Be Engaged, Be On time
- Be open-minded
- Be careful not to represent individual views as that of DAC
- Conflict of Interest
 - We encourage you to volunteer (but remember, you're appointed to DAC)
 - Be aware that you do not represent the views of DAC in any other capacity unless delegated/appointed to do so
 - Do not use your position in DAC for personal benefit
 - Disclosure and Recusal in rare event of a conflict of interest
- "Safe Harbor" Language
 - Identify you're a member of DAC, but speaking for yourself, and not on behalf of DAC



Attendance and Subcommittees

- We meet monthly (except for December) through May
 - Generally the 2nd Tuesday of the month
 - Attendance is expected and required
 - 2 unexcused absences could result in your removal and replacement
 - Let Chair/Vice-Chair know if you can't attend
- You are expected to be an active member of at least one subcommittee
 - You will have an opportunity to learn more tonight
 - Meeting frequency and times are at the discretion of Subcommittee Chairs
 - Don't worry, it's only an hour a week...
- DAC Members are appointed by BOE to two -year terms
 - Can apply for renewal as many times as you want...
 - Stakeholder groups (JCEA, JCAA, JESPA, PTA, others) may recommend their own members to the BOE



**YOU ARE LEADERS IN OUR COMMUNITY THIS IS A
VERY IMPORTANT ROLE- MAKE IT COUNT!**

Questions?





DAC DUIP Subcommittee

DUIP = District Unified Improvement Plan

Co-Chair: Deborah Guiducci

Co-Chair: Margaret Lessenger

Variable meeting schedule as needed

Pinned Goal: Presentation to BoE in March

*Generally Meets on **Thursday afternoons***





DUIP Overview

Required by Colorado Department of Education

COLORADO
Department of Education

LICENSING | ABOUT CDE | STATE BOARD | OFFICES | STAFF DIRECTORY | CAREERS AT CDE

SEARCH SITE INDEX

FAMILIES EDUCATORS DISTRICTS COMMUNITIES SCHOOLview®

Home » Unified Improvement Planning

Resources

This page includes general resources for timeline and completion of the UIP as well as documents and tools for each section of the UIP. The resources are a mix of CDE-created templates that have been used in partnership with schools and districts and third-party resources that may be helpful for UIP continuous improvement processes and completing the UIP.

Important Dates

- January 15** - For districts with schools on the Accountability Clock (i.e., priority improvement, turnaround), state law requires notification be sent to parents with information about the school's plan type, UIP process, and about the upcoming public hearing. **CDE will be monitoring the notification process this year.** The communication must either be emailed to accountability@cde.state.co.us or attached to the school's UIP by January 15.
- January 15** - Schools receiving ratings of Priority Improvement and Turnaround required to submit UIP. Will receive feedback from CDE including if there are required changes for April submission.
- April 15** - All schools required to submit UIP for public posting.

[View full principal and superintendent integrated timelines](#)

UIP Tools

- [General Resources](#)
- [Performance Data Analysis](#)
- [Root Cause Analysis](#)
- [Major Improvement Strategies and Action Steps](#)
- [Progress Monitoring: Targets and Benchmarks](#)

Guidance for UIP 2018-19

- [Revisions to the UIP Template 2018-19 \(PDF\)](#)
- [UIP Online System Handbook 2018-19 \(PDF\)](#)
- [UIP Quality Criteria Rubric - School \(PDF\)](#)
- [2018 Accountability Handbook \(PDF\)](#)
- [View additional guidance documents](#)

[View instructions and log in to UIP system](#)

Unified Improvement Planning

- Overview
- Training
- Accessing Data
- Resources
 - General
 - Performance Data Analysis
 - Major Improvement Strategies and Action Steps
 - Targets and Benchmarks
- UIP Online System
- Contact Us

District and School Support

- Family Engagement
- Accountability Stakeholder Groups
- Contact Us

Requires:

- Performance Data Analysis
- Root Cause Analysis
- Major improvement Strategies and Action Steps
- Targets & monitoring

<https://www.cde.state.co.us/uip/resources>



JEFFCO PUBLIC SCHOOLS



DUIP Overview

Jeffco DUIP – going above and beyond

- Alignment with Jeffco Generations Strategic Plan
- Include measures of social/emotional health
- Added GT measures last year
- Prioritize improvement strategies for budget recommendations





DUIP Overview

Jeffco DUIP – digging into the details

| | | ENGLISH LANGUAGE ARTS | | | | | |
|--|----------------------------------|-----------------------|------|------|-------|------|------|
| | | District | | | State | | |
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| ALL STUDENTS | | 49.0 | 52.0 | 51.0 | 50.0 | 50.0 | 50.0 |
| GRADE LEVEL | All Students | 49.0 | 52.0 | 51.0 | 50.0 | 50.0 | 50.0 |
| | 04 | 51.0 | 56.0 | 51.0 | 50.0 | 50.0 | 50.0 |
| | 05 | 49.0 | 51.0 | 50.0 | 50.0 | 50.0 | 50.0 |
| | 06 | 59.0 | 61.0 | 60.0 | 50.0 | 50.0 | 50.0 |
| | 07 | 42.0 | 44.0 | 45.0 | 50.0 | 50.0 | 50.0 |
| ENGLISH LEARNERS | 08 | 46.0 | 47.0 | 46.0 | 50.0 | 50.0 | 50.0 |
| | 09 | 48.0 | 52.0 | | 50.0 | 50.0 | |
| | English Learners | 50.0 | 54.0 | 50.0 | 50.0 | 51.0 | 50.0 |
| FREE AND REDUCED LUNCH (FRL) | Non-English Learners | 49.0 | 52.0 | 51.0 | 50.0 | 50.0 | 50.0 |
| | FRL Eligible | 45.0 | 48.0 | 45.0 | 47.0 | 48.0 | 47.0 |
| GENDER | Non-FRL | 51.0 | 54.0 | 53.0 | 52.0 | 52.0 | 52.0 |
| | Female | 54.0 | 56.0 | 55.0 | 55.0 | 55.0 | 54.0 |
| GIFTED | Male | 44.0 | 48.0 | 46.0 | 45.0 | 46.0 | 46.0 |
| | Gifted and Talented | 56.0 | 57.0 | 57.0 | 60.0 | 58.0 | 59.0 |
| INDIVIDUALIZED EDUCATION PLAN (IEP) | Non-Gifted and Talented | 48.0 | 51.0 | 49.0 | 49.0 | 49.0 | 49.0 |
| | On IEP | 40.0 | 44.0 | 44.0 | 38.0 | 41.0 | 42.0 |
| MIGRANT | Non-IEP | 50.0 | 53.0 | 51.0 | 51.0 | 51.0 | 51.0 |
| | Migrant | | | | 45.0 | 49.0 | 47.0 |
| MINORITY | Non-Migrant | 49.0 | 52.0 | 51.0 | 50.0 | 50.0 | 50.0 |
| | Minority | 47.0 | 50.0 | 48.0 | 49.0 | 49.0 | 48.0 |
| PERFORMANCE LEVEL | Non-Minority | 50.0 | 53.0 | 52.0 | 51.0 | 51.0 | 51.0 |
| | At or Above Benchmark | 49.0 | 52.0 | 50.0 | 50.0 | 50.0 | 50.0 |
| RACE/ETHNICITY | Below Benchmark | 50.0 | 52.0 | 51.0 | 50.0 | 50.0 | 50.0 |
| | American Indian or Alaska Native | 44.0 | 51.0 | 53.5 | 47.0 | 46.0 | 46.0 |
| | Asian | 59.0 | 57.0 | 58.0 | 59.0 | 58.0 | 58.0 |
| | Black | 48.0 | 48.0 | 46.0 | 48.0 | 48.0 | 46.0 |
| | Hispanic | 46.0 | 49.0 | 47.0 | 48.0 | 48.0 | 48.0 |
| | White | 50.0 | 53.0 | 52.0 | 51.0 | 51.0 | 51.0 |
| | Hawaiian/Pacific Islander | 53.0 | 44.0 | 59.0 | 50.0 | 53.5 | 50.0 |
| | Two or More Races | 49.0 | 53.0 | 51.0 | 51.0 | 51.0 | 50.0 |

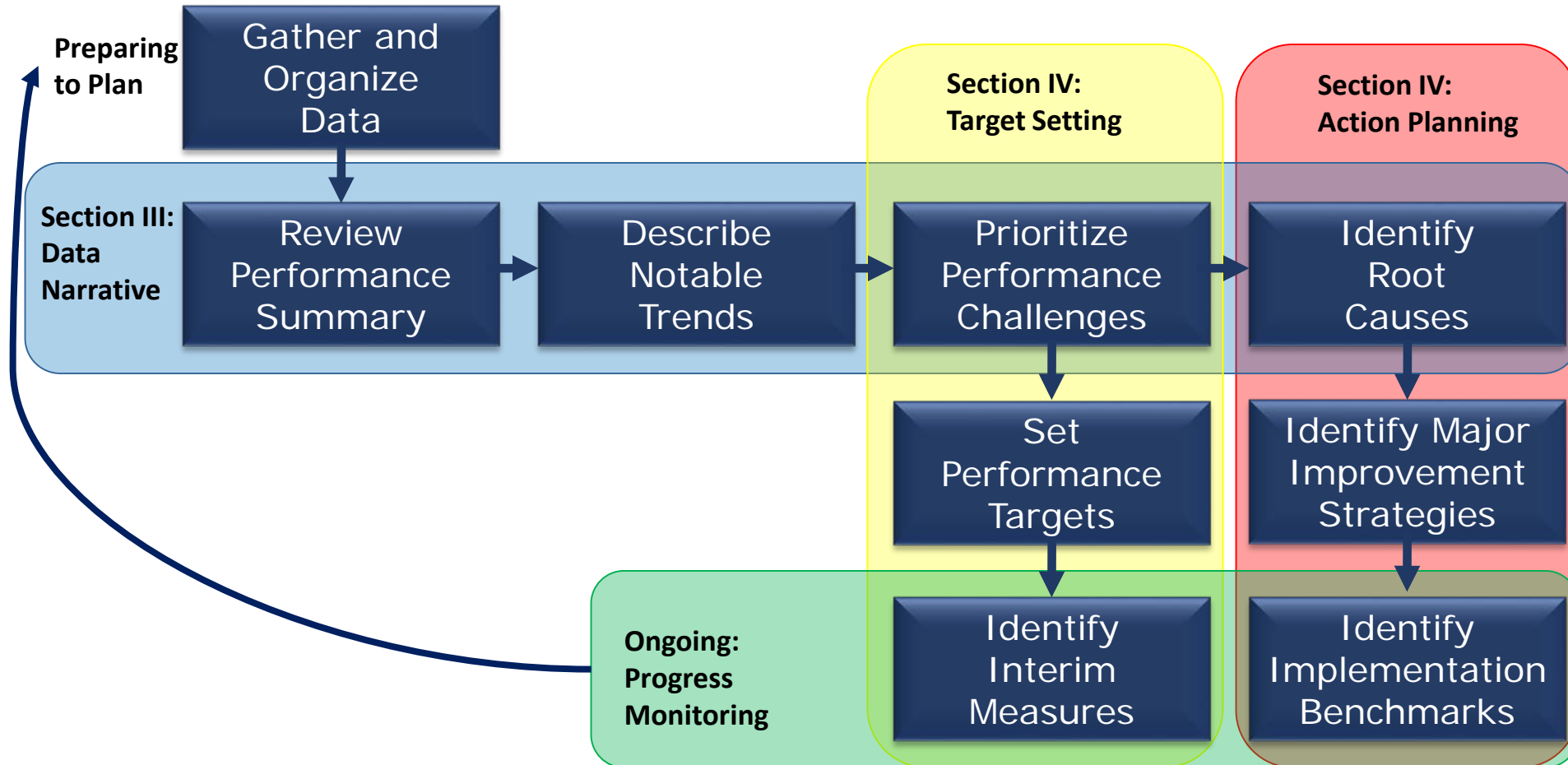
| DRAFT Action Steps Associated with Early Academic Achievement-- provide the language to support the selection of the action steps - e. g., JSEL and CCR | | Green - asking for funds; orange currently funded | | | | | | | | | |
|---|--|---|---|---|---|-------------|---|--|---------------|--|--|
| Action Step Name | Description | Start/End Date | Resource | Key Personnel | Status | School Year | Benchmark Measure | Funding Source | Budget Amount | | |
| Marzano Proficiency Scales Aligned to Colorado Academic Standards | Revision and implementation of proficiency scales that calibrate rigorous standards and competency-based teaching and learning tasks for all students. Proficiency scales will support teachers in meeting the needs of English language learners, students with an IEP, etc. | 8/2018 to 6/2019 | Proficiency Scales from Marzano Research Lab, School Leader's Guides, Grading, Teacher's Guide to... | Tactic Leads, Strategy Leads, School-based and central teacher leaders (e.g., directors of C&I and Instructional Assessment, Student Engagement), ESL/Dual Language, SPED, Marzano Research Lab facilitators. | October 1st initial leadership team professional learning successfully executed December 3rd leadership team professional learning on target Resources (professional texts and proficiency scales) have been purchased Teacher Revision Teams PL January/February March and April Revision Teams prioritize revised CAS and Essential Skills and align the proficiency scales and assessment items to revised CAS | 2018-2020 | Crosswalk, Prioritization & alignment of: 1. revised 2020 CO Academic Standards to current state 2. Colorado Essential Skills + Jeffco Generations Skills 3. 860 Marzano proficiency scales 4. Planning for and facilitation/implementation of Jeffco Revised Curriculum to include proficiency scales, sample transformed tasks and assessment items | A BFO has been created to request the funding for the Marzano Professional Learning component of this plan. | \$113,000.00 | | |
| Major Improvement Strategy 1 & 3 | | | | Personnel will closely mirror the diversity and perspectives of Jeffco. | | | | | | | |
| JSEL - Jeffco Summer of Early Learning | 1) Continue JSEL for 2018-19, which would be year 7. 2) Hire school staff with the inclusion of math literacy/numeracy component 3) Determine locations and number of sites, partner with food services, facilities, human resources, ESL/DL, READ, Early Childhood Education, English Language Arts, School Leadership. JSEL staff to ensure that school environment is supportive of summer learners. 4) Review data to continue determine effectiveness of program to provide additional literacy (Reading, Writing, Communicating) & math instruction to those K-3 readers who are at risk of not developing on-grade-level literacy skills. Students are from Dual Language Education programs too, therefore, dual language classrooms are offered and instruction is in English and Spanish. JSEL provides direct, explicit instruction (Content Mastery & High Expectations) in literacy for 6 weeks, 3 hours per day across June/July and JSEL educators receive training and coaching to build their craft as professionals. 5) Support teachers in meeting the needs of English language learners, students with an IEP, etc. | June --, 2019 to July --, 2019 | Use of classroom libraries, leveled text sets, an approved READ Act intervention, reading and writing as interconnected components, oral language, math literacy that includes a focus on numeracy. | Curriculum & Instruction Directors of Literacy and Math, Assistant Director of Early Literacy, Elementary Literacy and Math teams and Representative s from central departments, host schools and their educators | On target for timeline, a Budgeting for Outcomes general funds request has been generated to build a more sustainable funding model for JSEL in the immediate future, including the additional math literacy. Funding is not secure for the 2019 or 2020 JSEL programs. | 2018-2019 | Full implementation of early math structures, strategies, and practices as a component of JSEL in June/July 2018 and June/July 2019. Includes professional learning for all teachers and transfer of professional learning (Literacy and Math) to JSEL classrooms. | 2018 non-sustainable funds; Current BFO for General Funds to support ongoing JSEL summer programming. | \$600,000.00 | | |
| Major Improvement Strategy 5 | | | | | | | | | | | |





DUIP Process Overview

Report & discuss key sections with full DAC





DUIP Timeline

Jeffco DUIP – going above and beyond

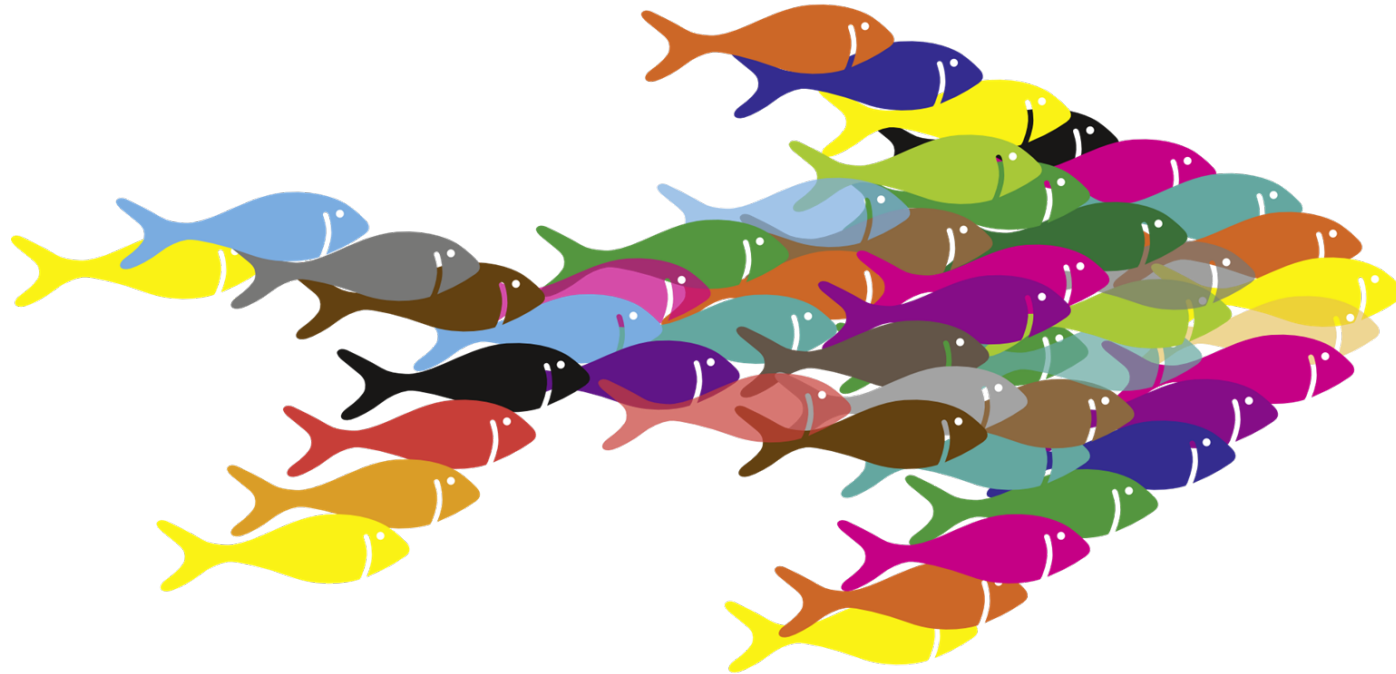
- August – review data trends
- September – data narrative
- October – root cause analysis & priority performance challengers
- November – action steps
- December – final feedback & revisions
- January – DAC 1st reading full draft plan
- February – DAC 2nd reading and vote
- March – present DUIP to Board of Education
- April & May – Discuss process revisions & plan for next year!





DUIP Exciting work this year!

District = Sum of Schools





Thank you!
Questions / Wonderings



Join Us

District Unified Improvement Plan Sub-Committee





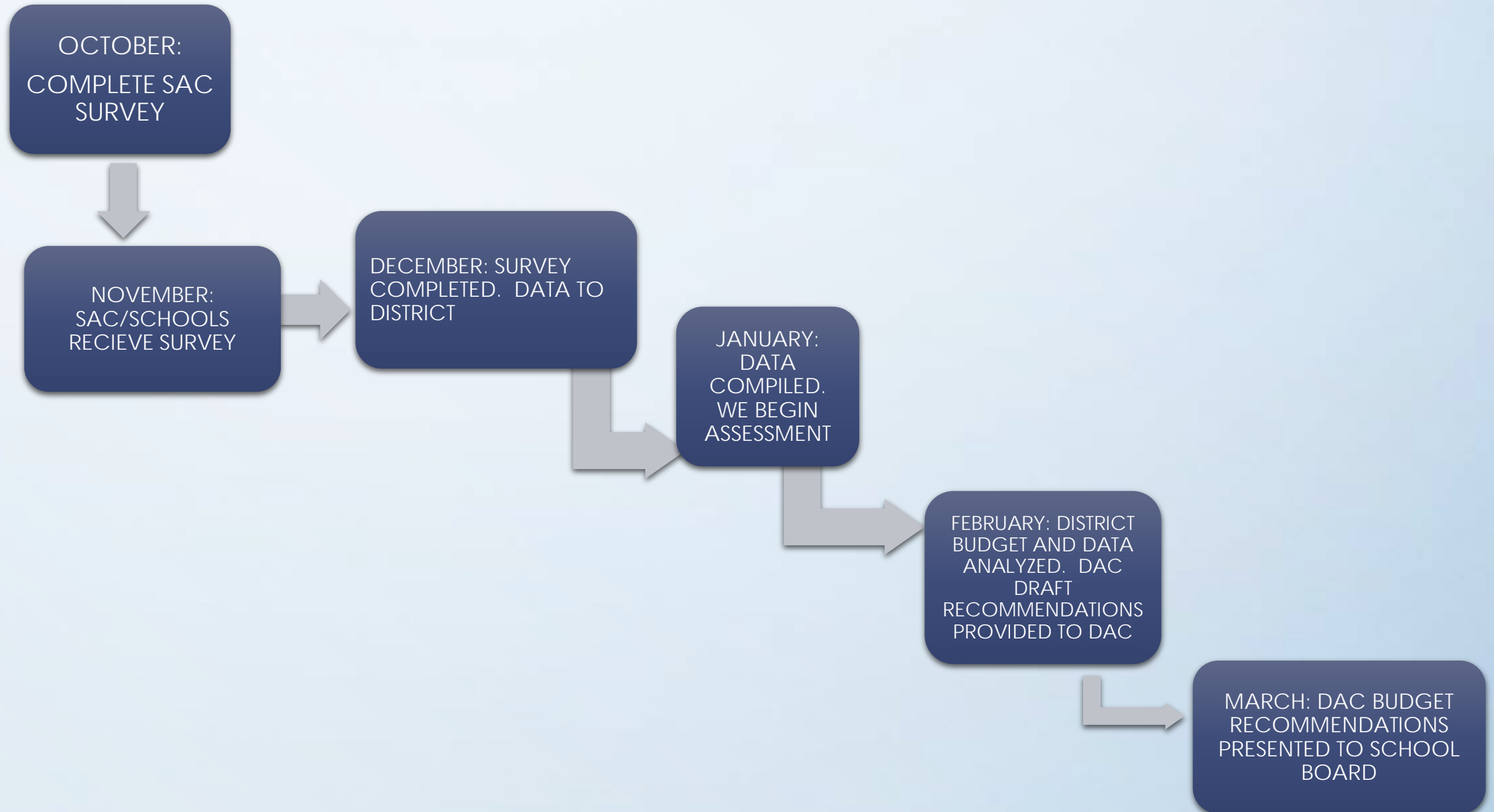
BUDGET 101

Why it matters.....


2019-20 Budget Subcommittee Recommendations

- Tuesday February 19th, 2019

WORK-FLOW FOR BUDGET SUBCOMMITTEE



STEP ONE



2018-19 School Accountability Questionnaire

JEFFCO PUBLIC SCHOOLS

The Jeffco District Accountability Committee (DAC) is providing the 2017-18 School Accountability Questionnaire to collect input from School Accountability Committees (SACs) relative to several topics about which the DAC makes recommendations to the Jeffco Board of Education, including the following: district budget priorities, the school improvement planning process, and local parent and community partnership efforts.

Please complete this questionnaire during a meeting of your SAC as part of, or after discussion with, the full SAC. The form can then be reviewed by the SAC Chair and School Principal prior to final online submission. Only one response per school will be accepted. There are no right or wrong answers.

1. Name of the individual submitting this questionnaire

* 2. Title of the individual submitting this questionnaire

Principal

Assistant Principal

SAC Chair

SAC Member

Other (please specify)

* 3. School's name

STEP TWO



2018-19 School
Accountability
Questionnaire

Summary of
Results

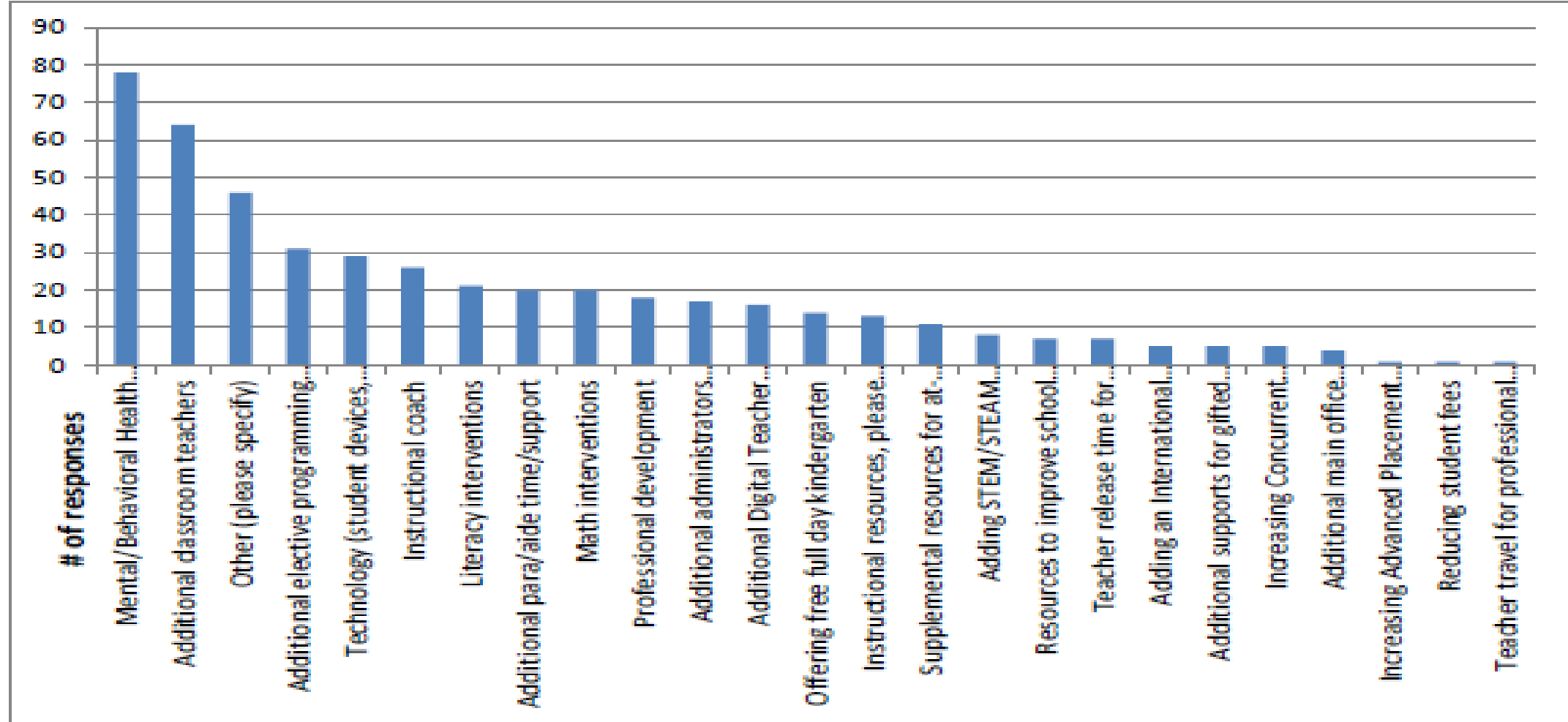


| Jeffco Schools District Accountability Committee



2019-2020 School Budget Questionnaire, Question 16: SCHOOL LEVEL SPENDING PRIORITIES –
From the list below, select the three top spending priorities identified by SAC

Total





Jeffco Public Schools Board of Education Meeting

Agenda Item Details

| | |
|----------|---|
| Meeting | Mar 07, 2019 - Regular Meeting |
| Category | 2. Study/Dialogue Session 5 pm |
| Subject | 2.01 Community Engagement: District Accountability Committee Recommendations (EL-11, GP-13) |
| Type | Information |

estimated time: 5 p.m. (estimated duration: 50 minutes)

PRESENTING STAFF:

Karen Quanbeck, chief of schools-elementary/charters, DAC liaison
Kristopher Schuh, chief of schools-secondary/options, DAC liaison

PRESENTING GUESTS:

Jim Earley, chair, District Accountability Committee (DAC)
Sally Kate Tinch, vice chair, DAC
Deb Guiducci, co-chair, District Unified Improvement Plan (DUIP) Subcommittee, DAC
Margaret Lessenger, co-chair, District Unified Improvement Plan (DUIP) Subcommittee, DAC
Dave Johnson, chair, Budget Subcommittee, DAC
Carsten Engebretsen, co-chair, Family School Community Partnership Subcommittee, DAC
Lisa Vega-Fields, co-chair, Family School Community Partnership Subcommittee, DAC
Caitlin Fitzpatrick, member, FSCP Subcommittee, DAC

PURPOSE:

For the Board of Education to provide guidance on any work for next year's DAC and to receive the District Accountability Committee recommendations on:

- spending priorities for district funds in the development of the 2019/2020 budget;
- the District Unified Improvement Plan including priority challenges, major improvement strategies and action plans;
- engagement supports with family, school, and community members;



DAC FSCP Subcommittee

FSCP = Family, School, and Community Partnerships

Chair: Carsten Engebretsen

Vice Chair: Evie Hudak

AAR Chair: Jackie Seibel (in partnership w/FSCP)

***Meets at 4:15-5:15 p.m. prior to DAC meetings.
Special additional meetings may be arranged, if needed.***





FSCP Defined

Families, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for students.





Mission of FSCP Subcommittee

To advise the District Accountability Committee (DAC), and through DAC, make recommendations to the Board of Education regarding the progress and best practices of improving Family, School, and Community Partnerships (FSCP) implementation throughout the District leading to improved educational outcomes and achievement. To fulfill this mission, the subcommittee uses the six FSCP National Standards as its foundation and springboard to a multifaceted approach to advisement; i.e. training, policy, and best practices.



National Standards for FSCP



- S1. Welcoming All Families***
- S2. Communicating Effectively***
- S3. Supporting Student Success***
- S4. Speaking Up for Every Child***
- S5. Sharing Power***
- S6. Collaborating with Community***





Accomplishments in 2018-2019 School Year

- Revised and recommended new FSCP Board Policy KB - approved by Board of Education.
- Distributed updated SAC Resource Guide.
- Analyzed 3 district-wide surveys (FSP, MYVH, and TLCC) and made UIP budget recommendations based on analysis.
- Planned, led, and coordinated SAC/DAC fall and spring trainings.
- Created district-wide school-based categorical outcome priority list (Hot Topics)
- Launched an Articulation Area Rep. (AAR) subcommittee for training and support.





Goals & Tasks Planned for 2019-2020

- SEPT-OCT – Help SACs develop **increased participation and engagement** of parents and the broader community.
- OCT-NOV – Advise and assist in **expanding the buy-in/training** of teachers, administrators, and community members in FSCP.
- DEC-JAN – Analyze 3 surveys, **compare and contrast results** with last year, and **formulate UIP recommendations**.
- FEB-MAR - Ensure and support the engagement and growth of the **“business community”** within the FSCP process.
- MAR – APR – Plan **Spring SAC/DAC event**.
- ONGOING - Create a **DAC Handbook** and update the **SAC Resource Guide**.



Thank you!
Questions / Wonderings



Join Us

Family School Community Partnership



Charter Review Committee

Chairs: David Wells and Sally Kate Tinch

What does the Charter Subcommittee do?

- Reviews charter applications
- Provides recommendations to board

What does the charter review process like?

- Meets in spring for review process
- Uses an evaluation rubric
- Determines evaluation grading via group consensus
- Provides feedback to district cabinet team, superintendent
- Interviews potential charter school leadership
- Presents findings to DAC team for approval
- Presents recommendations to school board

Why do DACs review charter applications?

- Allows community voice in potential school openings
- Provides input from a variety of community stakeholders
- Gives a fresh perspective to school review process
- Allows a “check and balances” process for use of taxpayer dollars
- Required by state law

DAC AAR Subcommittee

AAR = Articulation Area Representatives

AAR Chair: Jackie Seibel

Meets at 7:15-7:30 p.m. at the end of each DAC meeting.

Special additional meetings may be arranged, if needed.



AARs Defined

Jefferson County is divided into 17 neighborhood hubs of assigned schools grouped around one particular high school. These 17 areas plus the district charter and option schools make up the 18 defined articulation areas.

Each articulation area is assigned an Articulation Area Representative (AAR for short).

All AARs are appointed for 2-year terms.



AARs Defined

Last year the DAC proposed adding an AAR to each area starting in the 2019-2020 school year, so that we may provide even better support to our SACs.

This proposal was accepted by the Board, and this year will be the first that a minimum of 2 AARs are assigned to each articulation area.



AARs Defined

The Goals of the Articulation Area Representative are to:

- Facilitate **communication** and increase **engagement** practices between the District Accountability Committee (DAC) and the School Accountability Committees (SACs).
- Facilitate articulation area-wide **communication** between Achievement Directors, Principals, SAC Chairs, presidents of PTAs and any other organization of parents, teachers, and students recognized by the school, and other interested parties about the needs of the Articulation Area.
- Be an available **resource** and provide **support** to Articulation Area SACs on school budget priorities, Unified Improvement Plan (UIP) creation/revision, and increasing school, family, and community partnerships (FSCP).



Mission of AAR Subcommittee

To provide the communication, support, and resources necessary to enable and empower the Articulation Area Representatives in their role.



The AAR Role

AARs will support and engage their assigned school SACs through:

- Regular communication and engagement.
- Answering questions and providing resources.
- Coordinating at least one meeting each year for the entire articulation area.



The AAR Role

What does regular communication and engagement look like?

- Providing a summary of the monthly DAC meeting, approved agendas, and approved minutes.
- Communicating about and inviting articulation area members to DAC/SAC Fall and Spring Events as well as other events in the articulation area (including the once a year meeting the AAR coordinates).
- Reminding SACs about upcoming surveys and survey deadlines.
- Attending SAC meetings for the assigned articulation area when the AAR is able.
- Other reminders and communication as needed.



The AAR Role

How will I know what to communicate?

- A DAC Meeting Summary will be provided to AARs by the AAR Chair shortly after each meeting and will include key communication points, reminders, and email templates.
- The DAC Meeting Minutes and Agendas are located here: https://www.jeffcopublicschools.org/about/board/district_advisory_committees/dac.

The DAC Meeting Agenda is always approved at the prior month's meeting, and the meeting minutes are always approved as part of the next month's meeting. These documents are made available shortly after each meeting is held.

- As relationships are built within each articulation area and with its SACs, other items to communicate will be identified.



The AAR Role

What kinds of questions will I receive and what resources are available to help me answer them ?

- Common questions about the SAC, including guidelines and requirements, are covered in the following document (you may need to copy and paste this link in your browser):
https://www.jeffcopublicschools.org/UserFiles/Servers/Server_627881/File/SACResourceGuide_update_9.19.18.pdf

This document is a work in progress and will be updated this year, but nonetheless it will serve as a key resource for the SACs.



The AAR Role

What kinds of questions will I receive and what resources are available to help me answer them ?

- SAC Chairs will often reach out to request ideas and information for recruiting members. This document provides a few tips:

https://www.jeffcopublicschools.org/UserFiles/Servers/Server_627881/File/Jeffco%20PS/About%20Jeffco/Board%20of%20Education/District%20Advisory%20Committees/DAC%20Archive/SACRecruiting_English_000.pdf



The AAR Role

What kinds of questions will I receive and what resources are available to help me answer them ?

- Here are a few additional tips for recruiting SAC members and increasing engagement:
 1. Provide SAC visibility on the school website (its own page, including chair and member contact information, meeting dates, and notifications).
 2. Set up a Facebook page for PTA and SAC where meetings can be live-streamed.
 3. Include SAC messaging on regular Principal communications, including their weekly email announcements and calls.



The AAR Role

What kinds of questions will I receive and what resources are available to help me answer them ?

- For additional support you can reach out to Jackie Seibel at gallarjack@hotmail.com or by phone at 303-526-8223.
- Your fellow AARs are also a resource for you.
- The Community Superintendents for the schools in your articulation area are also a resource for you. A list of these school leaders may be found here:
<https://www.jeffcopublicschools.org/cms/One.aspx?portalId=627965&pageId=1106409>



The AAR Role

How do I coordinate a meeting for my articulation area?

- Partner with the other AAR, the Community Superintendent, and the High School Principal for your articulation area to identify the topic/topics for your meeting. A few ideas:
 - Jeffco Generations Strategic Plan
 - Schedule with Tom McDermott and organize a Jeffco Generations workshop catered to your articulation areas specific interests.
 - Family School Community Partnership
 - Work with the FSCP group to plan an articulation area FSCP workshop.
 - SAC/Principal Partnership
 - Organize a knowledge share event where SAC Chairs and members, Principals and Community Superintendents focused on building a healthy SAC/Principal partnership.



The AAR Role

How do I coordinate a meeting for my articulation area?

- Start your planning early!
- Identify the meeting date 60-90 days prior to the event to ensure that there is time for planning, scheduling, and communication.
- Usually the High School Principal will be willing to host the space for this event.



AAR Action Checklist

Go to this link (you may have to copy and paste this link for it to work):

https://www.jeffcopublicschools.org/UserFiles/Servers/Server_627881/File/Jeffco%20PS/About%20Jeffco/Board%20of%20Education/District%20Advisory%20Committees/DAC%20Archive/DACBylawsArticAreaRepGuidelinesFinal.pdf

This document describes the guidelines for Articulation Area Representatives.



AAR Action Checklist

Go to this link:

<https://www.jeffcopublicschools.org/cms/one.aspx?portalId=627965&pageId=12412106>

This page lists the schools included in each articulation area (and includes a link to information regarding planned construction and building improvements at each school by articulation area).



AAR Action Checklist

Action Item:

- Work with the other AAR assigned to your articulation area to decide which schools you will each cover.
- Email Jackie Seibel by **08/27** at gallarjack@hotmail.com with the list of schools you will each be covering.
- The contact information for DAC Members, including each AAR, is located here (you may have to copy and paste this link for it to work):
https://www.jeffcopublicschools.org/UserFiles/Servers/Server_627881/File/Jeffco%20PS/About%20Jeffco/Board%20of%20Education/District%20Advisory%20Committees/DAC%20Archive/2019-20%20DAC%20Contact%20Info%20web.pdf



AAR Action Checklist

Action Items:

- Create a list of emails for the Principals and Principal Secretaries in your articulation area by visiting each school's website and going to the Staff Directory page (divide this task with your fellow AAR).
- Email each Principal (and copy the Principal Secretary) to request their SAC Chair's name and contact email.
- Create an email group for your articulation area that includes your assigned school SAC Chairs, Principals, Principal Secretaries, and Community Superintendents.

You will want to complete these tasks ASAP and prior to **08/27** (so you can reach out to your articulation area regarding the SAC/DAC Fall Event on 09/10).



Jeffco Community Superintendent Email List

Scott Allensworth- Scott.Allensworth@Jeffco.k12.co.us

Marcia Anker- Marcia.Anker@Jeffco.k12.co.us

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Thank you!
Questions

