

Jefferson County School District R-1 District Accountability Committee Code of Conduct

The District Accountability Committee (DAC) has adopted the following Code of Conduct (Code) for its Members. The purpose of the Code is to help foster and encourage a culture of honesty and accountability. This Code is intended to outline some of the duties and responsibilities of the DAC Members during meetings and representing the DAC outside the committee.

I. Member Responsibility

The DAC is comprised of parents and community Members who volunteer their time and effort to serve in an advisory role to the Jefferson County Board of Education. As such, each Member is a valuable and respected participant in the group. In an effort to promote vigorous and thorough discussions, along with encouraging full Member involvement at all meetings, each and every Member agrees to the following code of conduct:

- a. Value all participants' time commitment by beginning and ending on time.
- b. Be present, participate, and engage fully in both the general meetings and subcommittee meetings.
- c. Monitor personal technology (turn cell phones off/on vibrate, close laptops during discussion).
- d. Practice and self-organize table groups; identify a facilitator, recorder/reporter and timekeeper.
- e. Use effective communication and exploratory language: paraphrase, clarify, summarize, question, and invite thinking.
- f. Engage in open, honest, ongoing, two-way communication in a safe and respectful manner.
- g. Balance the need to advocate for a point of view with listening carefully in order to understand other points of view.
- h. Keep in mind that Members are here to provide advice, and that advice will come from a variety of beliefs, perspectives, experiences and values.
- i. Model civility and respect for each other and honor the differences expressed by DAC Members relative to district issues.
- j. Seek opportunities to recognize and use the wisdom that comes into DAC sessions.
- k. Seek opportunities to learn, share, care, and laugh together.
- l. Stay properly informed about the business of the DAC, specifically subcommittee(s) of which the Member is associated.

II. Member Representation

A Member's obligation and responsibility when representing the DAC is to act in good faith and in the best interests of the DAC and the Jefferson County School District R-1 (District).

- a. Members shall not speak as an individual on behalf of the DAC unless authorized to do so.
- b. Members shall not use their position on the DAC to advance personal interests or the interests of third parties. These interests may be, but are not limited, financial enrichment, enhancement of personal or professional prestige, and endorsement of personal, political or professional interests. This does not limit Members ability to cite their position on the DAC as a personal qualification or experience.
- c. Members shall not represent their own personal opinions as those of the DAC.
- d. In circumstances where confusion or uncertainty may arise, the Member should use "safe harbour" language such as, "I am a member of the Jeffco District Accountability Committee, but am presenting my individual views, and not speaking/writing on behalf of the DAC or presenting the views of the DAC."

III. Conflict of Interest

Conflicts between the best interests of the DAC and the District and the direct or indirect personal, professional, or financial interests of a Member may arise from time to time. This Code is intended to guide Members in identifying conflicts and in handling them appropriately.

- a. A conflict of interest can occur when a Member's personal interest outside their role on the DAC is, or may appear to be, adverse to the interests of the DAC and/or the District, or otherwise whenever a Member's personal interests outside their role on the DAC could be reasonably viewed as affecting the Member's objectivity in fulfilling his or her duties to the DAC.
- b. If a Member has a personal matter before the DAC or the District, the Member will disclose the interest to the DAC committee-as-a-whole prior to discussion as to subject matter deliberation, excuse himself or herself from participation in the discussion, and not vote on the matter.
- c. Personal interests may include, but are not limited to, outside activities, financial or other business interests, personal or charitable relationships or political interests or offices.

IV. Compliance with the Code

This Code does not anticipate every situation that may arise; nor does it replace thoughtful and ethical behavior. Accordingly, this Code is intended to serve as a guide for Members of the DAC. Members are encouraged to bring questions about particular circumstances that may involve one or more of the provision of this Code to the attention of the Chair or Vice-Chair.

Members should communicate any suspected violations of the Code promptly to the Chair or Vice-Chair. Violations will be investigated by the DAC Executive Committee or by a person or persons designated by the Executive Committee, and appropriate action will be taken in the event of any violations of this Code. No retaliation will be taken against any individual reporting violations of this Code.

V. Amendments and Waivers of Code

This Code shall be reviewed by the committee-as-a-whole at least annually, at which time Members may make motions to revise the Code. Code revisions must be approved by a two-thirds majority of the Members present at the meeting.

All changes or amendments to this Code approved by DAC Members, before they can take effect, must be presented to the BOE for its approval.



Overview of Jeffco DAC (District Accountability Committee)

2020-2021 School Year



JEFFCO PUBLIC SCHOOLS



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
- **SBB** - Student-Based Budgeting



Jeffco DAC Mission

To advise and 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.

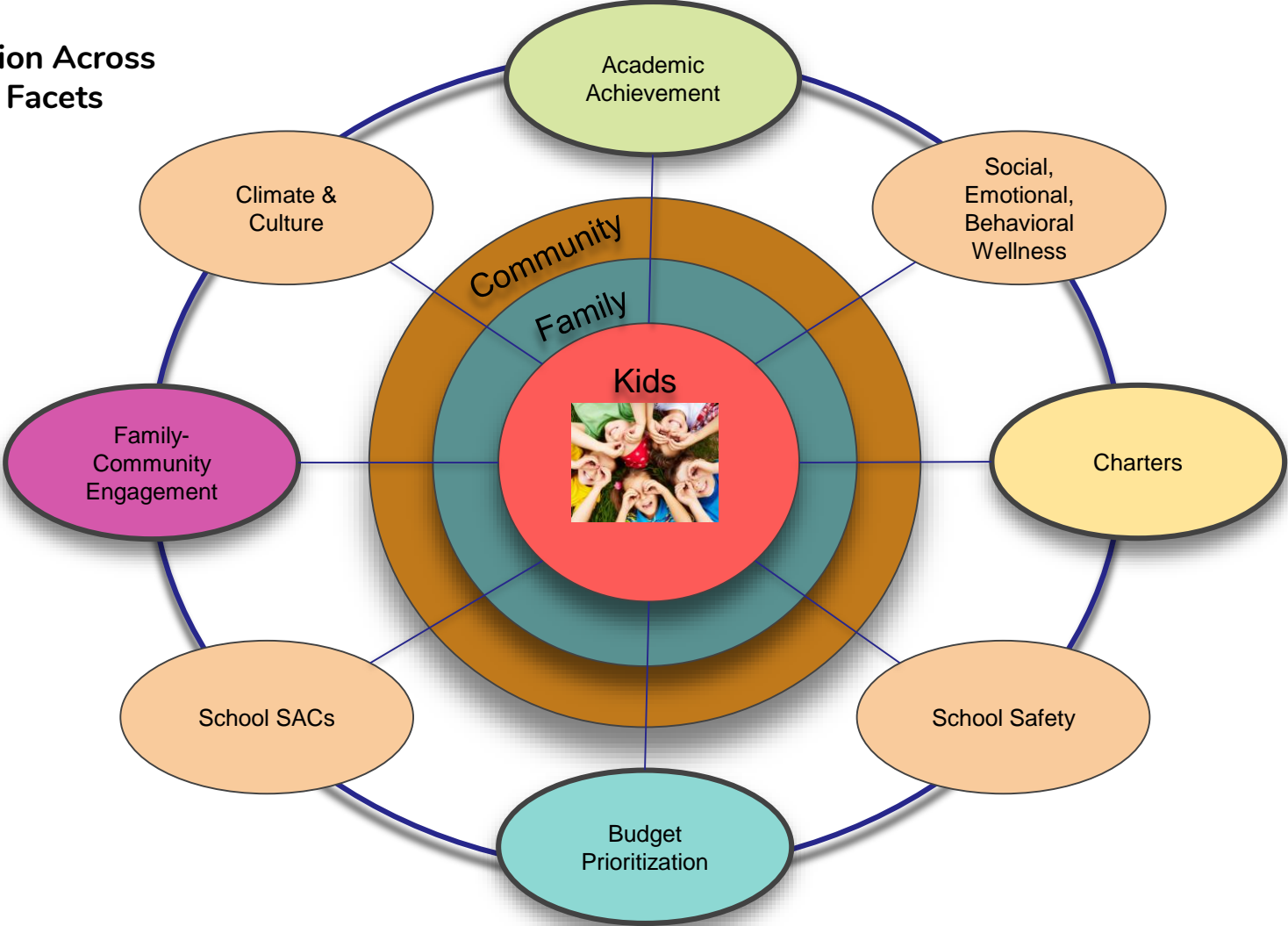
- We are an advisory body to the Board of Education, required by state law.
 - We are the voice of 158 SACs across the district.
 - We represent all facets of the Jeffco community:
 - Parents
 - Teachers, support professionals, and administrators
 - Business and community stakeholders and leaders
- We collaborate and work with district staff.
- Our role is vital to ensure that the Board hears all relevant information for the areas over which we have responsibility.
- We reach out to the community in a variety of ways for input into the process:
 - Local SACs
 - PTAs, family-school-community partnerships, and other similar groups
 - Charter schools and option schools



Key Areas of Responsibility

- Academic achievement and growth
- Budget priorities
- Family/school/community stakeholder engagement
- Charter school reviews
 - *Touches virtually every aspect of our schools!*
 - *Helps shape funding and priorities that affect academic achievement and school/district programs.*
 - *Impacts 85,000 kids; 14,000 staff; and the community at large.*

Cohesion Across
All Facets

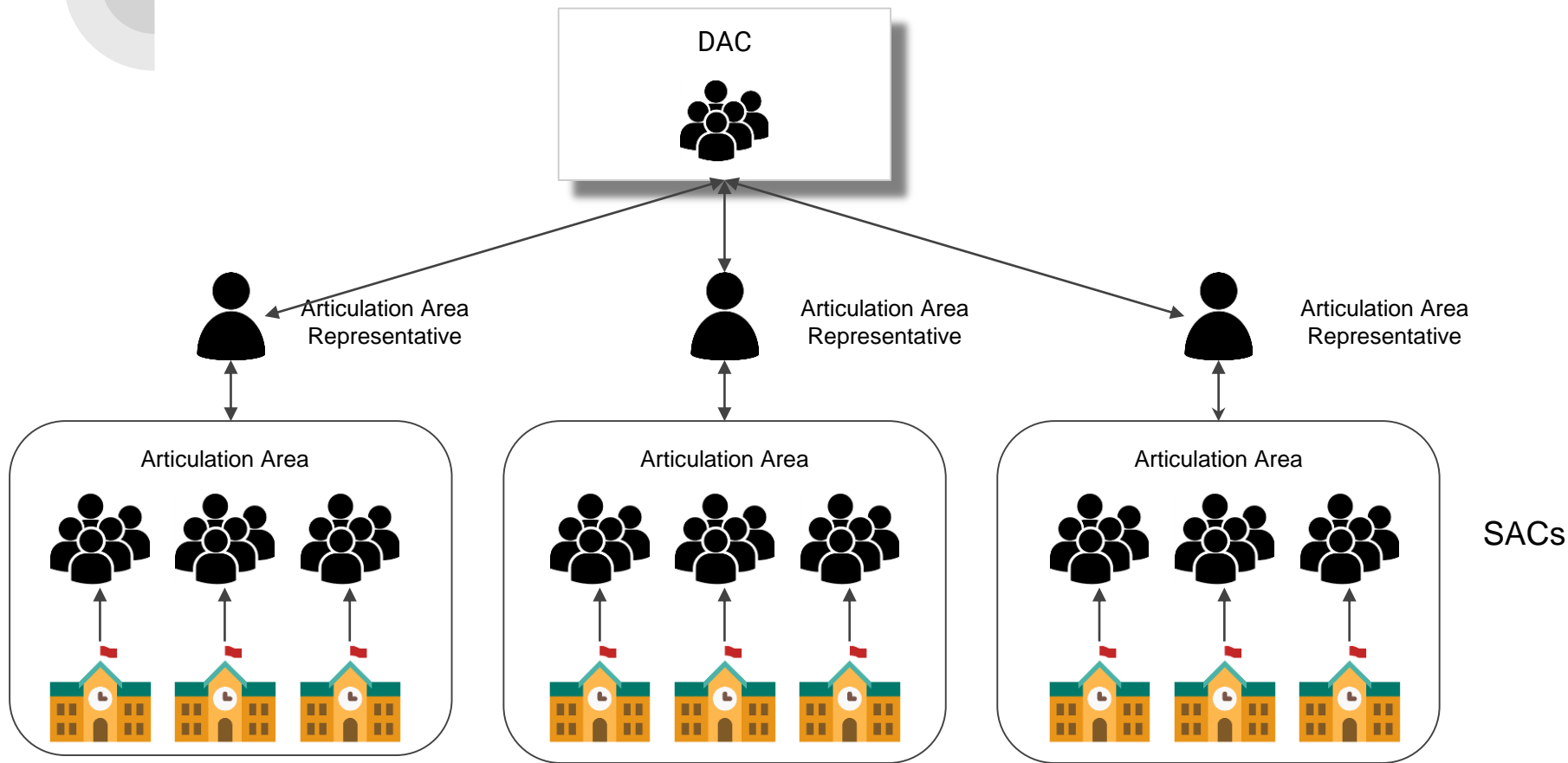


Impact of DAC on Board decisions

- **SACs' UIPs** influence recommendations made by the DUIP Subcommittee.
- **School Budget Priority surveys** strongly influence decisions and recommendations made by the Budget Subcommittee.
- **District surveys** including **Family School Partnership**, **Make Your Voice Heard**, and **Healthy Kids Colorado** drive recommendations from the FSCP Subcommittee.
- **Articulation Area Representatives** are local SACs' direct voice on the DAC.
- Our Board listens to our recommendations.

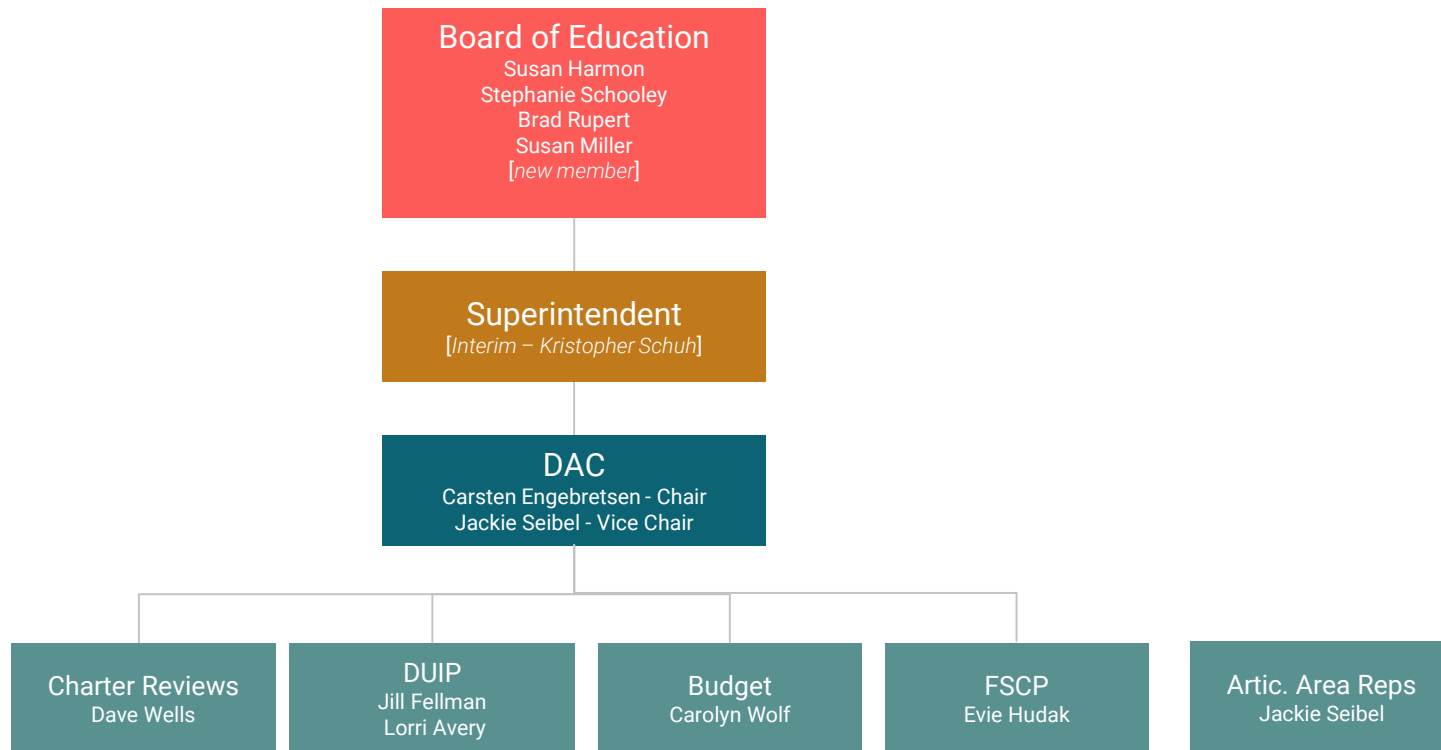


Our Best Work Starts Locally





DAC Organization





Standing DAC Goals

Charter Subcommittee

Use a set of rubrics for new charter applications and renewals, for consistency and fairness in process.

DUIP Subcommittee

Shift DUIP timeline to align with CDE deadlines.

DUIP Subcommittee

Align DUIP improvement strategies with strategic plan and budget priorities.

Budget Subcommittee

Use SAC Survey for input into Budget process.

DAC/SAC Cohesion

Provide Artic. Area Rep.'s with supports and resources 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

Utilize FSP, MYVH, TLCC, and HKC surveys for actionable outcomes in DUIP and Budget process and Board policy.

Budget Subcommittee

Align inputs from DUIP and FSCP into budget process.

DAC/SAC Cohesion

Align inputs and improve communication between DAC and SACs.

DAC Leadership Initiatives

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

Documents & Processes

Provide supports for SACs to review/create/update Bylaws and procedures.

Inter-District Collaboration

Communicate with DACs across Front Range for support and alignment.



DAC Goals for 2020-2021 School Year

- Give greater voice to our schools through SACs into DAC processes and recommendations.
- Empower and encourage families and communities 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 to support alignment of district and school UIPs (Unified Improvement Plans).



Articulation Area Representatives (AARs)

- The voice of local schools on the DAC – to work with SACs and principals to form a dialogue between DAC and the SACs.
 - 2 representatives for each high school articulation area
 - 3 representatives for charter schools
 - 2 representatives for option schools
- AARs are expected to work closely with their schools' SACs to share information and communicate needs to DAC.
- Resources and additional supports are provided for AARs.



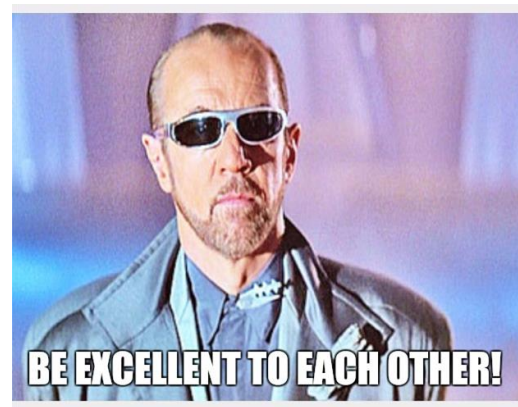
General Expectations

- 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 when expediency is required. We will inform you prior to the meeting.
- There is generally more to discuss than we have time for.
 - Participate in subcommittees: This is where much of the work happens and where you have the most direct influence.
 - Any additional input can be emailed to the chairs.
- 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 (there isn't time).
- Be PRESENT, PREPARED, ENGAGED, and ON TIME.
- Be open-minded.
- Be careful not to represent individual views as that of DAC's.
- Conflict of Interest policy:
 - We encourage you to volunteer (but remember: you're appointed to DAC).
 - Be aware that you may 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 are expected in the rare event of a conflict of interest.





Attendance and Subcommittees

- DAC meets monthly September through May (except for December).
 - Generally the 3rd Tuesday of the month.
 - Attendance is expected and required.
 - Two unexcused absences could result in your removal and replacement.
 - Let the Chair or Vice-Chair know if you can't attend.
- You are expected to be an active member of at least one subcommittee.
 - Meeting frequency and times are at the discretion of Subcommittee Chairs.
- 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!

DAC DUIP Subcommittee

DUIP = District Unified Improvement Plan

Co-Chair: Jill Fellman

Co-Chair: Lorri Avery

Variable meeting schedule as needed.

Pinned Goal: Presentation to BOE in March

*Generally meets on **Thursday afternoons** before DAC meetings, 4-5 p.m.*

DUIP Contents

(Required by Colorado Department of Education)

Requires:

- Performance data analysis
- Root cause analysis
- Major improvement strategies and action steps
- Targets & monitoring

CONTACT US

COLORADO
Department of Education

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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 UIP principal and superintendent integrated timelines](#)

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](#)

UIP Tools

- General Resources
- Performance Data Analysis
- Root Cause Analysis
- Major Improvement Strategies and Action Steps
- Progress Monitoring: Targets and Benchmarks

Accountability, Performance and Support

- State Accountability Data Tools and Reports
- State Accountability
- District and School Performance Frameworks
- Federal Accountability

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

<https://www.cde.state.co.us/uiip>



JEFFCO PUBLIC SCHOOLS

DUIP Overview

Jeffco DUIP – going above and beyond

- Alignment with Jeffco Generations Strategic Plan.
- Include measures of social/emotional health.
- Merge GT plans into DUIP.
- Prioritize improvement strategies for budget recommendations.

DUIP Overview

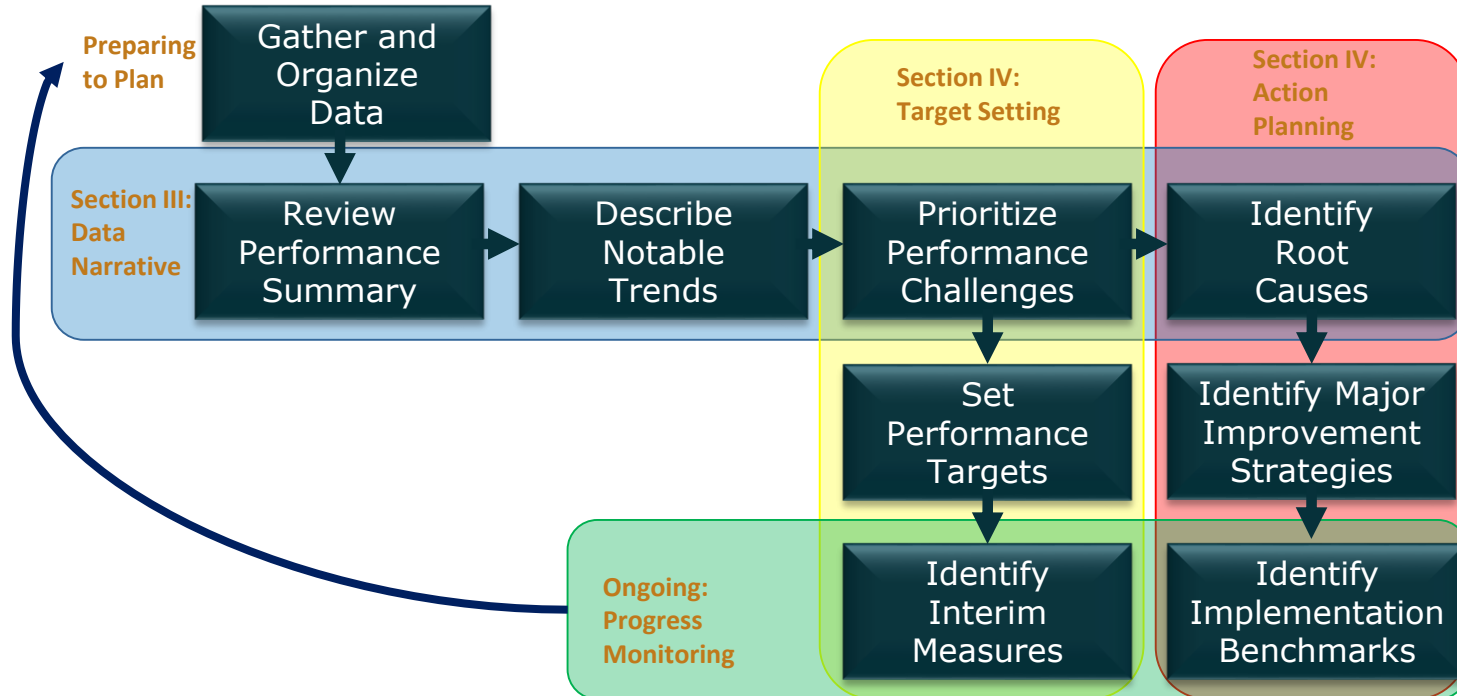
Jeffco DUIP – digging into the details

		ENGLISH LANGUAGE ARTS					
		District			State		
		2016	2017	2018	2016	2017	2018
ALL STUDENTS	All Students	49.0	52.0	51.0	50.0	50.0	50.0
GRADE LEVEL	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
	08	46.0	47.0	48.0	50.0	50.0	50.0
	09	48.0	52.0		50.0	50.0	
ENGLISH LEARNERS	English Learners	50.0	54.0	50.0	50.0	51.0	50.0
	Non-English Learners	49.0	52.0	51.0	50.0	50.0	50.0
FREE AND REDUCED LUNCH (FRL)	FRL Eligible	45.0	48.0	45.0	47.0	48.0	47.0
	Non-FRL	51.0	54.0	53.0	52.0	52.0	52.0
GENDER	Female	54.0	56.0	55.0	55.0	55.0	54.0
	Male	44.0	48.0	46.0	45.0	46.0	46.0
GIFTED	Gifted and Talented	56.0	57.0	57.0	60.0	58.0	59.0
	Non-Gifted and Talented	48.0	51.0	49.0	49.0	49.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP	40.0	44.0	44.0	38.0	41.0	42.0
	Non-IEP	50.0	53.0	51.0	51.0	51.0	51.0
MIGRANT	Migrant				45.0	49.0	47.0
	Non-Migrant	49.0	52.0	51.0	50.0	50.0	50.0
MINORITY	Minority	47.0	50.0	48.0	49.0	49.0	48.0
	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
PERFORMANCE LEVEL	Below Benchmark	50.0	52.0	51.0	50.0	50.0	50.0
RACE/ETHNICITY	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.	8/2018 to 6/2019	Proficiency Scales from Marzano Research Lab, School-based and central teacher leaders (e.g., directors of CAI and Instructional Assessment, Student Engagement), ESOL Dual Language, Marzano Research Lab facilitators.	Tactic Leads, Strategy Leads, School-based and central teacher leaders (e.g., directors of CAI and Instructional Assessment, Student Engagement), ESOL Dual Language, SPED, and Representative s from central departments, host schools and their educators	October 1st initial leadership team professional learning successfully executed December 3rd leadership team professional learning on target	2018-2020	Crosswalk, Prioritization & alignment of 1. revised 2020 CO Academic Standards to current state 2. Colorado Essential Skills 3. Jeffco Generations Skills 3.80 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	Proficiency scales will support teachers in meeting the needs of English language learners, students with an IEP, etc.			Personal 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, ESOL, 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, approved READ Act intervention, reading and writing as interconnected components, oral language, math literacy that includes a focus on numeracy.	Curriculum & Math, Assistant Director of Early Literacy, Elementary Literacy and Math teams colleagues, ESOL Dual Language, SPED, 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 ongoing component of JSEL in June/July 2019 and June/July 2018 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 Timeline

Report & discuss key sections with full DAC



DUIP Timeline

Jeffco DUIP – going above and beyond

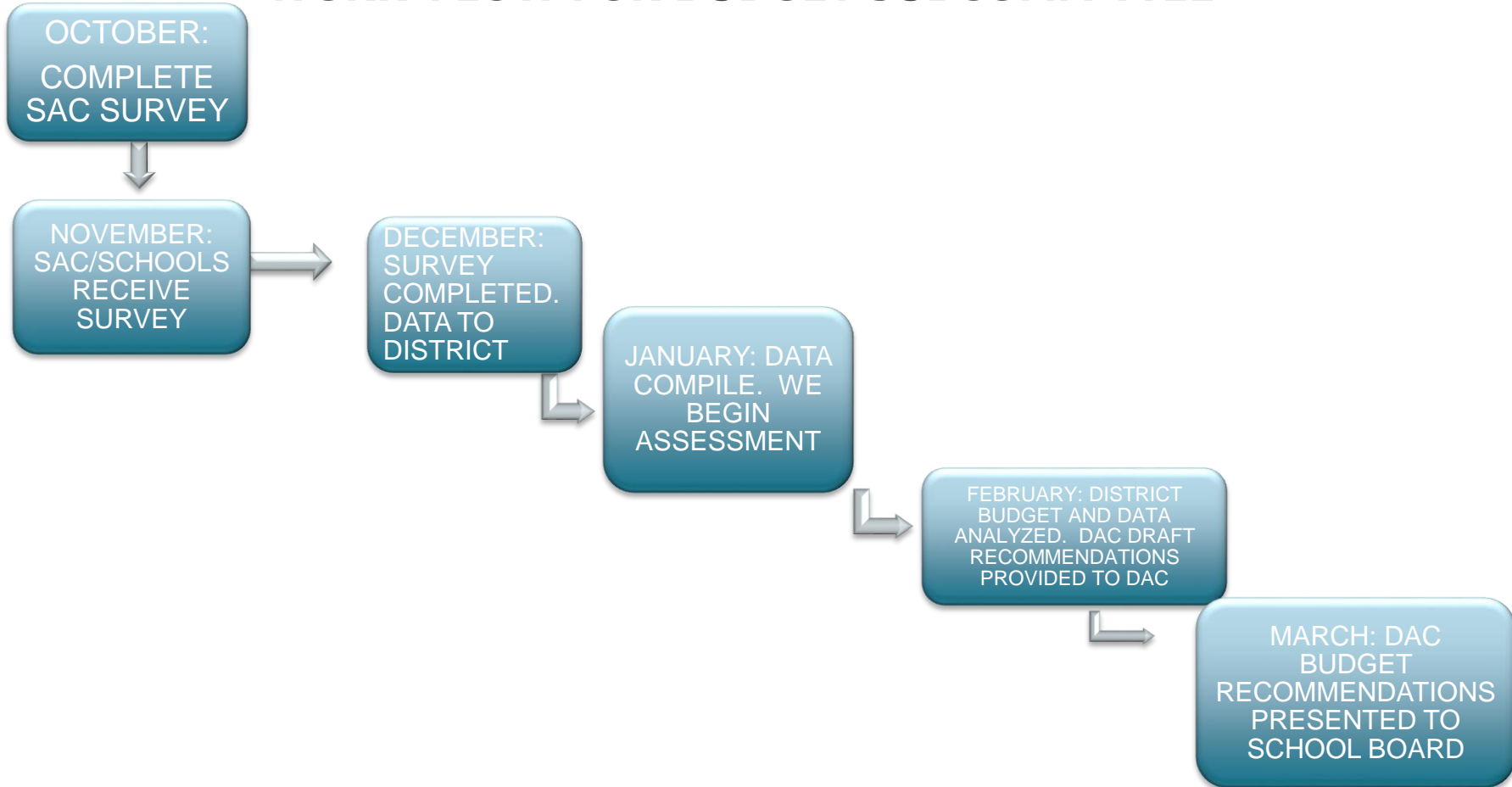
- August – review data trends
- September – draft UIP
- October – present 2020-21 DUIP draft to DAC for review
- November – final feedback & vote for 2020-21 plan
- January –finalize DAC recommendation to BOE for 2020-21 DUIP
- February –begin planning for 2021-2022 DUIP
- March – review district monitoring data, draft 2021-22 DUIP
- April & May – discuss process revisions & plan for next year

DAC Budget Subcommittee

Chair: Carolyn Wolf


Meetings to be arranged.

WORK-FLOW FOR BUDGET SUBCOMMITTEE





STEP ONE: Send “SAC Survey” to schools



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

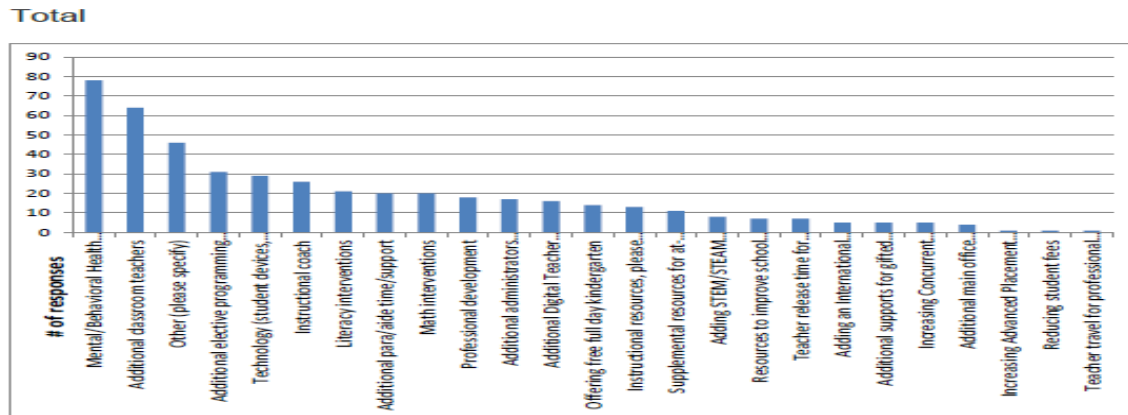
☐ Other (please specify)

* 3. School's name

STEP TWO: Process survey results

- Work with district staff to interpret and categorize results.
- Create a summary of results, to report to DAC with suggested recommendations based on priorities.

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



STEP THREE: Prepare presentation to BOE



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 Community Partnerships

Chair: Evie Hudak

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

Meets 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 DAC, and through DAC, make recommendations to the Board of Education regarding the progress and best practices for 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*

DAC Charter Review Subcommittee

Chair: David Wells

*Meets as needed when charter applications
are received by the district.*

What does the subcommittee do?

- Reviews charter applications.
- Provides recommendations to DAC about what advice to give the Board about whether to approve or deny.

What is the charter review process?

- 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?

- Required by state law.
- 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.

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.***

Mission of AAR Subcommittee

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

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

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

This proposal was accepted by the Board and this year will be the second year 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 any 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).

The AAR Role

Each AAR 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.



2020/2021 BUDGET UPDATE

**District Accountability Committee
November 17, 2020**

Nicole Stewart, Interim Chief Financial Officer



JEFFCO PUBLIC SCHOOLS

Budget as Adopted...

► 2020/2021 Adopted Budget

- (\$2M) spend down of unassigned reserves, after one time money applied
- (\$21.3M) spend down CRF

► 2021/2022 – Preliminary Budget

- (\$40.3M) spend down of reserves, with no budget reductions implemented

What We know...

► **2020/2021 Risks/Changes**

- **2020-21 Revised budget approved by the BOE on November 5th**
 - (\$20.3M) reserve spend down for one-time 3% stipend for staff
- **Enrollment Loss greater than budgeted**
 - Budgeted (\$3M) loss in enrollment, latest estimate (\$10M)
- **Revenue loss due to COVID-19**
 - Food Service, Central Service, Preschool, Childcare, Transportation
- **Potential mid-year rescissions**

What We are Monitoring...

► **Proposition 116**

- 2020-21 potential impact (\$20M)
- 2021-22 potential impact (\$15M)

► **Governor's Proposal**

- Committed to restoring K-12 Education
 - Restore Budgeting Stabilization Factor
 - Enrollment loss to follow prior practice, and schools adjust accordingly.
 - Risks, dependent on status of COVID-19 and the upcoming months

► **December Forecast**



2021/2022 COMMUNITY ENGAGEMENT

Community Engagement for 2021/2022 Reductions

- ▶ **Community Budget Workgroup**
- ▶ **School Accountability Committees**
- ▶ **District Accountability Committee**
- ▶ **Budget Simulation / Budget Forums**

Community Engagement for 2021/2022 Reductions

Community Budget Workgroup

**2 DAC
2 FOC**

**2 Community
Members**

**1 Licensed Staff
1 Classified
1 Principal
1 Administrator Central**

District Accountability Committee

Board of Education

Community Engagement Timeline

- ▶ **Community Budget Workgroup**
 - October and January – 2 to 3 meetings during the course of two weeks in each month
 - Report to DAC in November
- ▶ **School Accountability Committees**
 - SAC Survey open two weeks in November
 - Report to DAC in November
- ▶ **Budget Simulation Tool**
 - Open two weeks in November
 - Results to BOE in December



Community Budget Workgroup Recommendations November 14, 2020

Background

With the current economic downturn at the state level¹, loss of student enrollment for Jeffco Schools² and the passage of Proposition 116³ at the ballot box this past November 2020, funding for K-12 public education in the State of Colorado is expected to decrease for the next few years. Because of this, Jeffco Public Schools anticipates a significant budget shortfall for at least the next three fiscal years.

Maintaining adequate reserves is critical to assuring the district can provide flexibility in the future to mitigate declines in funding. Jeffco Public Schools Interim Superintendent Kristopher Schuh established the Community Budget Workgroup in an effort to gather feedback and provide recommendations on the three-year forecast of the district as it relates to budget reductions and use of reserve spending,

Purpose

The Community Budget Workgroup is charged with: (1) Providing feedback and recommendations on spend down of reserves for FY 2021-2022, FY 2022-2023, and FY 2023-2024; and (2) Prioritizing reduction recommendations based on school based expenditures and central based expenditures over the next three years.

¹ The Governor's current budget request as of 11/14/2020 restores the budget stabilization factor to 2019/2020 levels, which could mean a funding increase for Jeffco,

² Currently Jeffco is looking at an estimated loss of 3,500-4,000 students, or a \$7 million shortfall.

³ Proposition 116 reduced the state income tax rate from 4.63% to 4.55% resulting in an estimated proposed decrease of \$20M for FY 2020/2021 and estimated proposed decrease of \$15M for FY 2021/2022 to Jeffco Schools.

The Community Budget Workgroup's recommendations will be reported through the District Advisory Committee (DAC) and are independent of the additional recommendations and feedback provided by the District Advisory Committee, school accountability committees (SACs), the community online budget survey, district leadership, additional district advisory committees such as the Financial Oversight Committee (FOC), and community stakeholders who are invited to give budget recommendations and feedback to the Superintendent and Jeffco Public Schools Board of Education each year.

Timeline

The Community Budget Workgroup met via Zoom on October 27, October 29 and November 9, 2020 to produce initial recommendations. The workgroup will meet two-to-three more times in mid-January and February 2021 to make additional recommendations and give input regarding budget reductions identified and proposed by district leadership at the central level.

Community Budget Workgroup Positions

The workgroup wants to ensure that when making budget cuts, equity and impacts to Jeffco students, families and communities are a priority consideration across the district.

Reductions to funding K-12 public education in the State of Colorado will be a multi-year event. The Community Budget Workgroup recognizes that reductions will happen across every level of departments, services and staff in Jeffco.

The workgroup prioritized budget reductions based on potential direct and indirect impacts to educational services as the core business of the district. The Community Budget Workgroup implores district leadership and additional Jeffco community advisory committees to prioritize cuts that are as far away from the direct student experience for as long as possible.

There are several unknowns including the potential for additional federal funding, additional on-going revenue losses for Jeffco Schools not yet realized, impacts of COVID-19 and the length of the pandemic, how learning will be delivered to students, and the repercussions on staffing needs if the learning model is changed.

Disclaimer: This report is the general consensus of the Community Budget Workgroup as a whole and is not reflective of the view of any individual member of the committee.

The Community Budget Workgroup recommendations are based on what is known at this current juncture and are subject to re-evaluation and adjustment as appropriate when the workgroup meets again in January and February 2021.

Initial Feedback and Recommendations

The Community Budget Workgroup reached consensus on a preliminary plan for the spend down of budget reserves and priorities for implementation of budget reductions across the Jeffco School District.

Reserve Spend down

The Community Budget Workgroup recommends a spend down of reserves at a rate of 4.5 percent for 2021/2022 and 2022/2023 with the remaining 2 percent available for 2023/2024.

In combination with reduction options described below, the Community Budget Workgroup advises the strategic use of reserves over the next three years to be drawn down and applied to the Jeffco Schools budget with the targeted intent to keep budget cuts as far away from the direct student experience for as long as possible.

Central and School Based Reduction Recommendations

1) Central Budget Cuts

Reductions in central office staff and departments is the first area of budget cuts the Community Budget Workgroup recommends.

- With the expressed interest and intent of minimizing cuts to Jeffco schools and the student educational experience via SBB, the workgroup recommends cuts to central office staffing and department budgets as a first action item.
- As a basic financial crisis management principle, the Cabinet and district staff level offers leadership through pay reductions, reductions in force and other methods that provide rallying points for the rest of the staff and community. Everyone feels the pain equally. It is with this in mind that we recommend the prioritization of central staff over approaching collective bargaining units as a first line of budget reductions,

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2) Furlough Days

The Community Budget Workgroup recommends the implementation of furlough days. The workgroup has a stated preference to first utilize furlough days over compensation cuts.

- The Community Budget Workgroup agrees with the Jeffco Schools staff recommendation of up to three (3) but no more than four (4) furlough days in a given school year with an estimated savings of \$3.4M per day.
- Considerations by the workgroup about furlough days included the potential for loss of professional development opportunities, impact on student contact days, and the extended use of furlough days over multiple years.
- The Community Budget workgroup advises that a furlough day is a pay reduction not to be relied upon as a continued source of budget savings and are to be used sparingly.
- The workgroup recommends the use of furlough days in lieu of staffing or compensation cuts as an effort to maintain and retain quality staff members. Overuse may lead to attrition to other districts and declining staff morale.

3) Student Based Budgeting

Cuts to Student Based Budgeting, or SBB, is among the least preferred options for Jeffco budget reductions and should be used after the above methods are fully implemented and exhausted.

- The financial modeling process used by most but not all Jeffco schools is SBB where dollars are allocated to a school based on current student enrollment.
- SBB gives Principals the autonomy and flexibility to allocate budgets based on the needs of their students and their community, including making final decisions on budget reductions.

Disclaimer: This report is the general consensus of the Community Budget Workgroup as a whole and is not reflective of the view of any individual member of the committee.

- Reduction options at the school-level that can be utilized by individual school Principals may include but are not limited to:
 - Staff layoffs
 - Reducing student programming options, including STEM/STEAM programming
 - Reducing concurrent enrollment offerings
 - Cutting staff professional development opportunities and budget
- The workgroup considered how SBB reductions would affect students and decisions at the school-level around the use of budget carry forward. The workgroup was made aware that the district's equity team would weigh in on how an SBB reduction could be implemented to ensure equity across Jeffco Schools.

4) Compensation Cuts

Cuts to school-based staff compensation is the least preferred option for Jeffco budget reductions from the Community Budget Workgroup and should only be used after all of the above methods are fully implemented and exhausted.

The workgroup agrees that the current Jeffco Schools budget crisis is likely a multi-year event and that even with the measured use of reserves, compensation cuts to both district and school-based staff is inevitable.

- The workgroup agrees that salary cuts have long-term consequences and has therefore stated a previous preference for furlough days over salary reductions.
- 80% of the Jeffco School District's budget consists of staff compensation at both the District and School level. A 1% reduction of pay across all staff saves an estimated \$6.3M.
- The workgroup understands that school-based staff positions and salaries are built into SBB dollars allocated locally by the Principal in review with their individual School Accountability Committees.
- The workgroup recognizes that proposed salary reductions to Jeffco Schools staff who are subject to a collective bargaining unit agreement must go through separate negotiation processes with either the Jefferson County Employee Association (JCEA) or the Jeffco Education Support Professionals Association (JESPA).

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- Keeping qualified staff within Jeffco is important as neighboring districts have recently passed mill levy's that may attract our qualified staff should we move to implement pay reductions outside of furlough days.

Community Budget Workgroup Members

Alicia Archuleta – Math Teacher/JCEA Member

Brian Ballard – Financial Oversight Committee

Carolyn Wolf – District Accountability Committee

Jason Firestone – Manager, Student Engagement Office/JCAA Member

Jeena Templeton – Principal/JCAA Member

Katie Winner – Community Stakeholder

Kim Schipper – Principal Secretary/JESPA Member

Orin Levy – Community Stakeholder

Scott Tarbox – Financial Oversight Committee

Staff Liaisons:

Kristopher Schuh – Interim Superintendent of Schools

Nicole Stewart – Interim Chief Financial Officer

Jason Hendricks – Acting Director, Budget and Treasury

Debbie Rainguet – Executive Assistant to the CFO

Disclaimer: This report is the general consensus of the Community Budget Workgroup as a whole and is not reflective of the view of any individual member of the committee.



ETHLO



JEFFCO
PUBLIC SCHOOLS

Jeffco Public Schools Budget Questionnaire

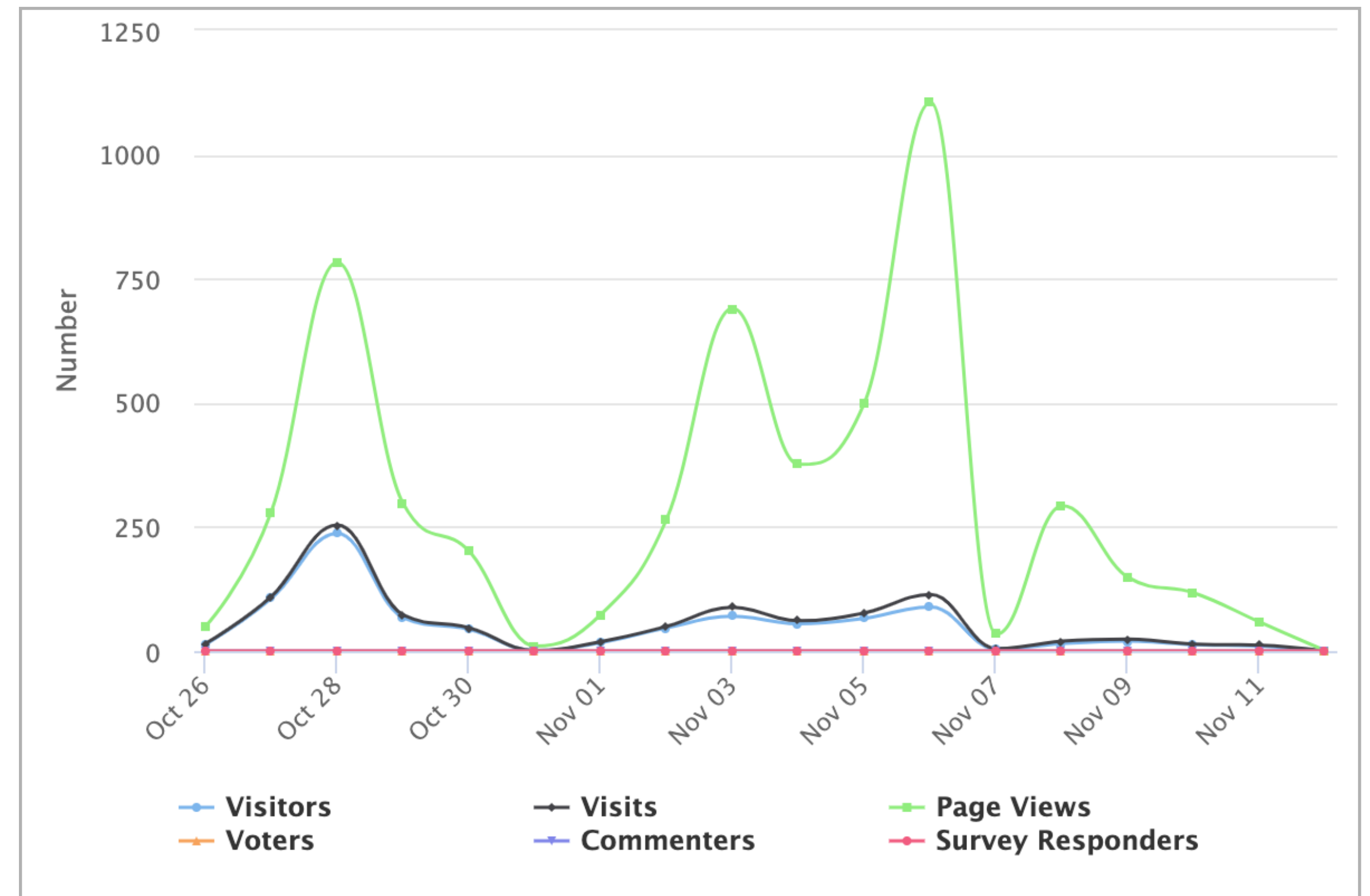
Introduction

From October 26 to November 8 2020, The Jeffco District Accountability Committee (DAC) used a budget questionnaire to collect input from School Accountability Committees (SACs) The survey was used to gather feedback on topics that the DAC makes recommendations to the Jeffco Board of Education, on district budget process.

- The questionnaire had five sections: a basic questionnaire, School Level Reduction Priorities, Additional Reduction Priorities, Items of Least Priority, and Additional Committee Items.
- Ethelo used the results to generate a particular set of funding changes that are predicted to have the most support.

Participation

- Number of visitors: **756**
- Number of respondents: **135**
- Comments gathered: **263**
- Page views: **5,285**
- Average time on platform: **15.5 minutes**



Key Findings

The priorities highlighted by participants to be opportunities for budget cuts include Adjustment to STEM/STEAM, Decrease Concurrent Enrollment Offerings, Professional Development, and Adjustments to Interventionists.

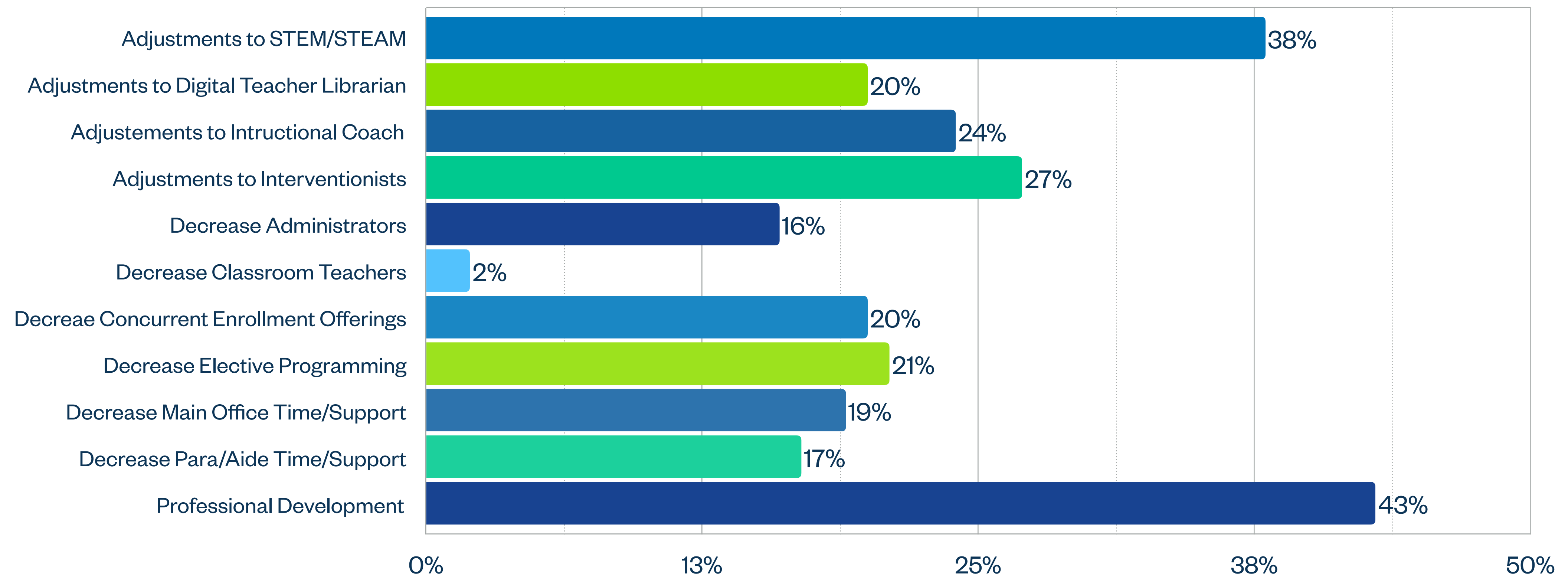
Items of Least Priority	Percent Change	% Approval
Adjustment to STEM/STEAM	Neutral	40%
Adjustments to Digital Teacher Librarian	Oppose	56%
Adjustments to Instructional Coach	Oppose	62%
Adjustments to Interventionists	Oppose	49%
Decrease Administrators (Assistant Principal(s) and Deans)	Oppose	56%
Decrease Classroom Teachers	Oppose	95%
Decrease Concurrent Enrollment Offerings	Neutral	55%
Decrease Elective Programming	Oppose	57%
Decrease Main Office Time/Support	Oppose	52%
Decrease Para/Aide Time/Support	Oppose	60%
Professional Development	Oppose	34%



School Level Reduction

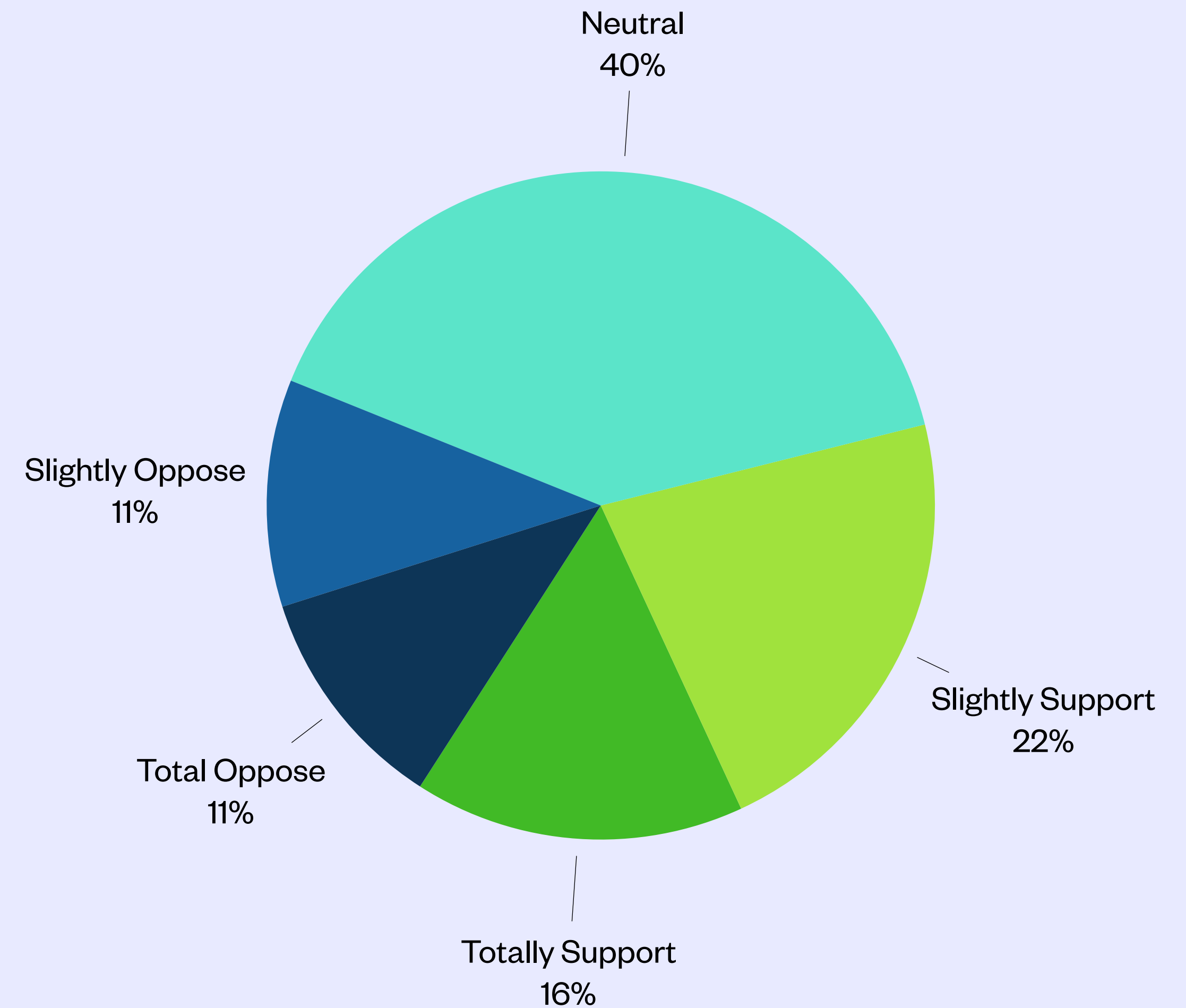
Overview

Participants were asked to give their highest level of support to the top three reduction priorities. The most popular answers were: Professional Development, Adjustments to STEM/STEAM, and Adjustments to Instructional Coach.



Adjustments to STEM/ STEAM Programming

- Oppose: 22%
- **Neutral: 40%**
- Support: 38%



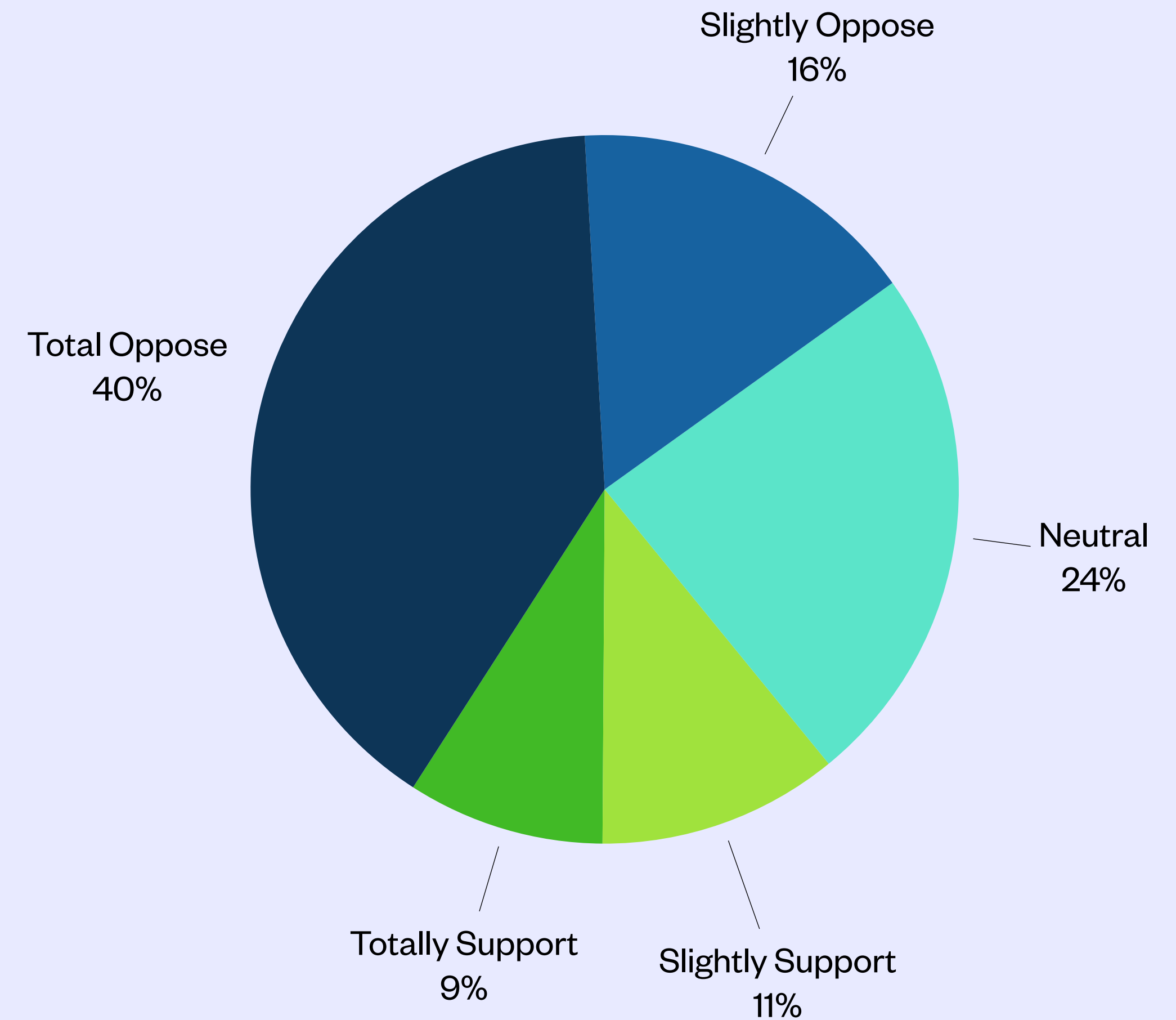
Adjustments to STEM/ STEAM Programming

Comments

"We run this on a **volunteer basis** right now and embed in the classroom."

Adjustments to Digital Teacher Librarian (DTL)

- **Oppose: 56%**
- Neutral: 24%
- Support: 20%



Adjustments to Digital Teacher Librarian (DTL)

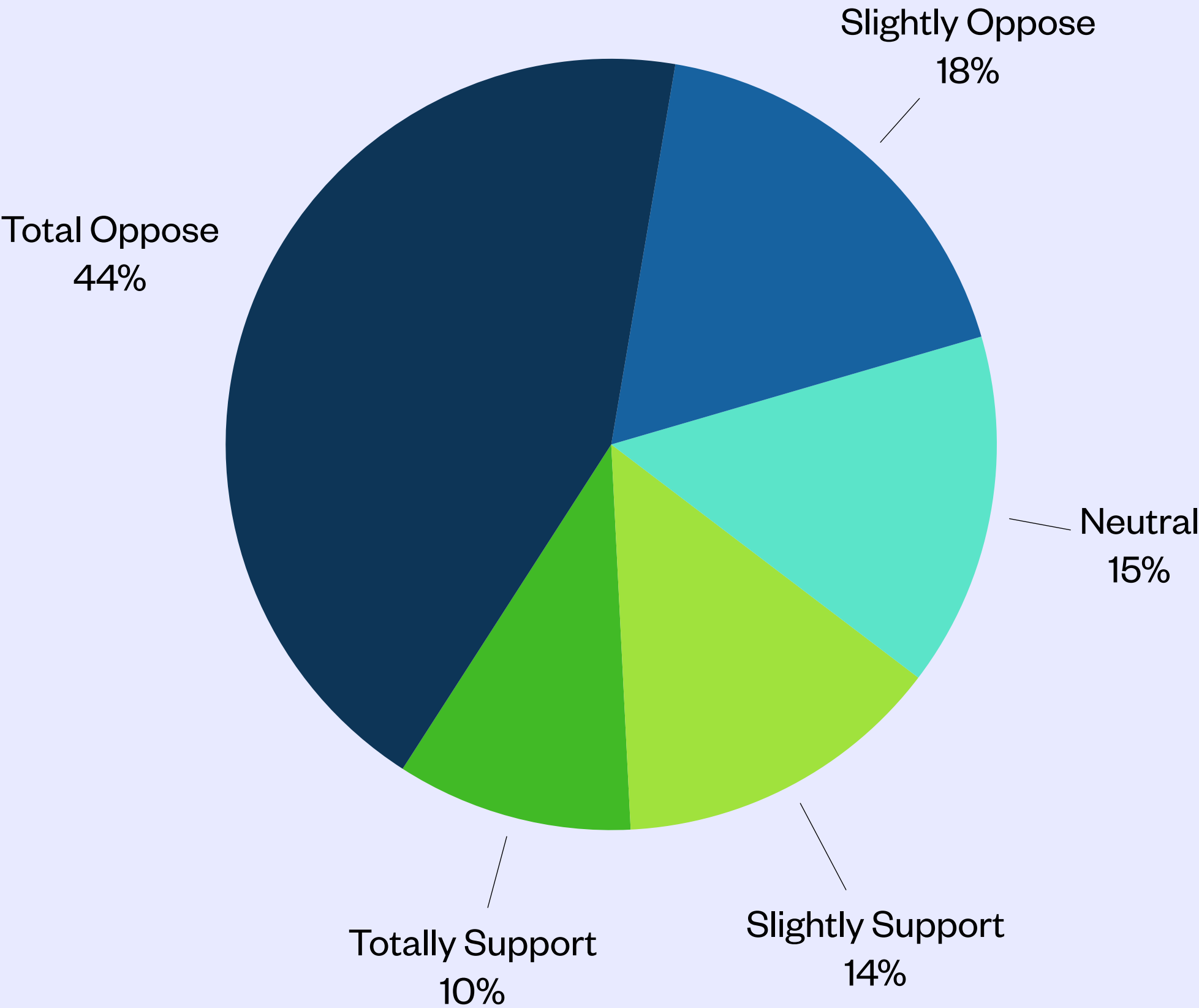
Comments

"Our DTL also teaches technology classes and is **integral to our need for tech support** and training during remote learning."

"It's always a very tough call, but this is indeed one position, of any, that **should be considered for long term reductions**. It's not about not valuing anybody or not, it's about pragmatism in times of budget crises. Maybe even more so, it's about the shifts in education taking place that do make this position non-essential."

Adjustments to Instructional Coach

- **Oppose: 62%**
- Neutral: 15%
- Support: 24%



Adjustments to Instructional Coach

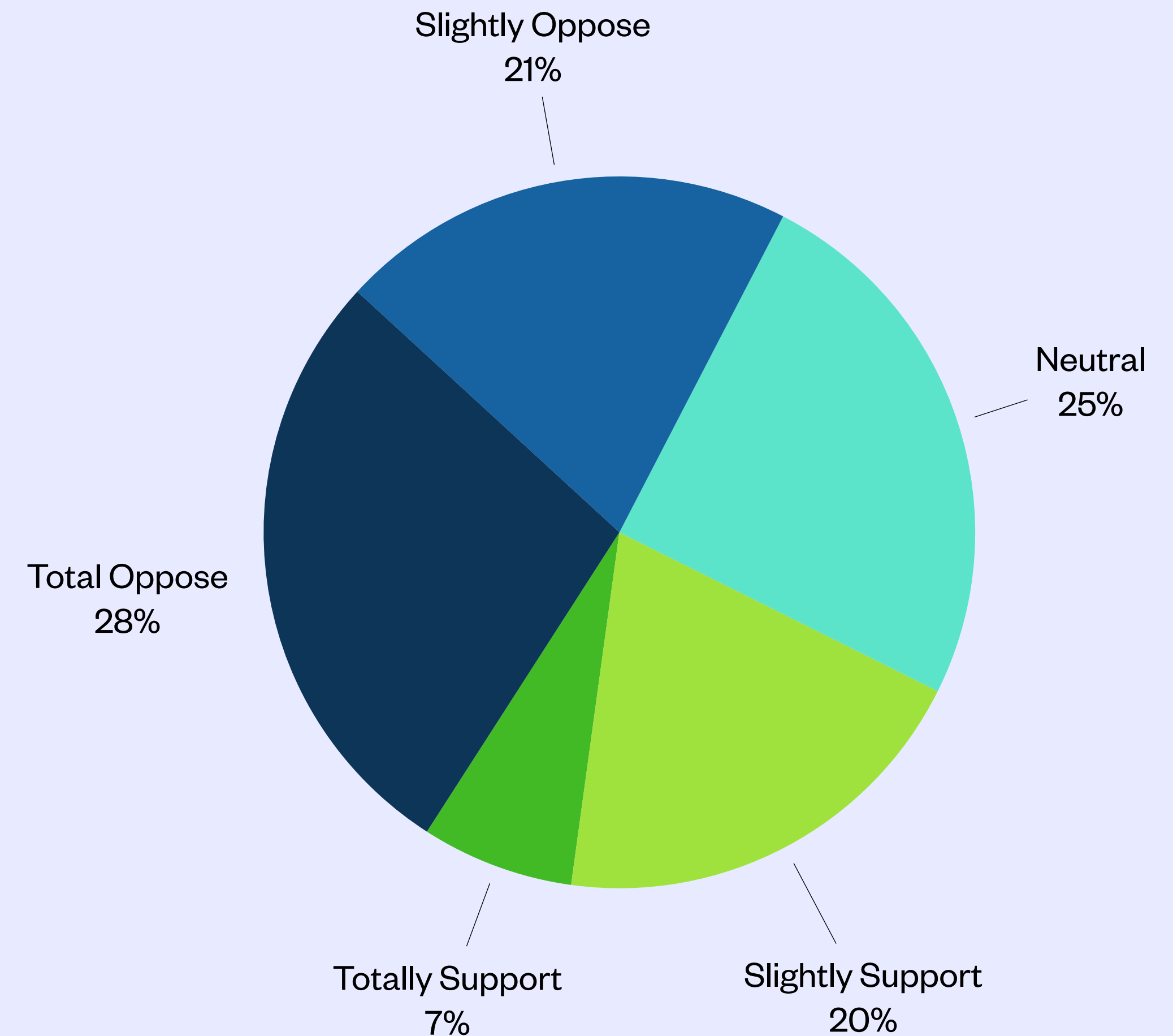
Comments

"Instructional coaching is **key in building teacher efficacy and clarity**. This position is also key in having a quality MTSS system and structure in our building."

"We had to make a decision **not to rehire a coach this year so we could hire a remote teacher** so we didn't need to ask teachers to balance both in person and remote. We would normally place high priority on a coach. As now principal and AP are trying to fill the gap."

Adjustments to Interventionists*

- **Oppose: 49%**
- Neutral: 25%
- Support: 27%



*Chart values add up to ~100 due to rounding

Adjustments to Interventionists

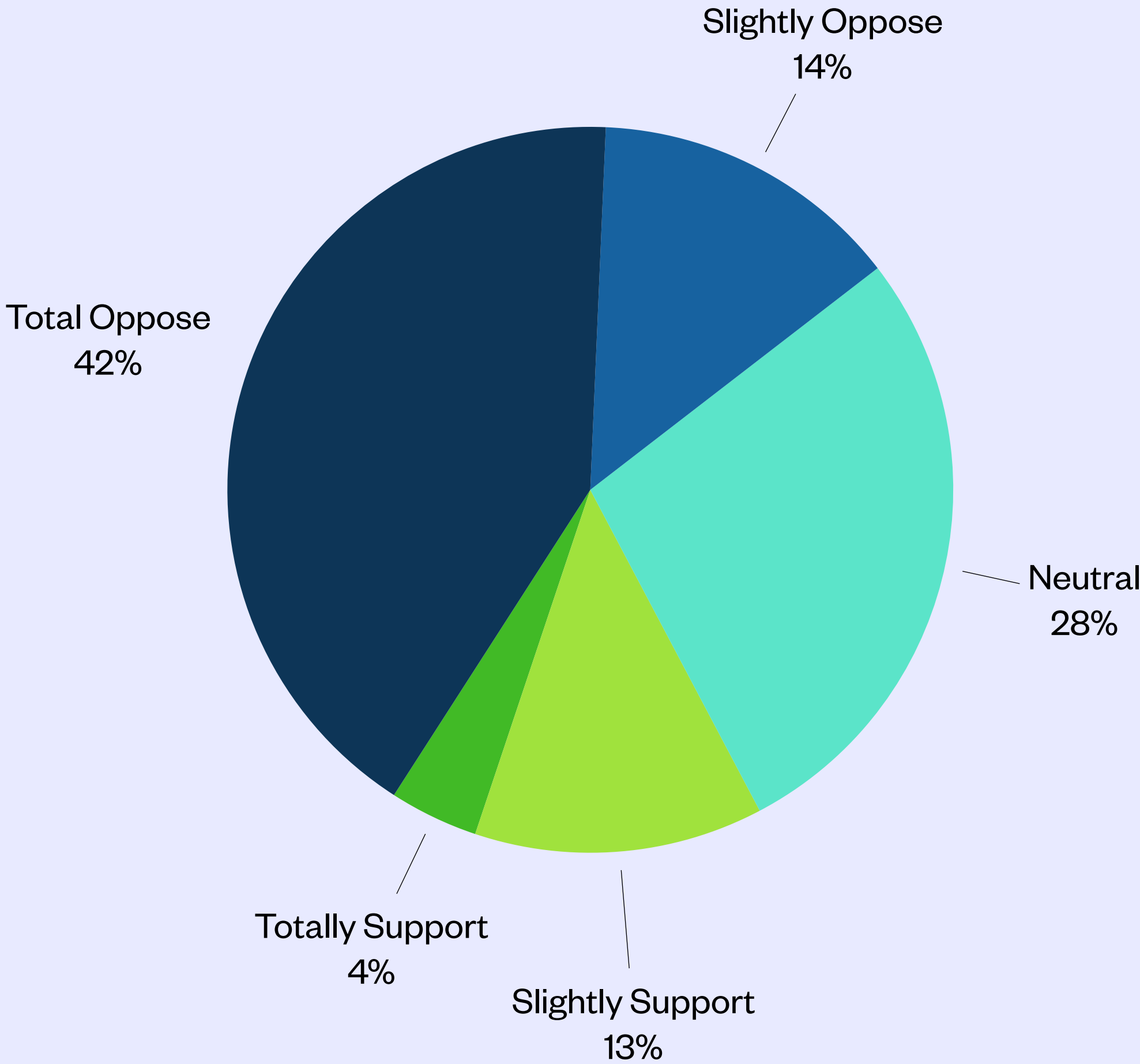
Comments

"Nice to have; can't afford right now."

"Our thinking is that this would be to **reduce interventionist that are not linked to IEP services**, such as literacy or math interventionists - not SpEd learning specialists."

Decrease Administrators (Assistant Principal(s) and Deans)

- **Oppose: 56%**
- Neutral: 28%
- Support: 17%



*Chart values add up to ~100 due to rounding

Decrease Administrators (Assistant Principal(s) and Deans)

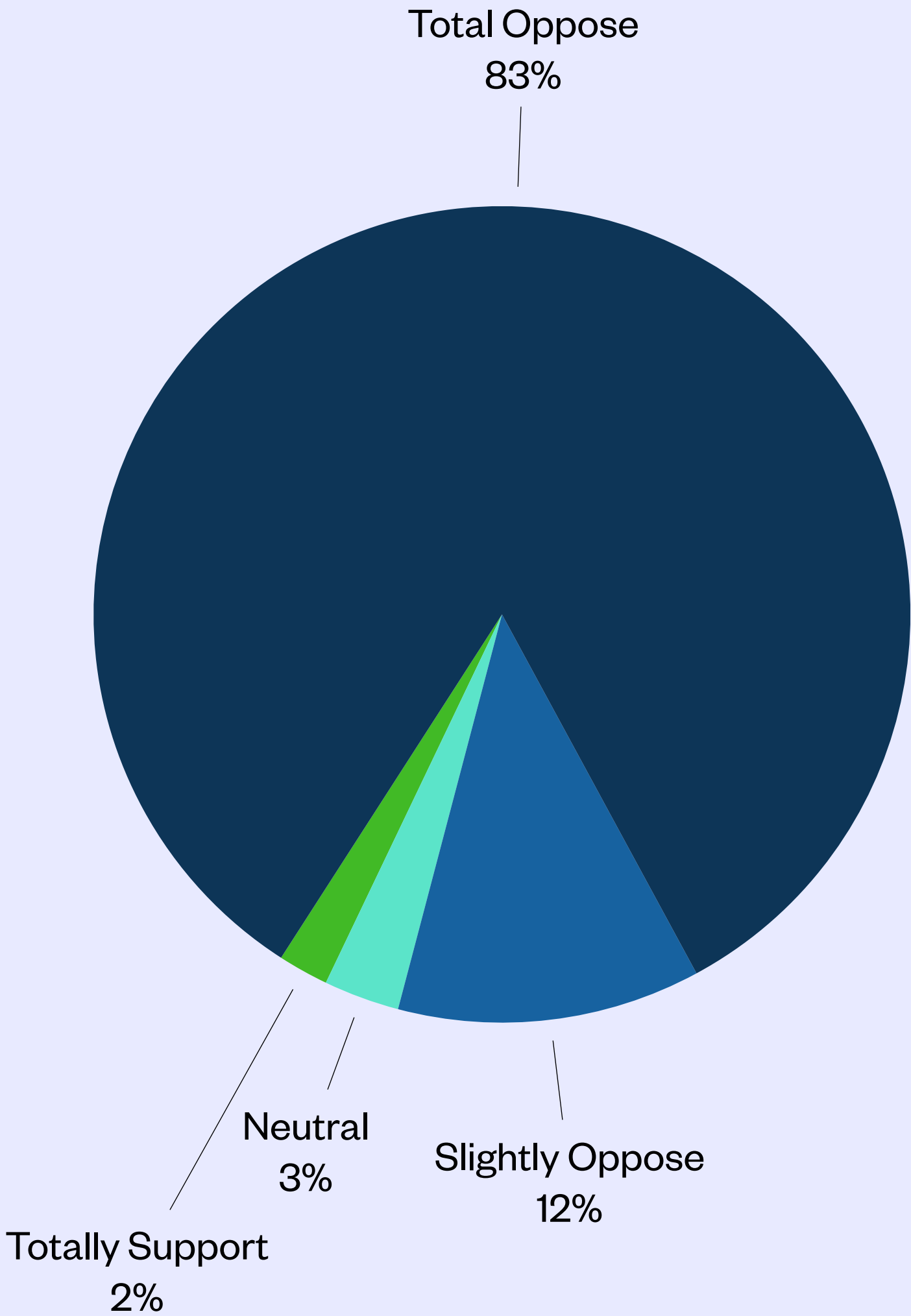
Comments

"Incredibly important for school safety, teacher support, and communication with families."

"We have never had any assistant principals or deans, so we are **unsure of what the impact would be on other schools.**"

Decrease Classroom Teachers (Impact Class Size or Multigrade Classes)

- **Oppose: 95%**
- Neutral: 3%
- Support: 2%



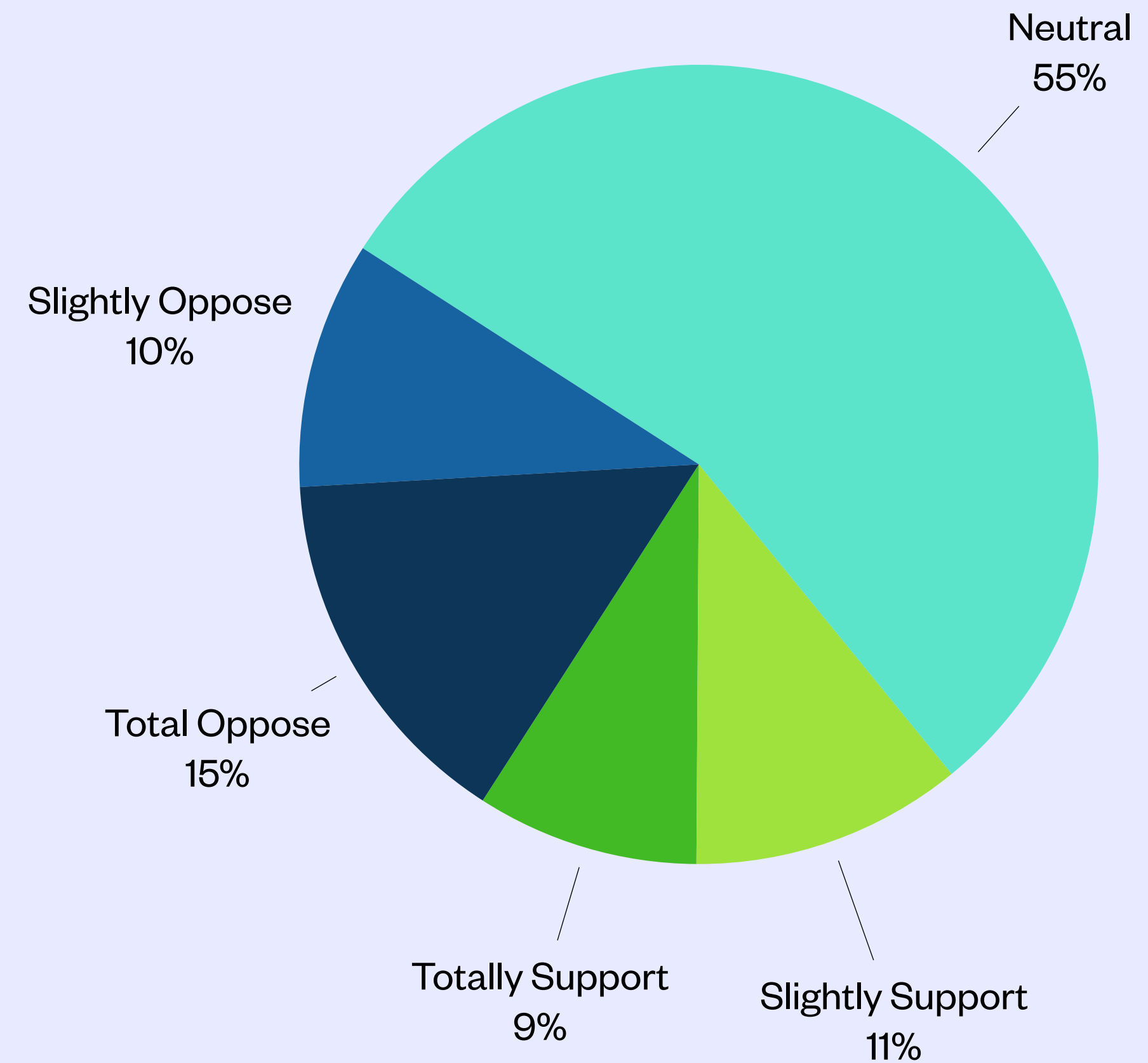
Decrease Classroom Teachers (Impact Class Size or Multigrade Classes)

Comments

"Our children need high quality teachers in their classrooms. **This is our top priority.**"

Decrease Concurrent Enrollment Offerings

- Oppose: 25%
- **Neutral: 55%**
- Support: 20%



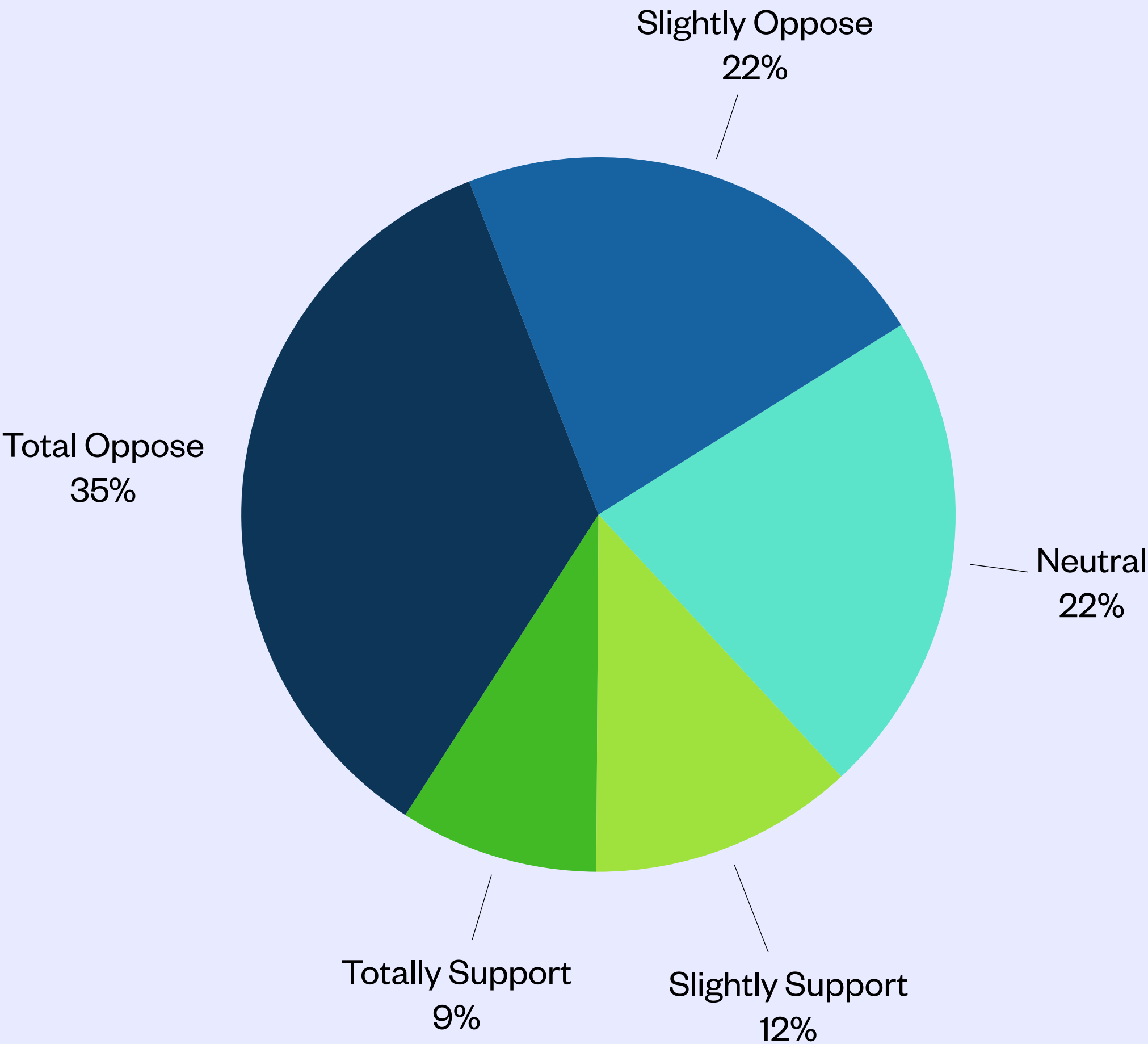
Decrease Concurrent Enrollment Offerings

Comments

"This does not impact elementary, but seems like a great opportunity for high school"

Decrease Elective Programming

- **Oppose: 57%**
- Neutral: 22%
- Support: 21%



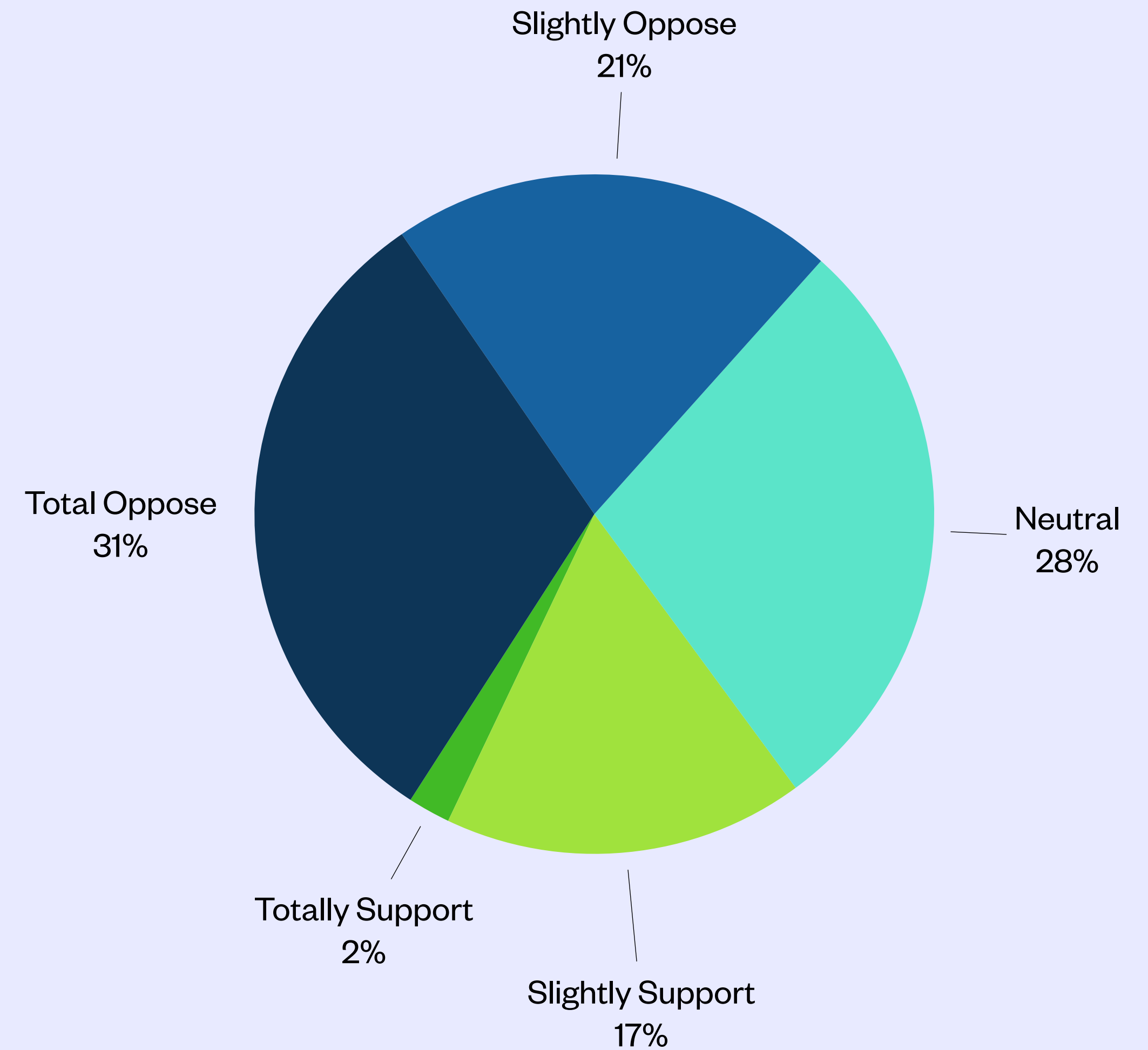
Decrease Elective Programming

Comments

"We can have electives come after school that parents opt into. That would help cover this reduction."

Decrease Main Office Time/ Support*

- **Oppose: 52%**
- Neutral: 28%
- Support: 19%



*Chart values add up to ~100 due to rounding

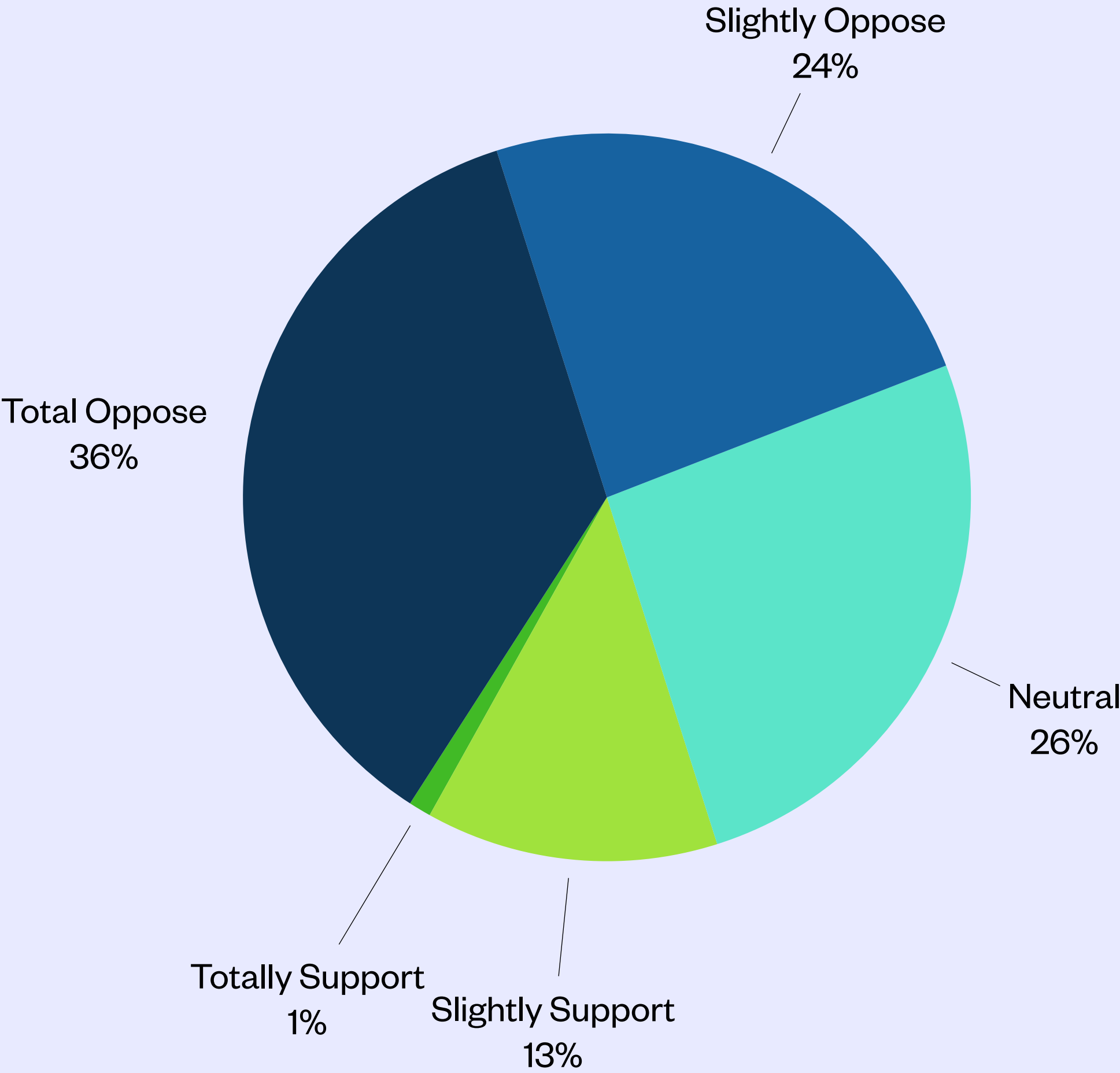
Decrease Main Office Time/ Support

Comments

"Not ideal, but might be a choice we have to make for next year."

Decrease Para/Aide Time/ Support*

- **Oppose: 60%**
- Neutral: 26%
- Support: 14%



*This question had a duplicate. Duplicate responses were: Totally Oppose 32%, Slightly Oppose 20%, Neutral 30%, Slightly Support 17%, Totally Support 0%

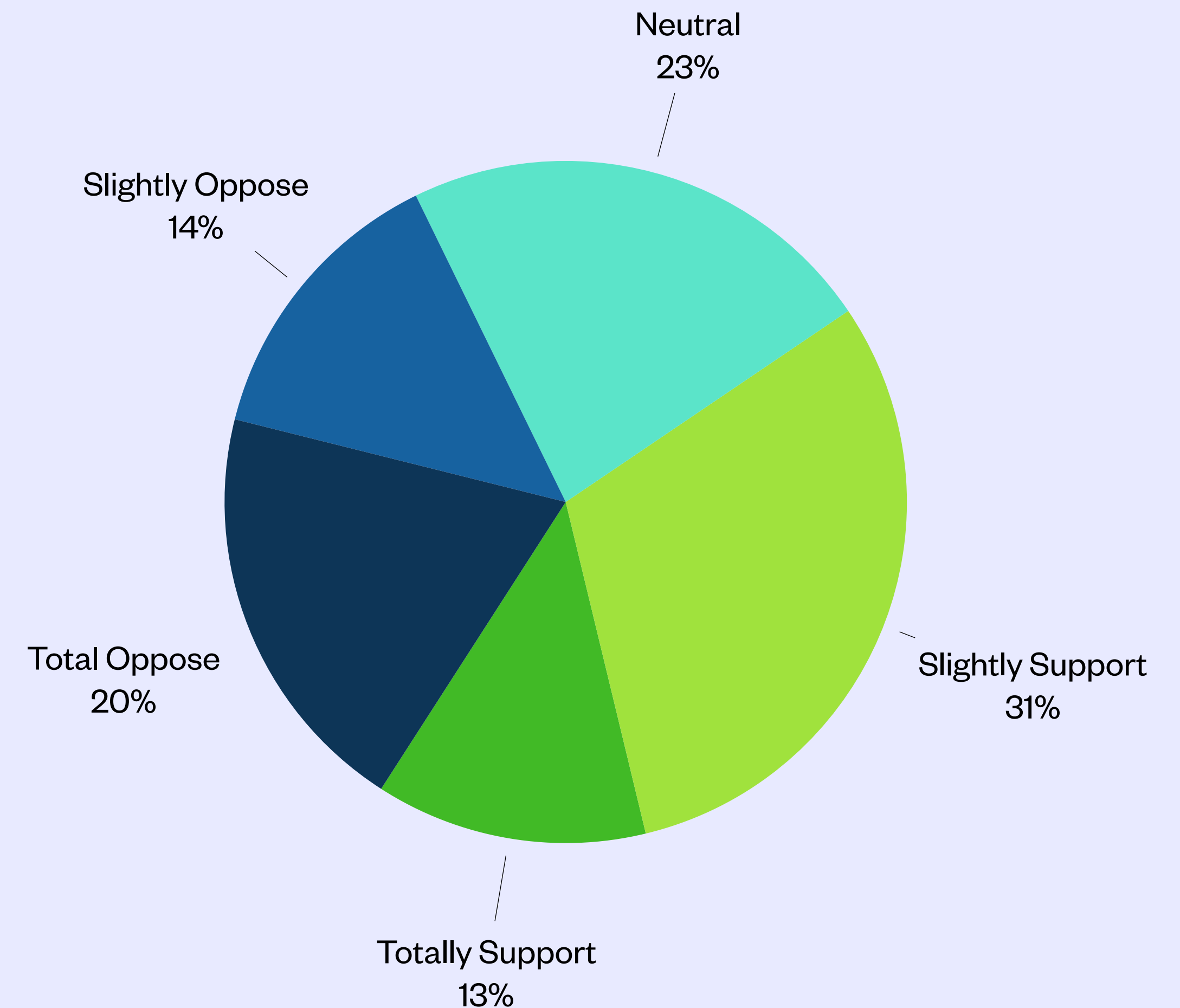
Decrease Para/Aide Time/ Support

Comments

"Paras provide interventions and cover recess and lunch duty. Often, we still don't have enough coverage. Parents can't come in to the school so **we need our paras.**"

Professional Development*

- **Oppose: 34%**
- Neutral: 23%
- Support: 44%



*Chart values add up to ~100 due to rounding

Professional Development

Comments

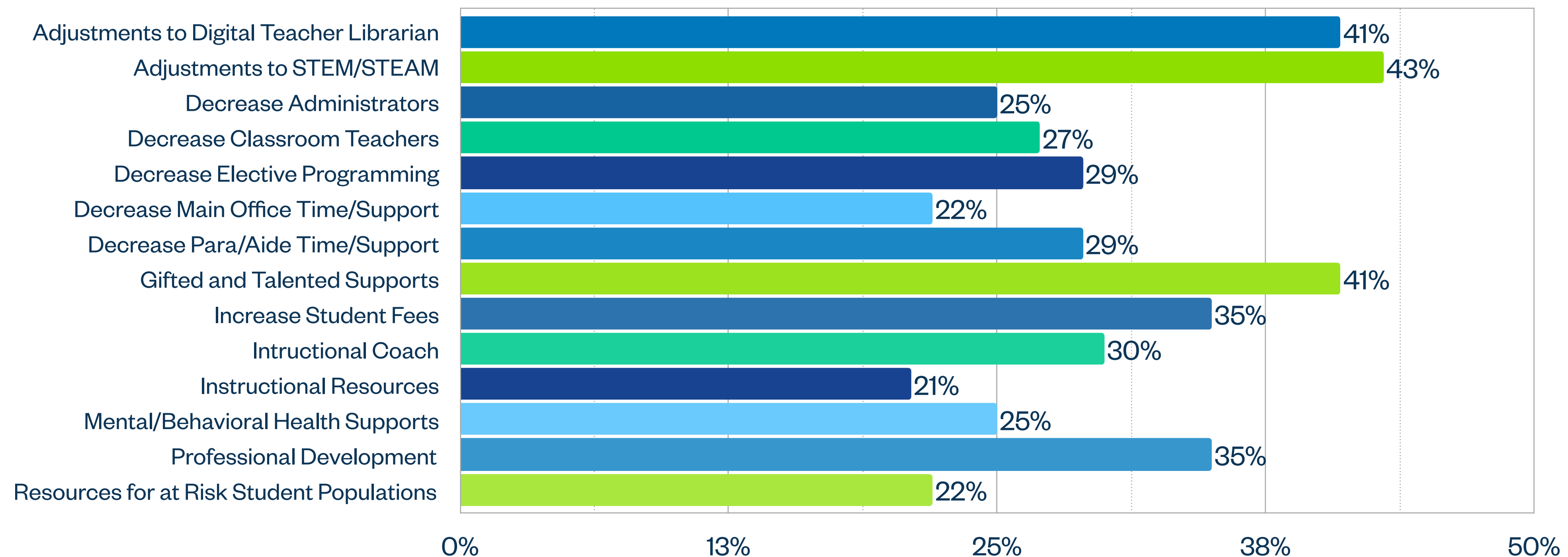
"Although we support PD at the high school level, **teachers are soooo overwhelmed right now there is little room for them to take this up meaningfully.** Instead what is most important is for them to have stable instructional leaders (instructional coach, DTL, admin leadership) to partner with to continually ensure high quality teaching."



Items of Least Priority

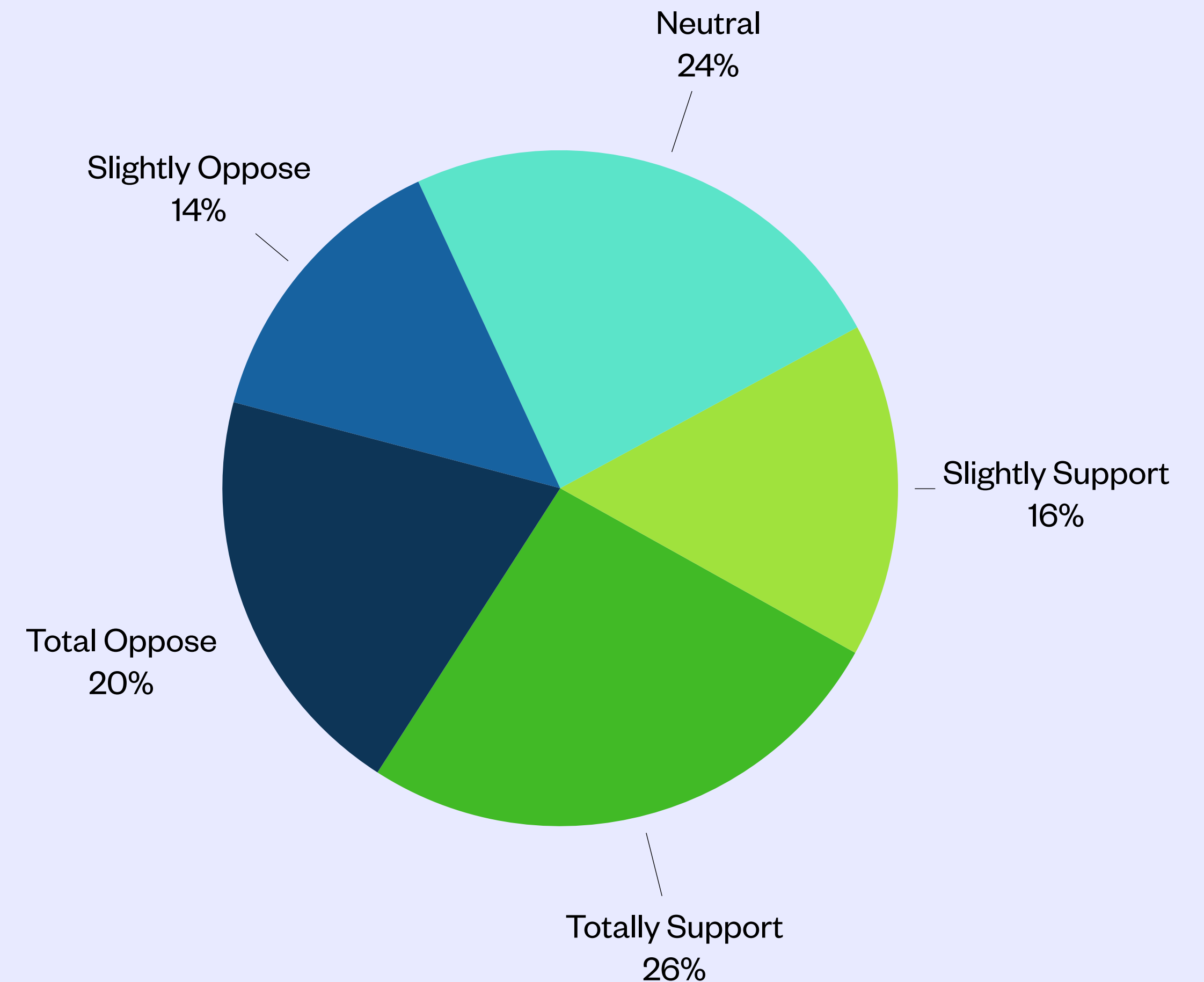
Overview

Participants were asked to give their highest level of support to their lowest priority options. The most popular answers were: Professional Development, Adjustments to STEM/STEAM, and Adjustments to Interventionists.



Adjustments to Digital Teacher Librarian (DTL)

- Oppose: 34%
- Neutral: 24%
- **Support: 42%**



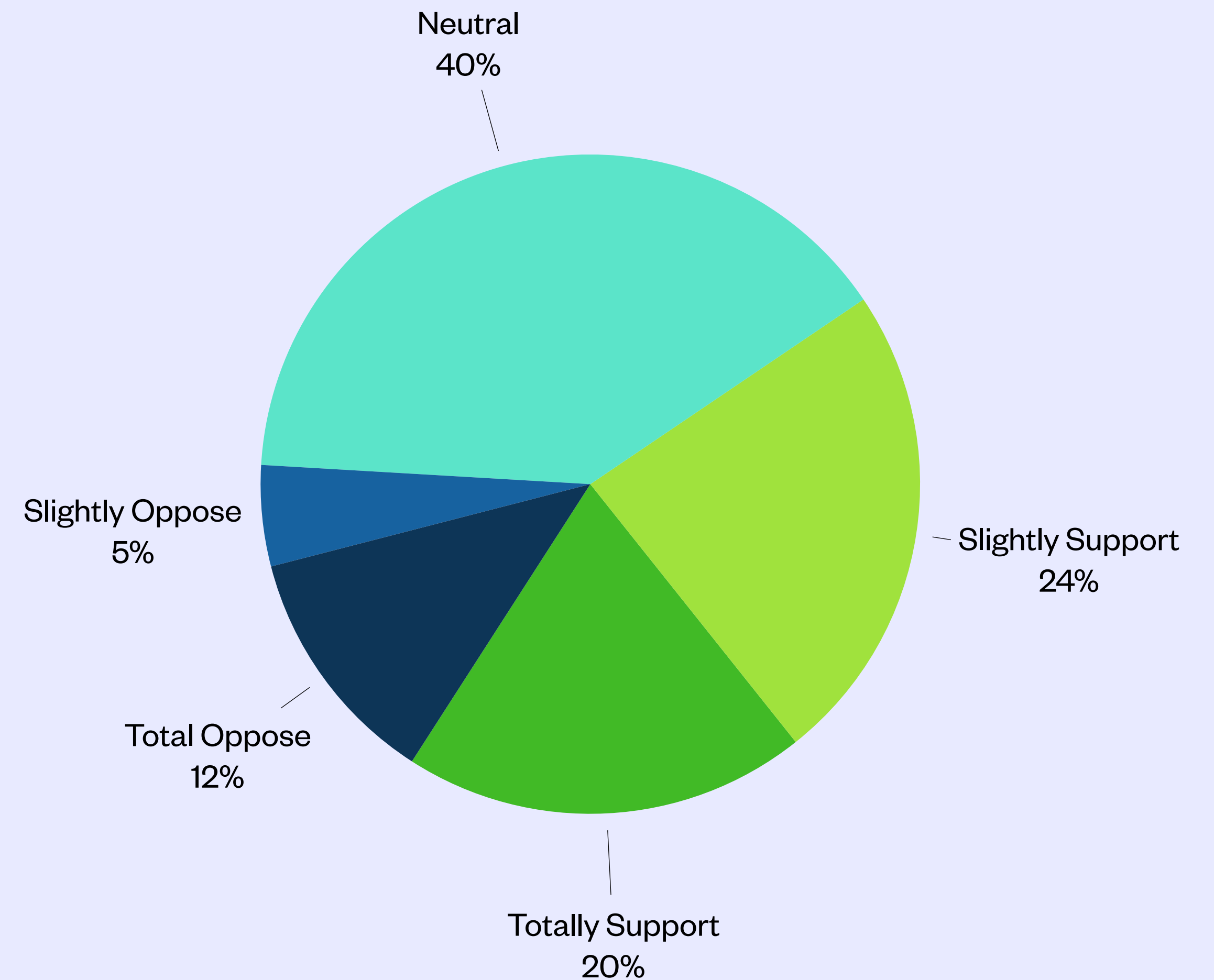
Adjustments to Digital Teacher Librarian (DTL)

Comments

"DTLs, particularly at this time are critical to supporting high quality digital teaching in the classroom and remotely. Also for 1-1 initiatives, you have to have someone leading that work at the building level in order for it to continue to transform teaching and learning."

Adjustments to STEM/ STEAM*

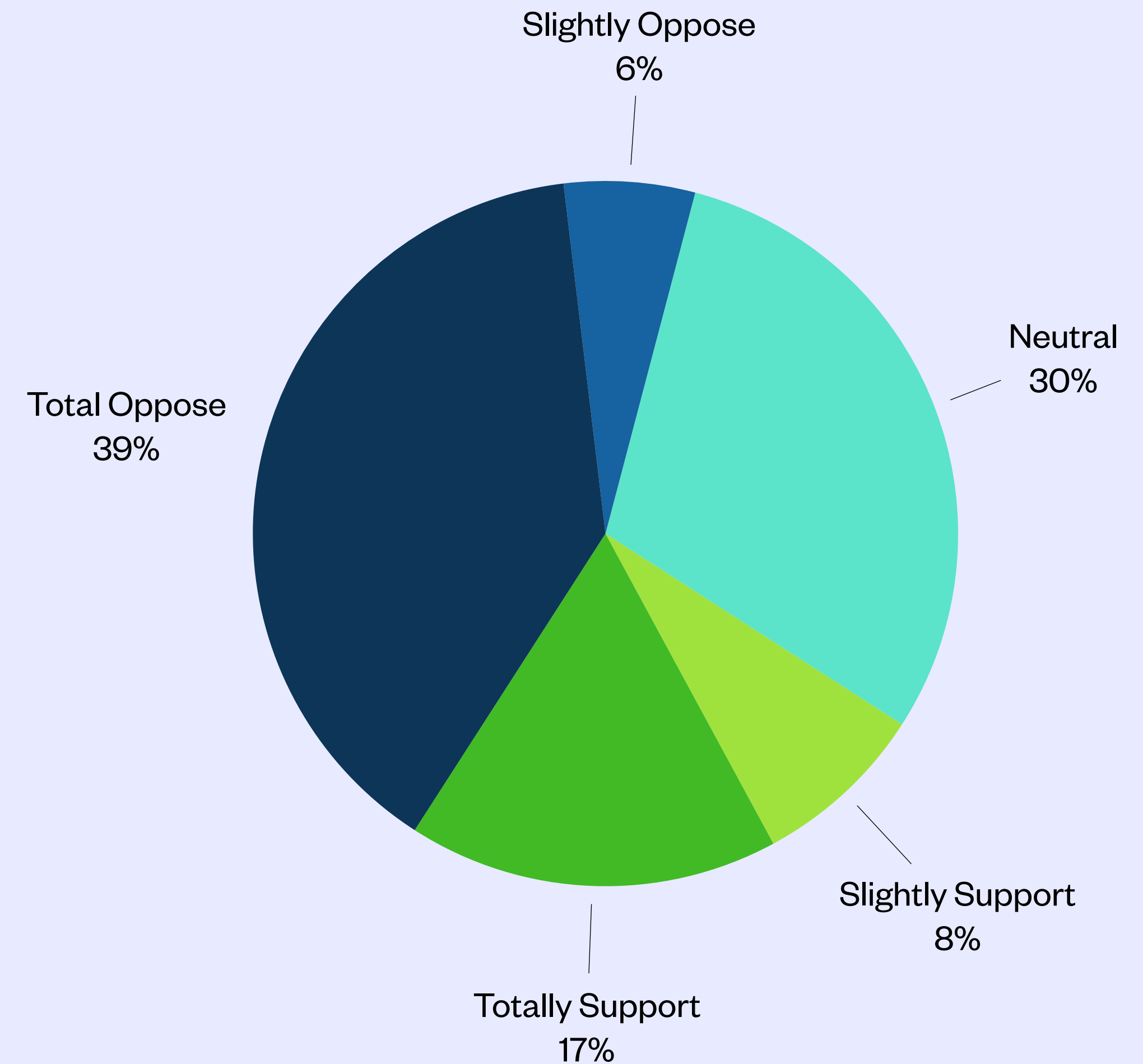
- Oppose: 17%
- Neutral: 40%
- **Support: 42%**



*Chart values add up to ~100 due to rounding

Decrease Administrators (Assistant Principal(s) or Deans)

- **Oppose: 45%**
- Neutral: 30%
- Support: 25%



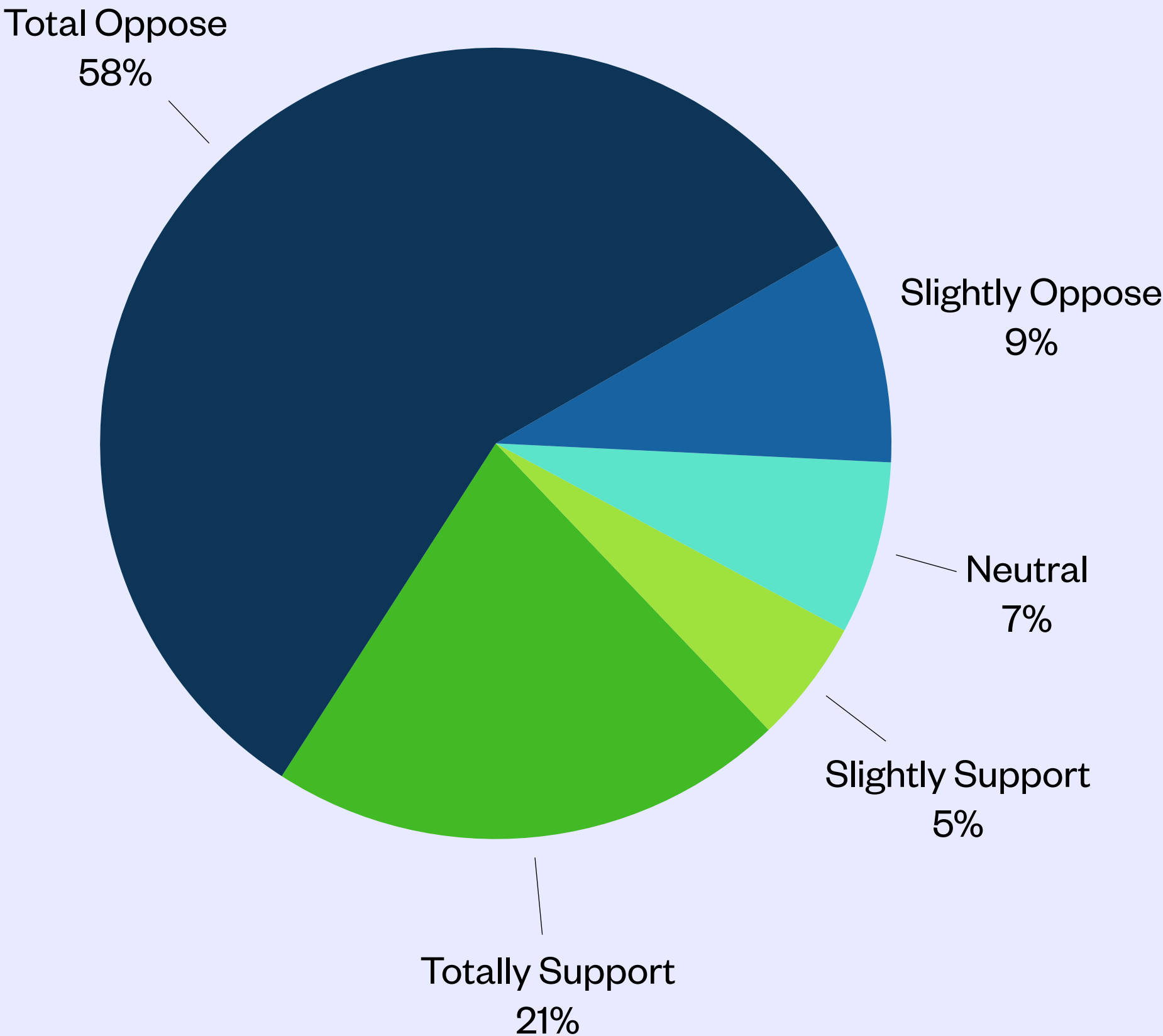
Decrease Administrators (Assistant Principal(s) or Deans)

Comments

"School level administrators are **essential to student safety** and serve as the instructional leaders and evaluators of educators in the building."

Decrease Classroom Teachers (Impact Class Size or Multigrade Classes)

- **Oppose: 67%**
- Neutral: 7%
- Support: 26%



Decrease Classroom Teachers (Impact Class Size or Multigrade Classes)

Comments

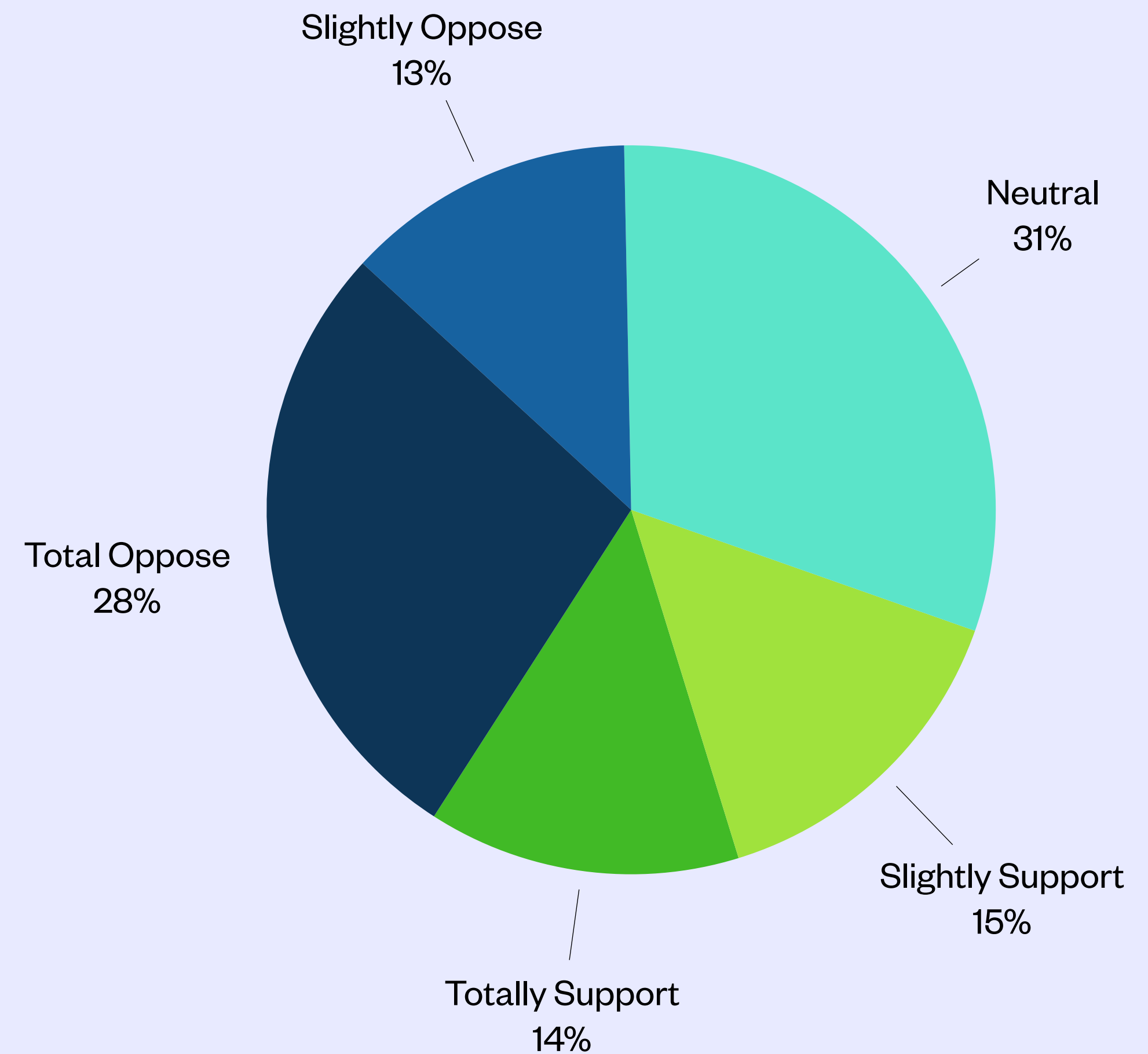
"We prioritize maintaining current staffin.g"

"This hits **quality considerations** that would sink our school."

Decrease Elective Programming*

- **Oppose: 41%**
- Neutral: 31%
- Support: 29%

*Chart values add up to ~100 due to rounding



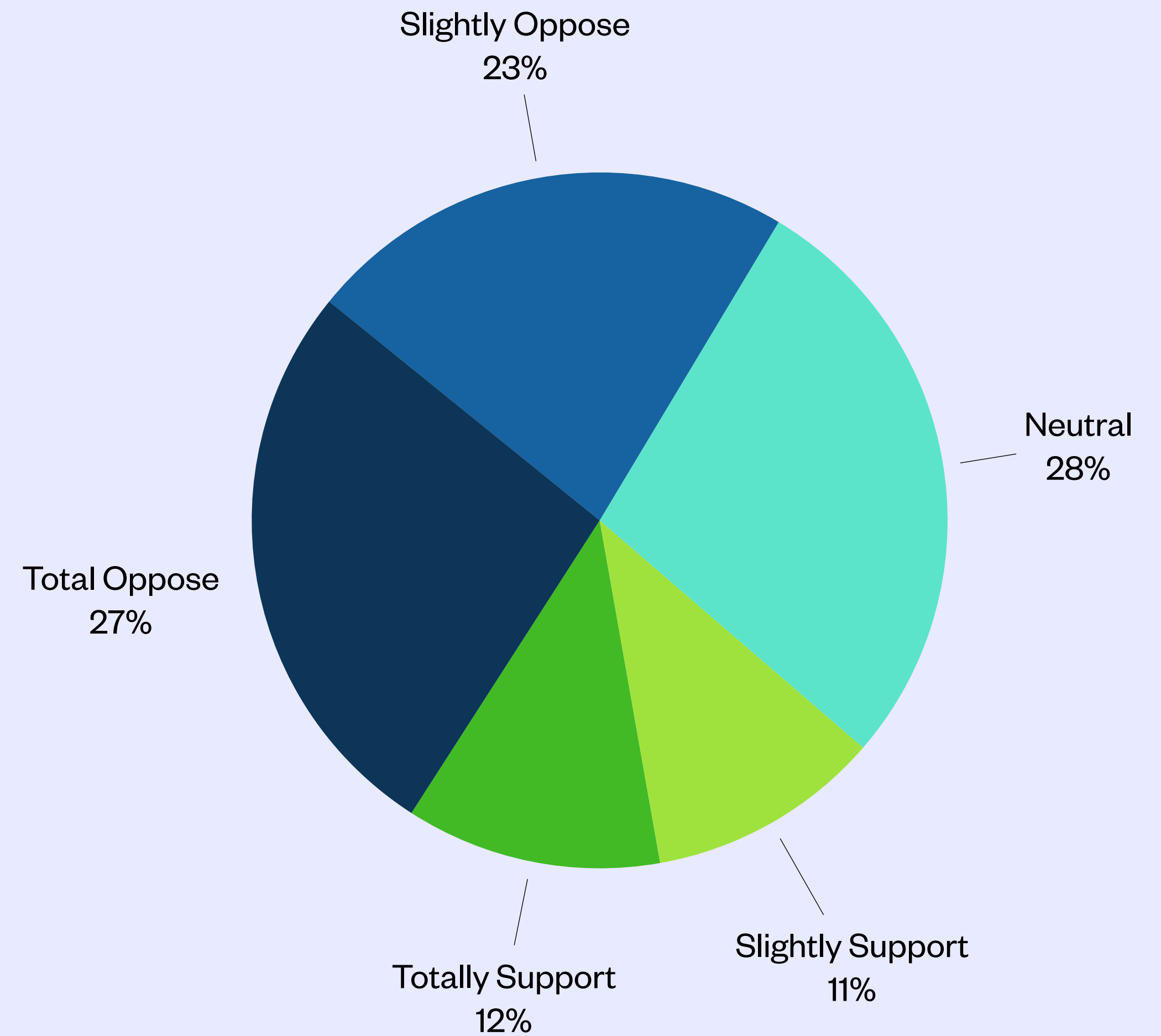
Decrease Elective Programming*

Comments

"HOWEVER, music, art and PE should not be included in these electives. Music, art, and PE are staples in elementary and ALL students should get them. **Band and orchestra could definitely switch to mid and high school.**"

Decrease Main Office Time/ Support*

- **Oppose: 50%**
- Neutral: 28%
- Support: 13%



*Chart values add up to ~100 due to rounding

Decrease Main Office Time/ Support*

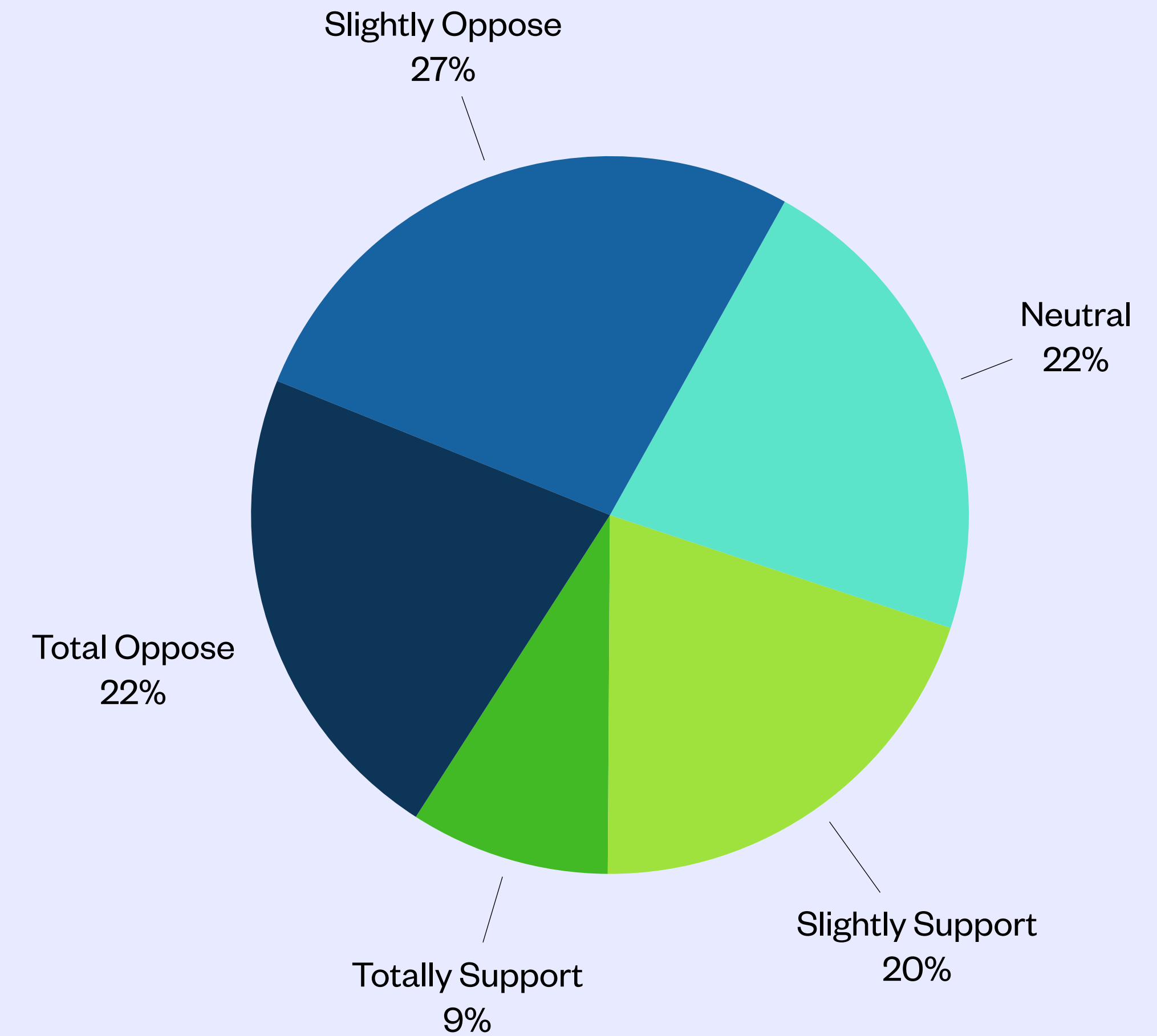
Comments

"This is something we could look at doing."

"We already have a bare-bones office staff."

Decrease Para/Aide Time/ Support

- **Oppose: 49%**
- Neutral: 22%
- Support: 29%



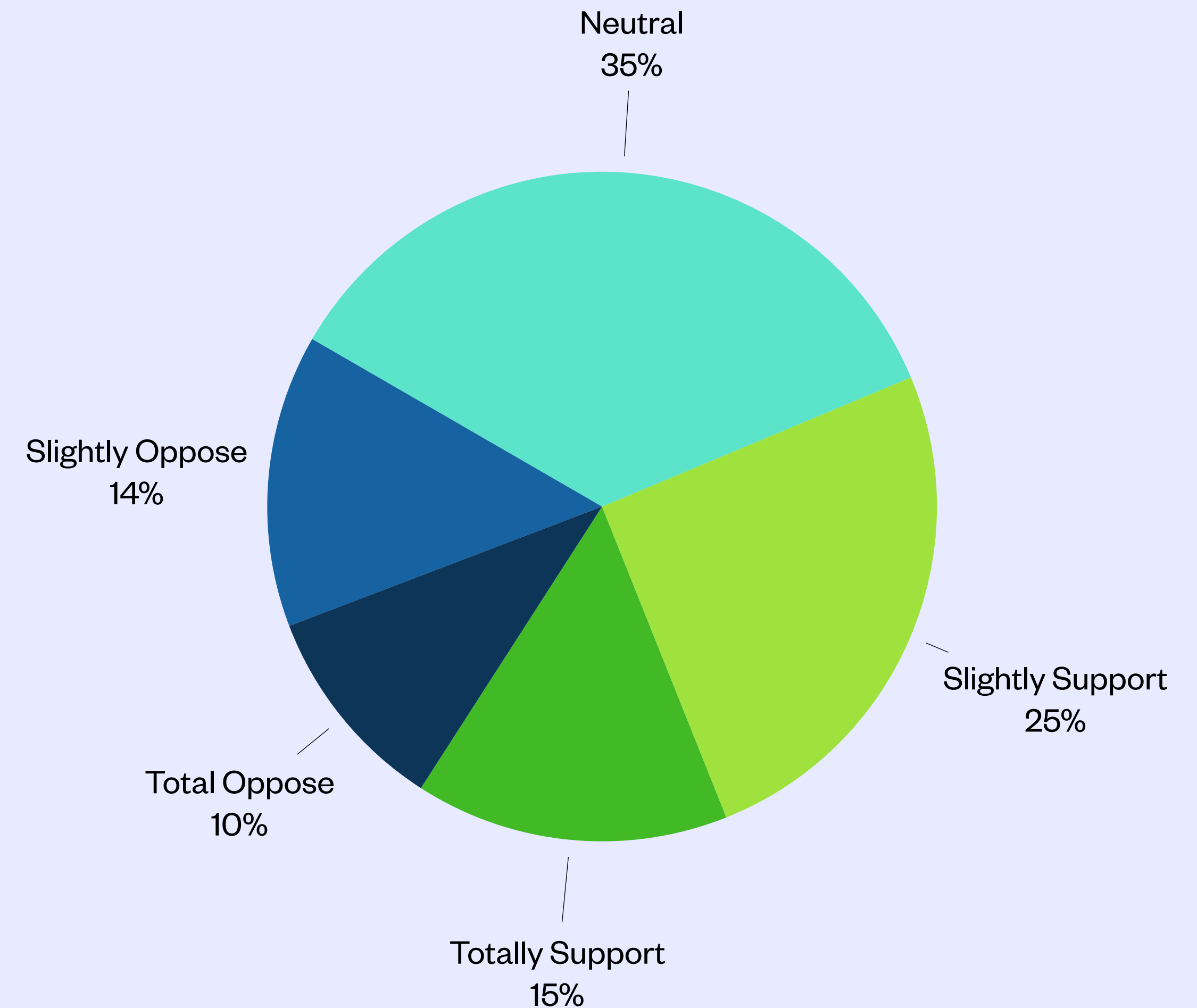
Decrease Para/Aide Time/ Support

Comments

"Our paras make very little per hour and these positions are already hard to fill. **Paras serve an important role in supervising students for lunch and recess.**"

Gifted and Talented Supports*

- Oppose: 14%
- Neutral: 35%
- **Support: 40%**



*Chart values add up to ~100 due to rounding

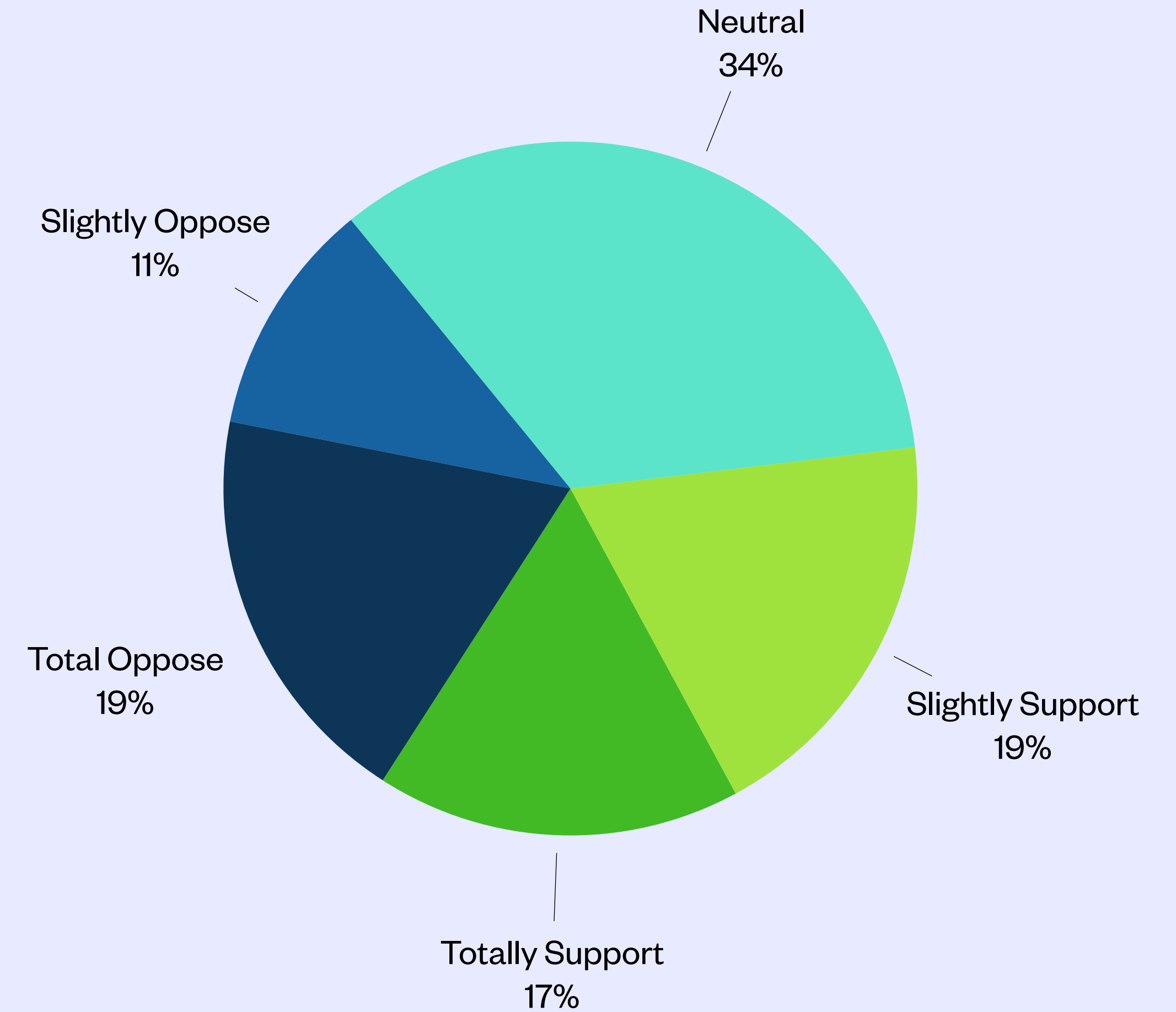
Gifted and Talented Supports*

Comments

"Our Gifted students and families must receive the advocacy and support that should be provided to them."

Increase Student Fees

- Oppose: 30%
- Neutral: 34%
- **Support: 36%**



Increase Student Fees

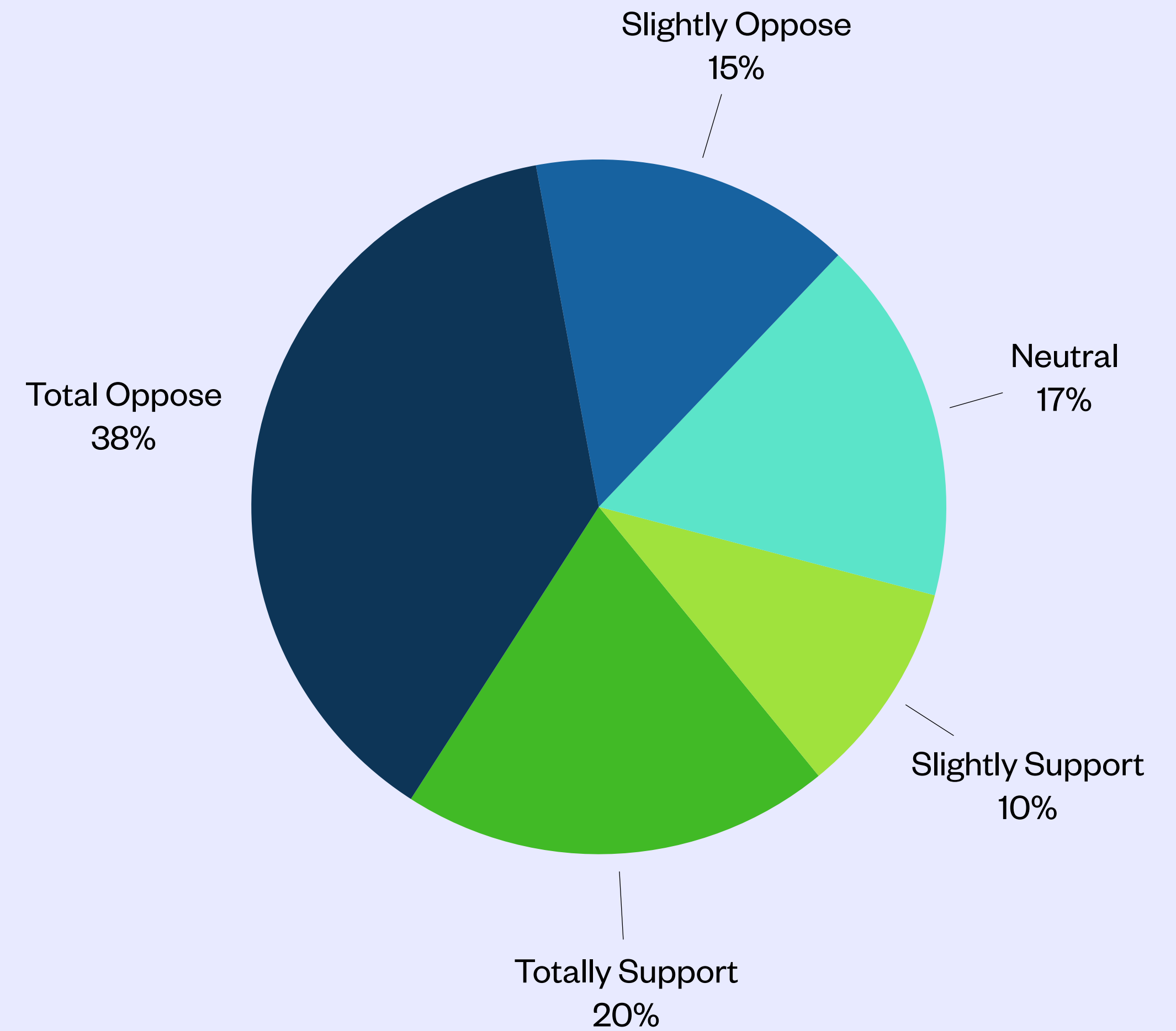
Comments

"Use a sliding scale to **support families in need.**"

"Student fees seem to have **little impact** on our overall school funding."

Instructional Coach

- **Oppose: 53%**
- Neutral: 17%
- Support: 30%



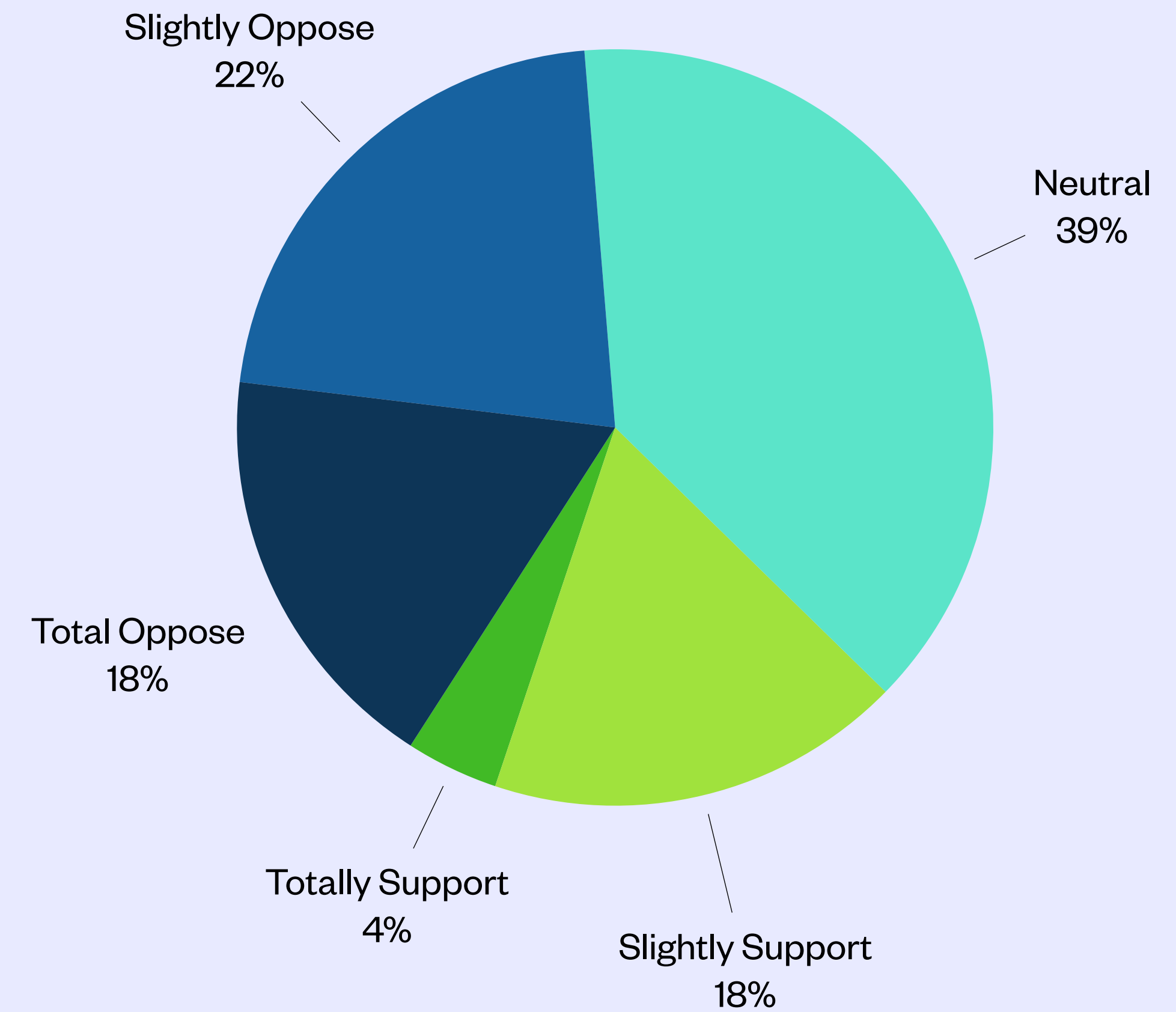
Instructional Coach

Comments

"Instructional Coaches are **critical to supporting teachers'** implementation of high quality practices and supporting them during this very difficult time. Losing them would be just as problematic as cutting teaching positions."

Instructional Resources*

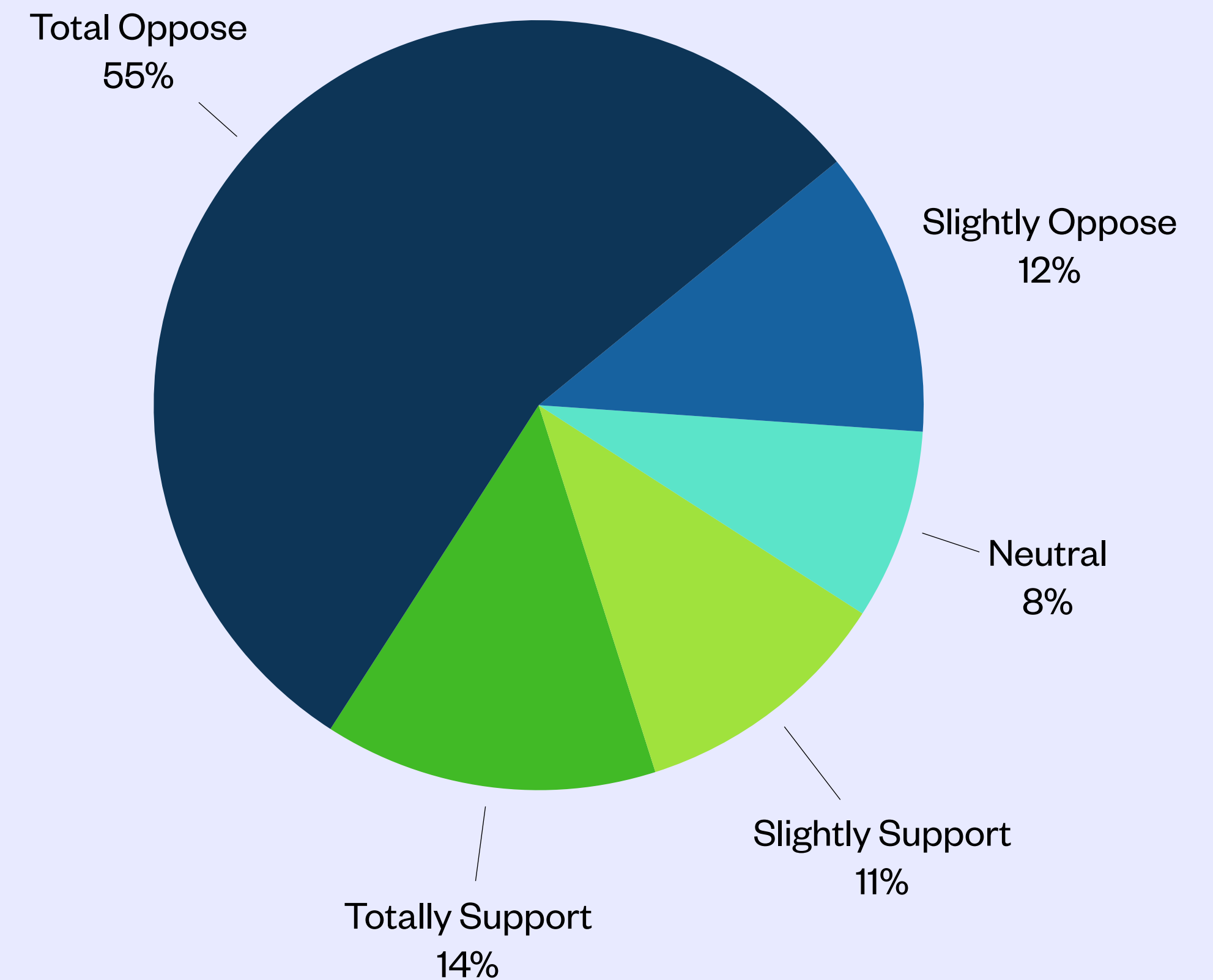
- **Oppose: 40%**
- Neutral: 39%
- Support: 22%



*Chart values add up to ~100 due to rounding

Mental/Behavioural Health Supports

- **Oppose: 67%**
- Neutral: 8%
- Support: 25%



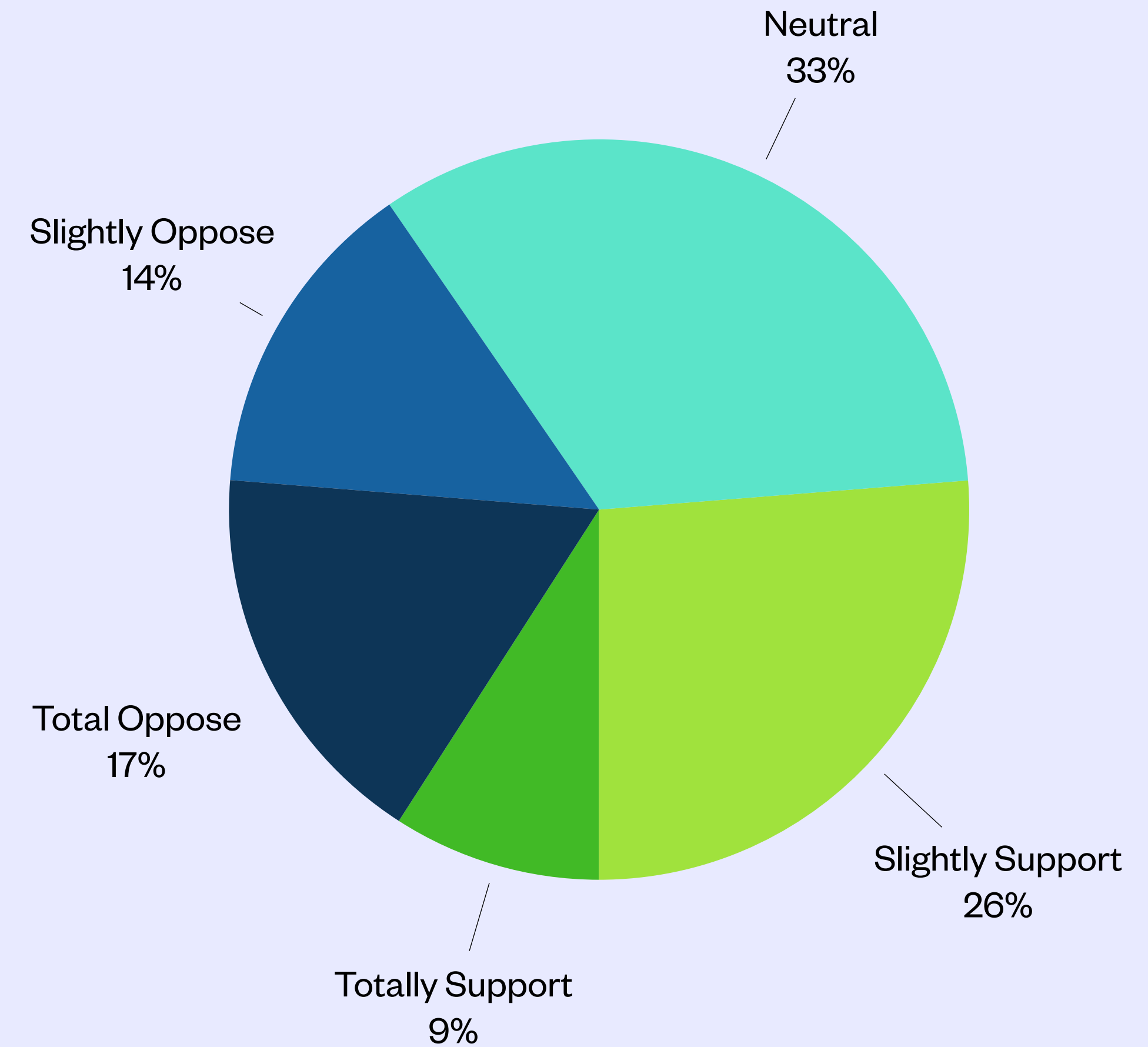
Mental/Behavioural Health Supports

Comments

"This is the **worst time to pull this type of support**; managing one's mental health is the type of education children need more than ever right now."

Professional Development *

- Oppose: 31%
- Neutral: 33%
- **Support: 35%**



*Chart values add up to ~100 due to rounding

Professional Development *

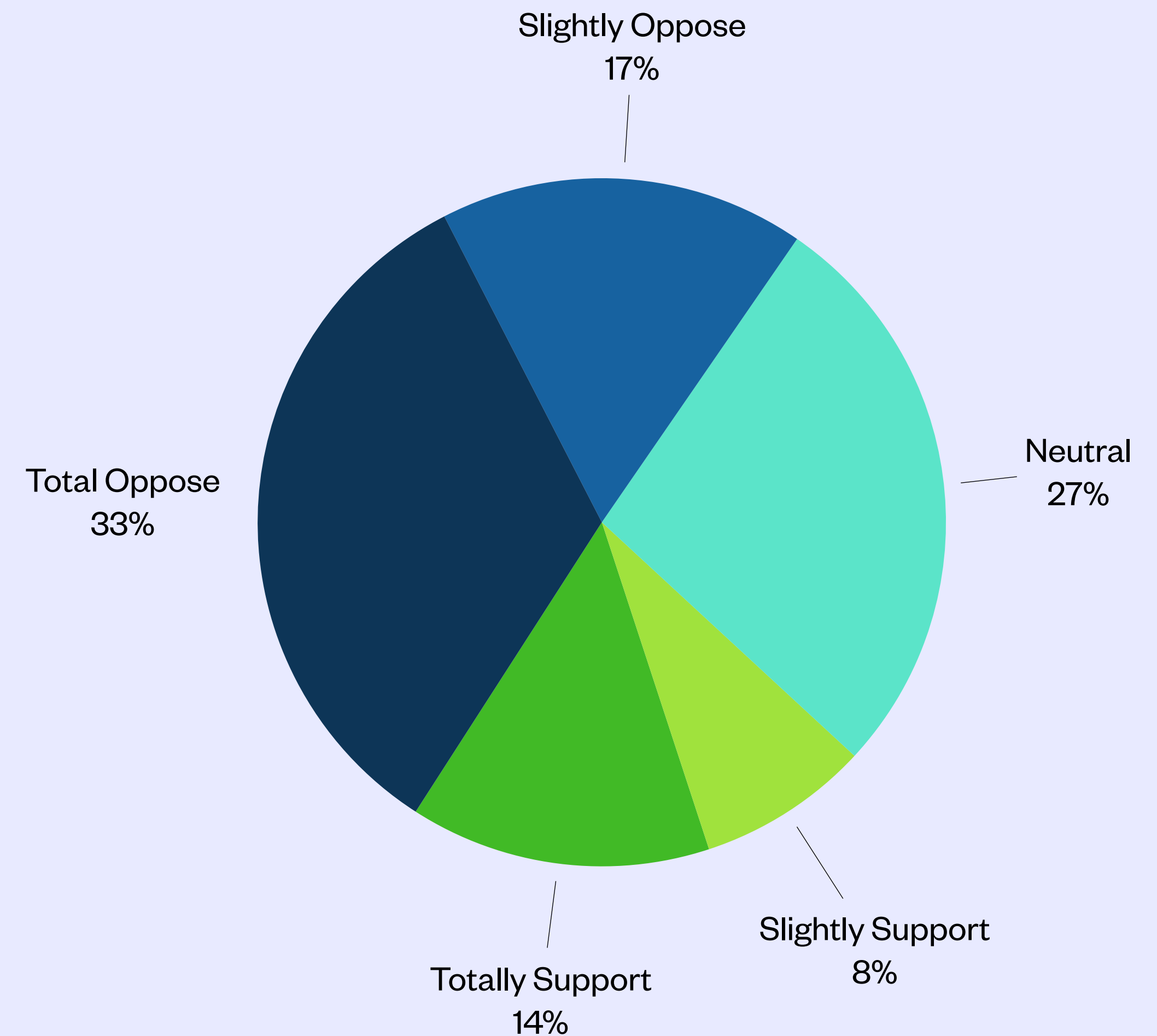
Comments

"Centrally offered professional development is not as effective or responsive to building needs as is **site-based embedded professional learning**."

Resources For At Risk Student Populations*

- **Oppose: 50%**
- Neutral: 27%
- Support: 22%

*Chart values add up to ~100 due to rounding



Resources For At Risk Student Populations*

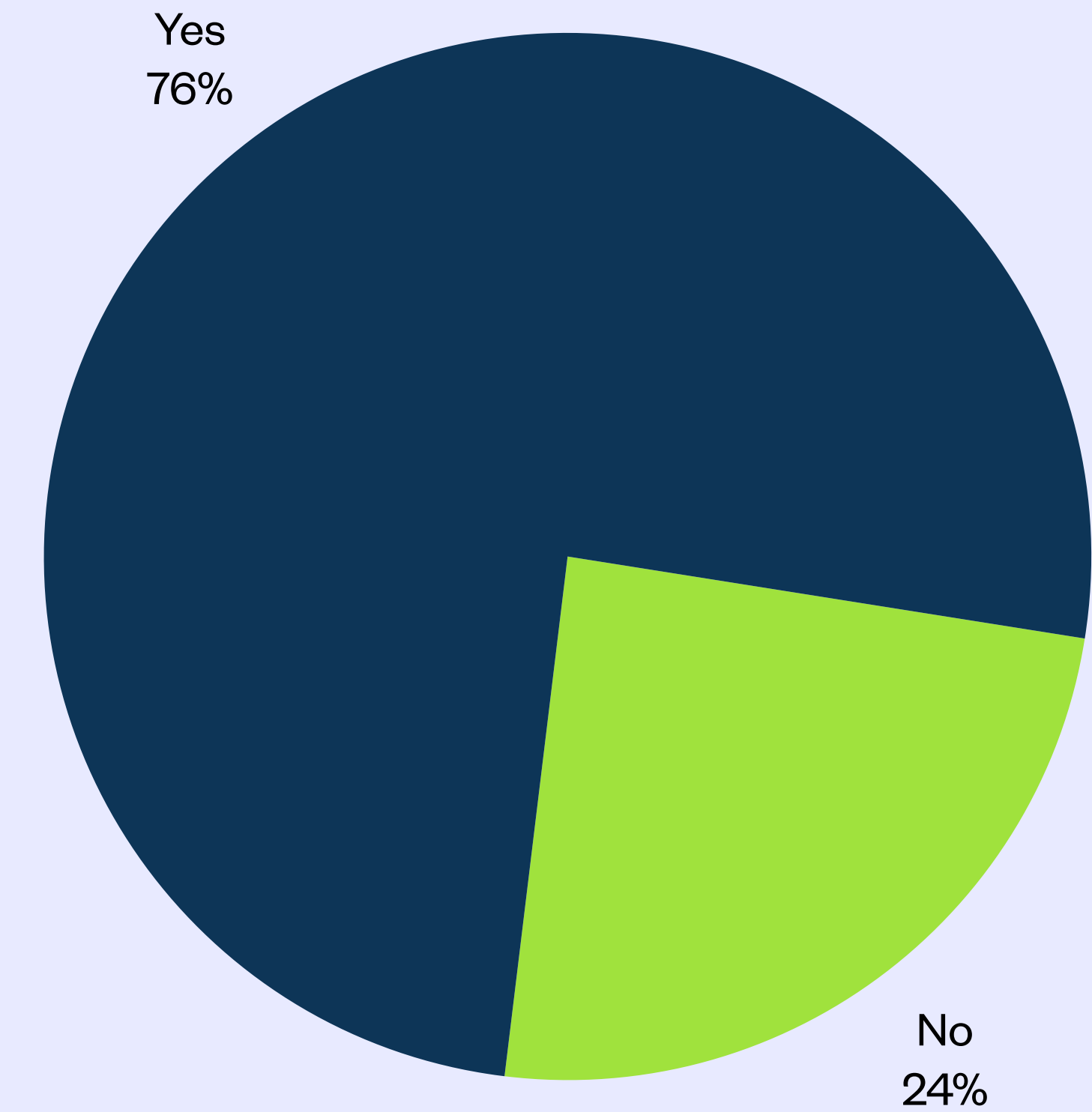
Comments

"The ratio of at risk students in our population is increasing and **we need to prioritize these resources.**"

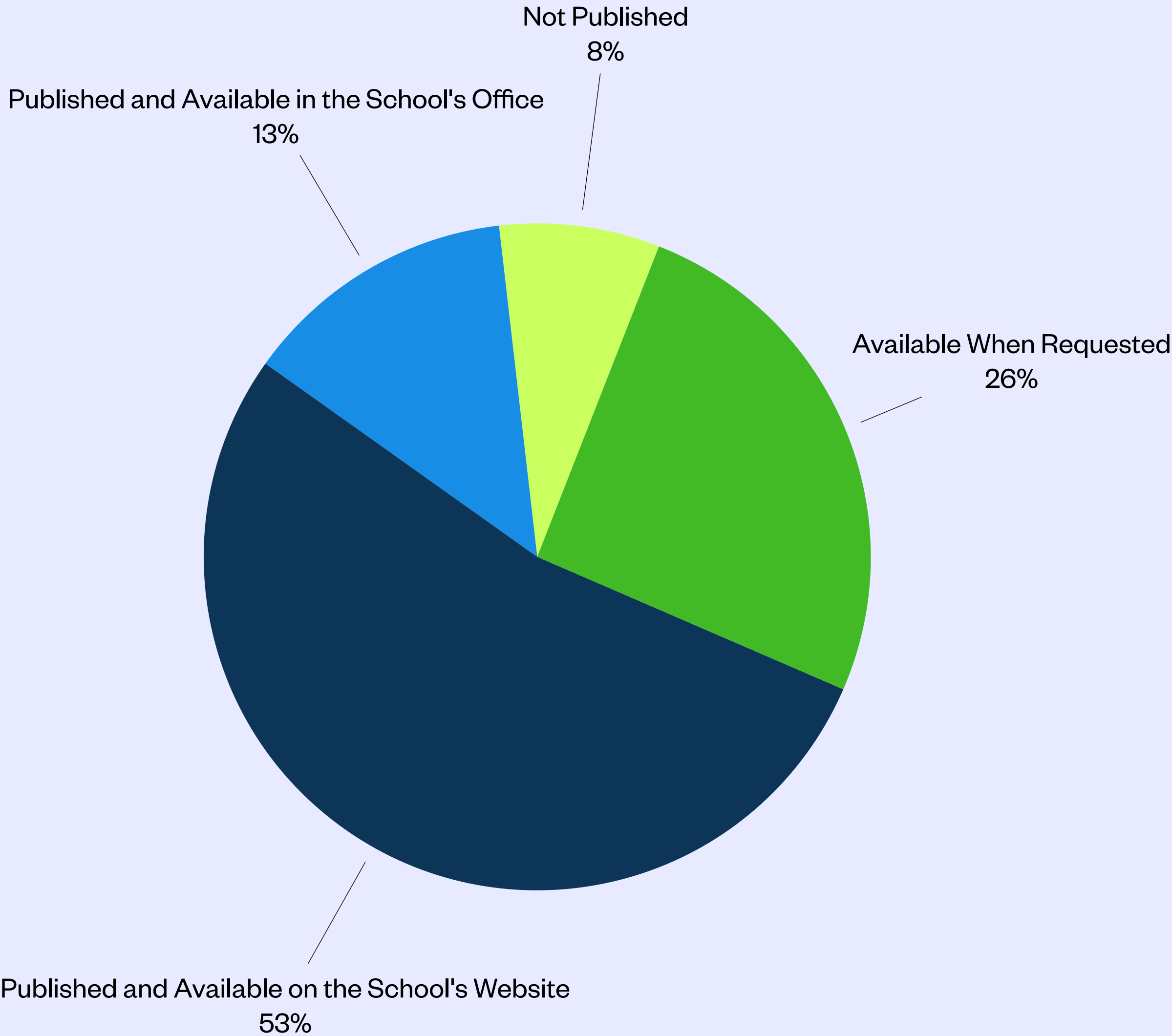


Questionnaire

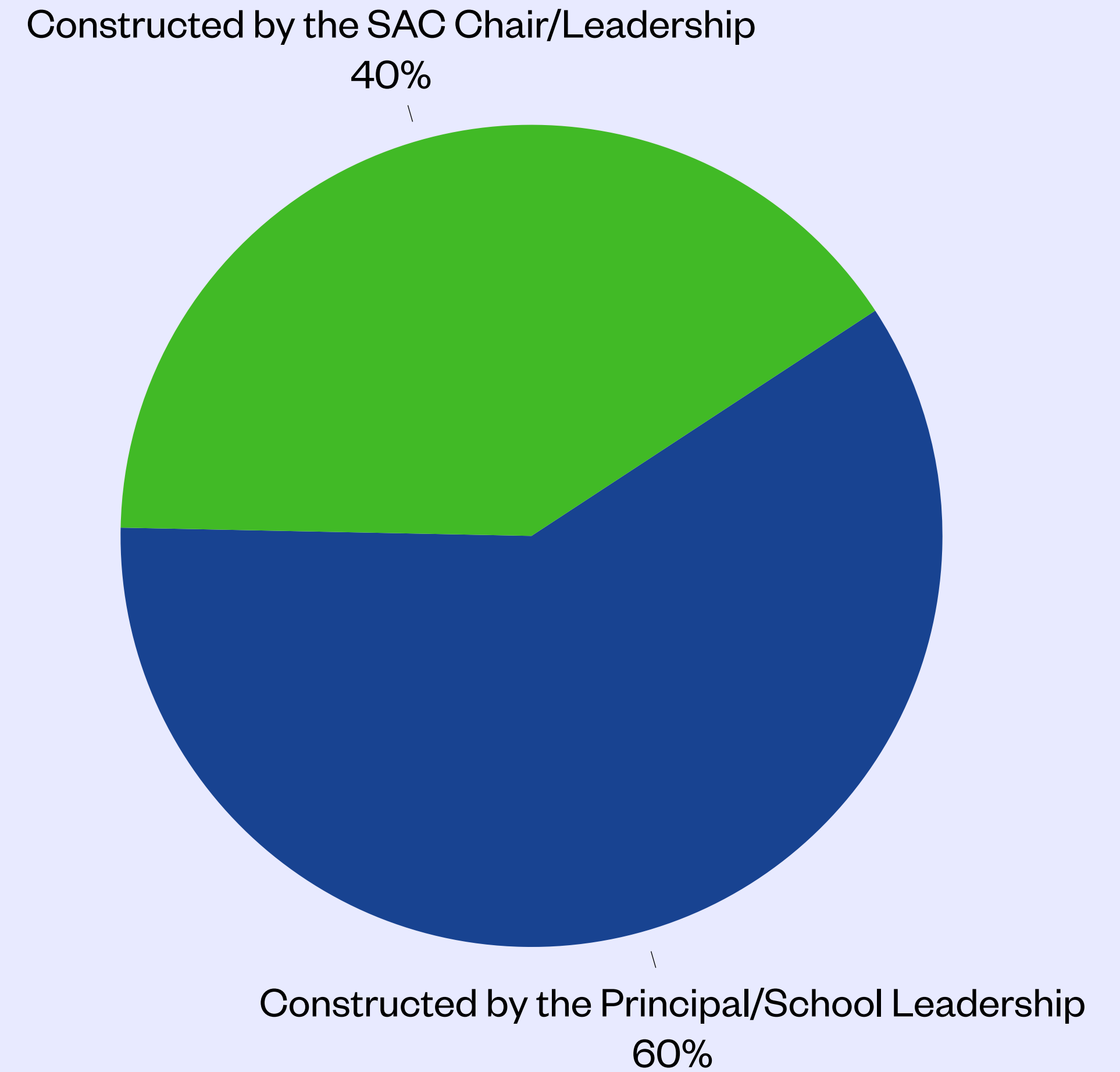
**Did your SAC consider
your school Unified
Improvement Plan (UIP)?**



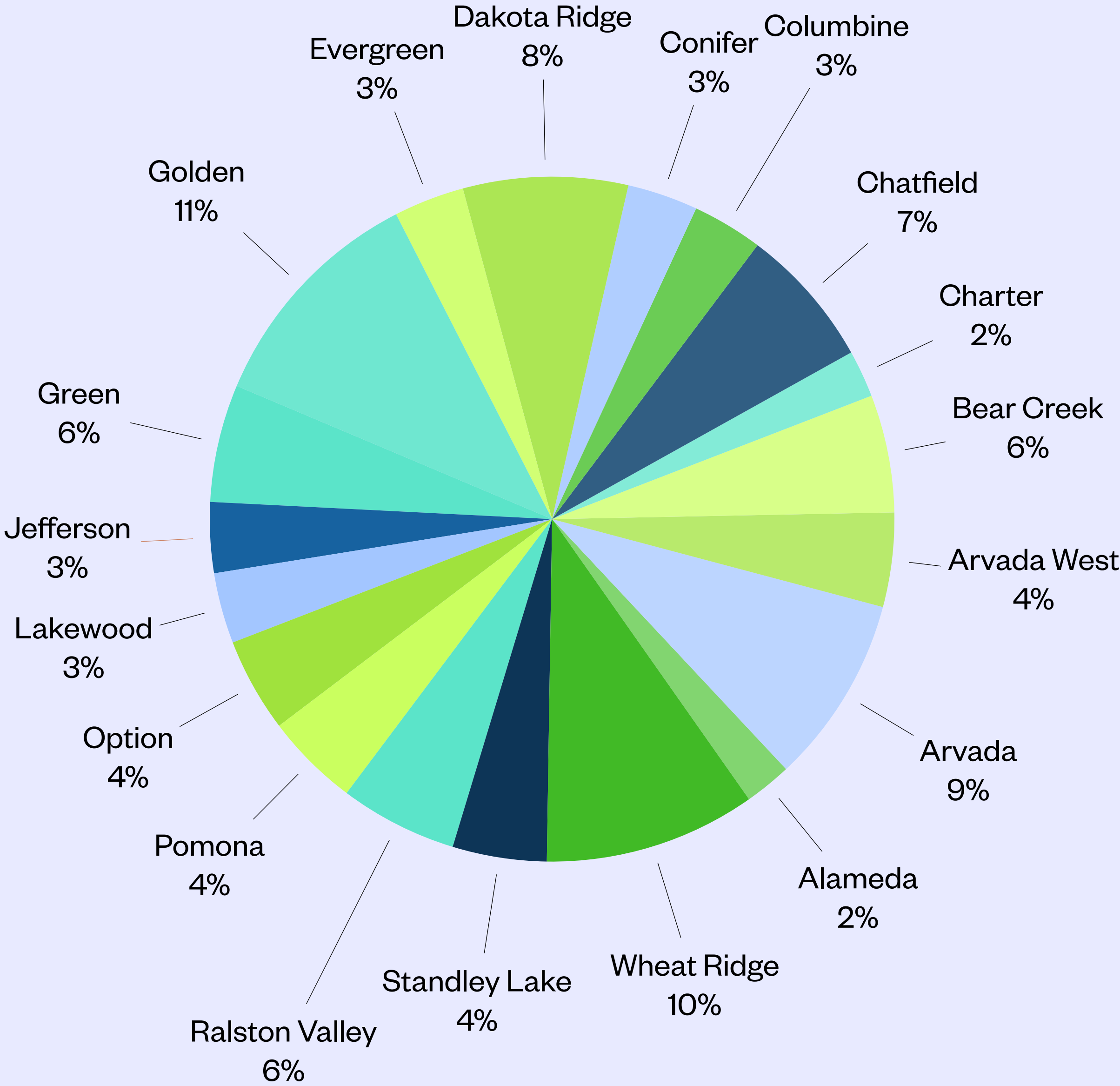
Minutes and Agendas for SAC Meetings Are Typically



The Agenda for SAC Meetings Are Typically

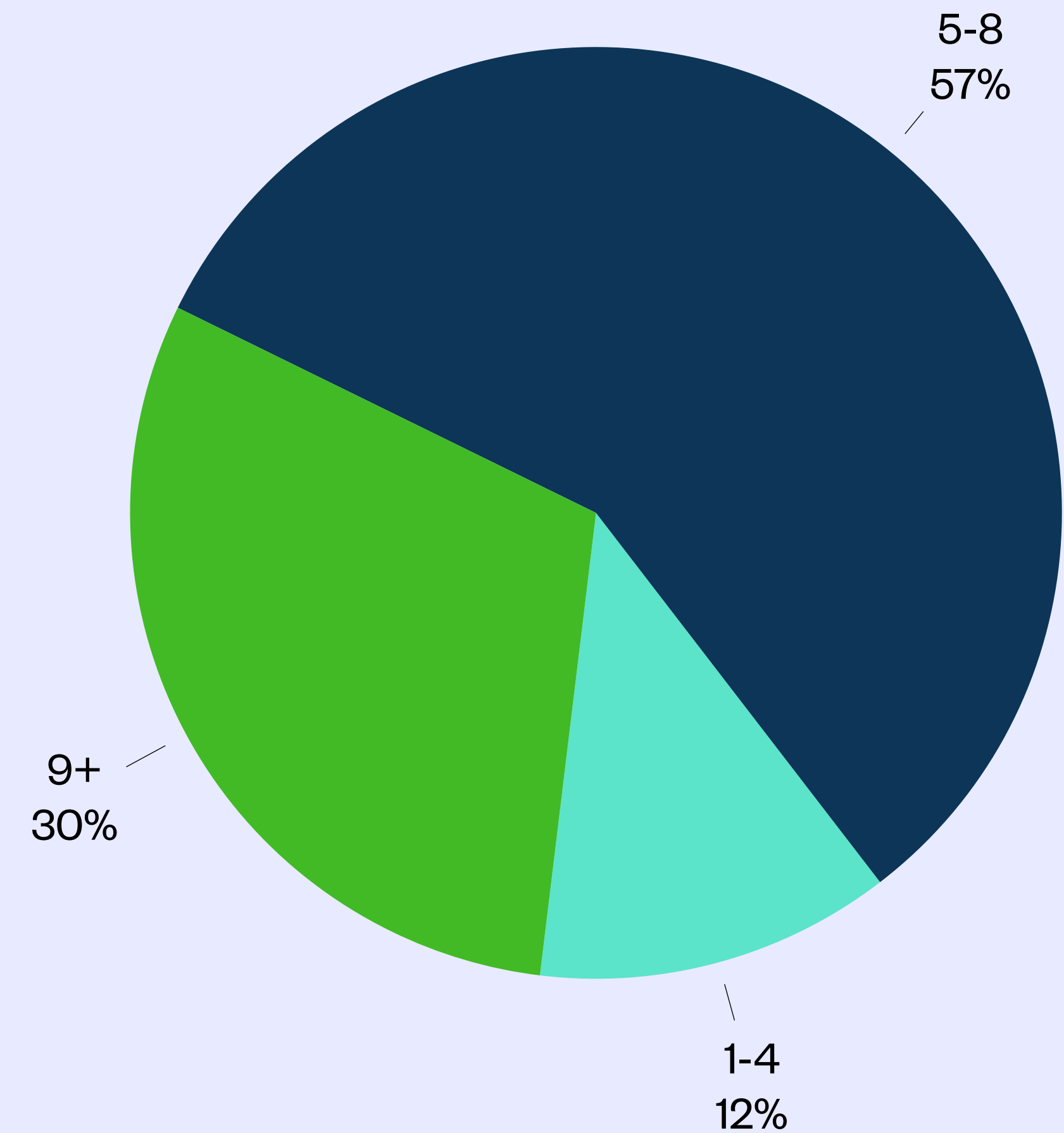


Articulation Area's Name*



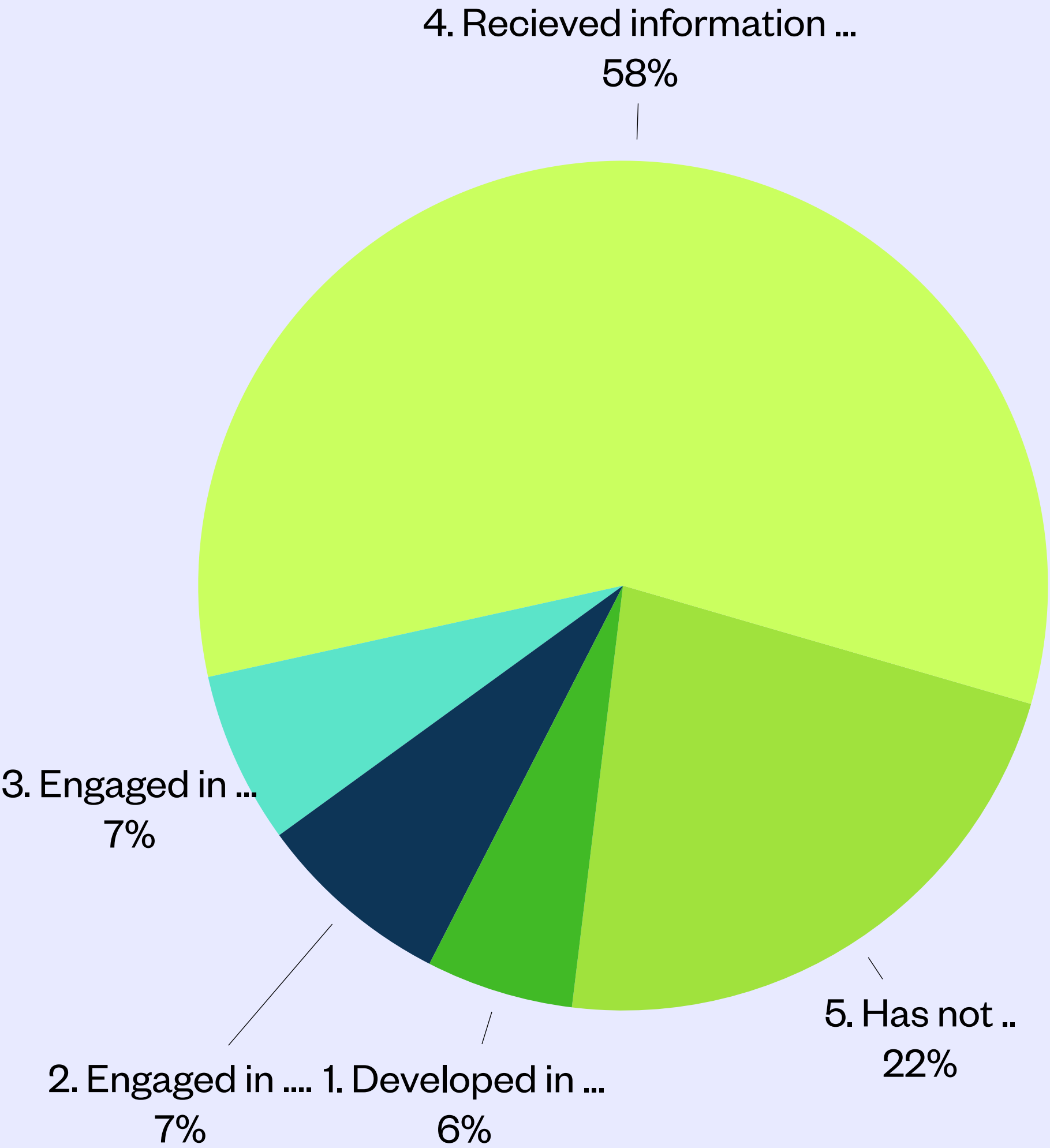
*Not Included: Mountain (0%)

Average Number of Attendees at Regular SAC Meetings

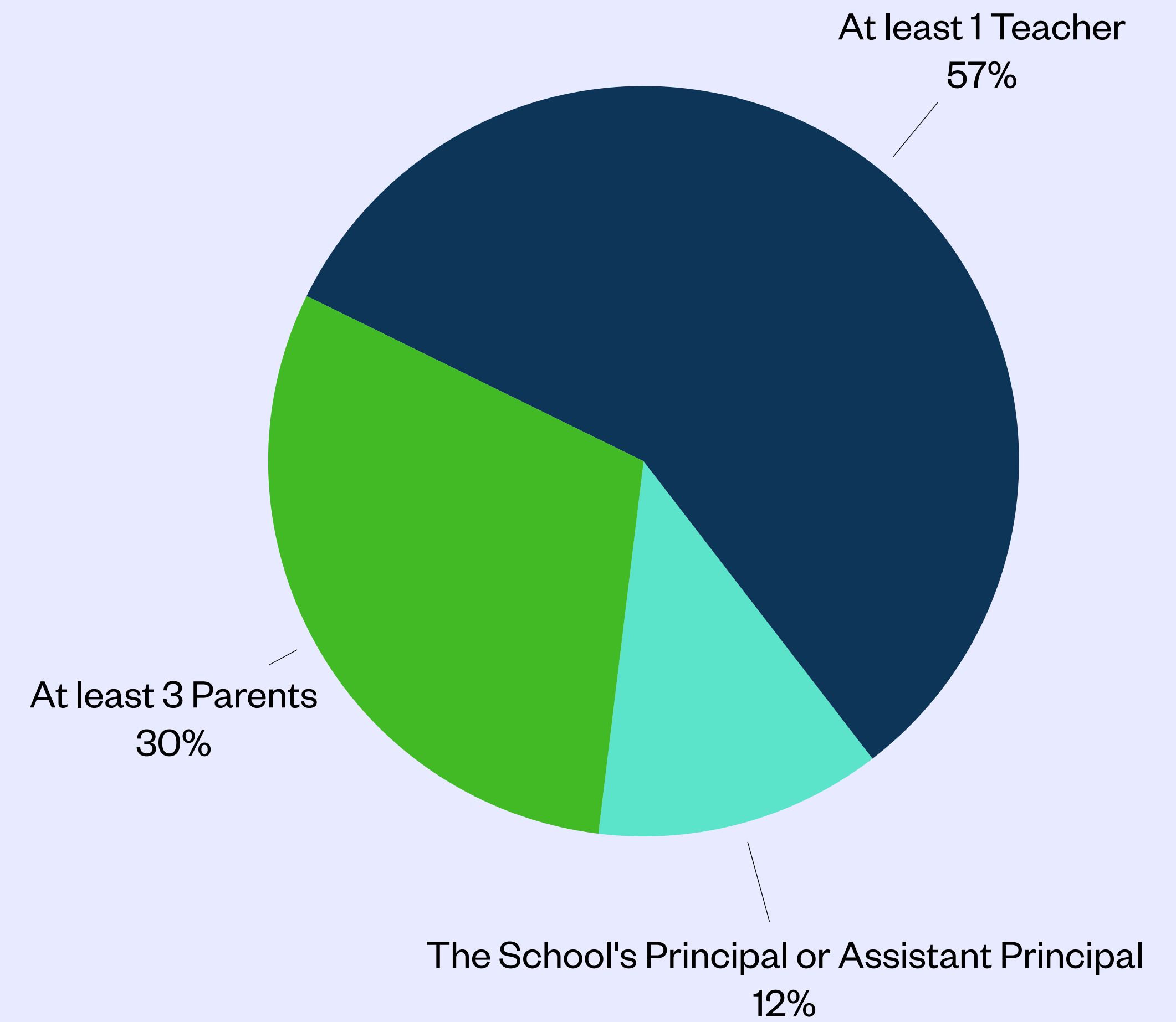


Budget Prioritization Process

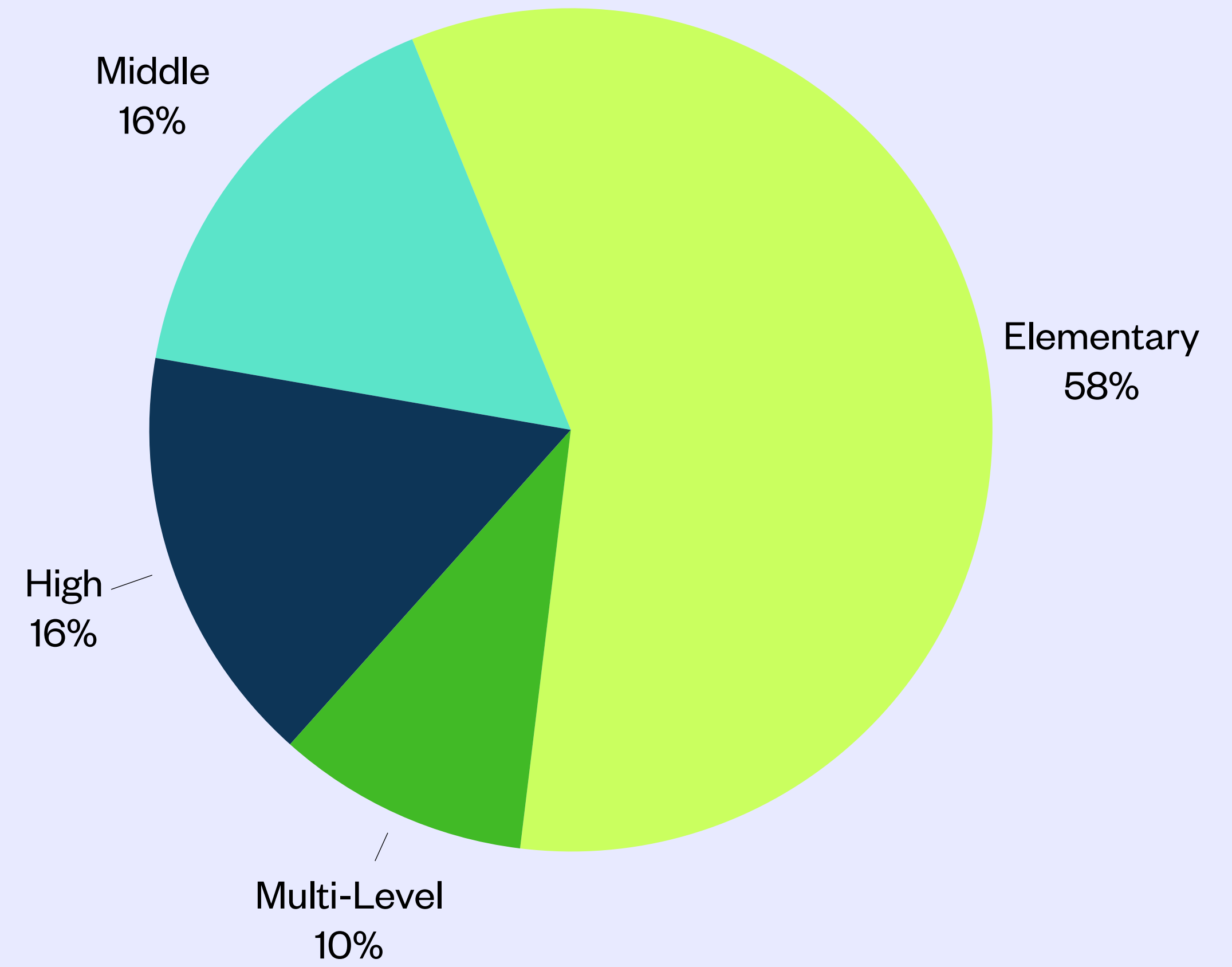
- 1. Developed in partnership by the SAC Chair and Principal
- 2. Engaged in a conversation about school budget priorities and recommended priorities to the principal
- 3. Engaged in a conversation about school budget but did not provide input/recommendations regarding priorities to the principal
- 4. Received information from school leadership about the school budget but did not provide input regarding school budget priorities
- 5. Has not discussed the school's budget or spending priorities



SAC Membership

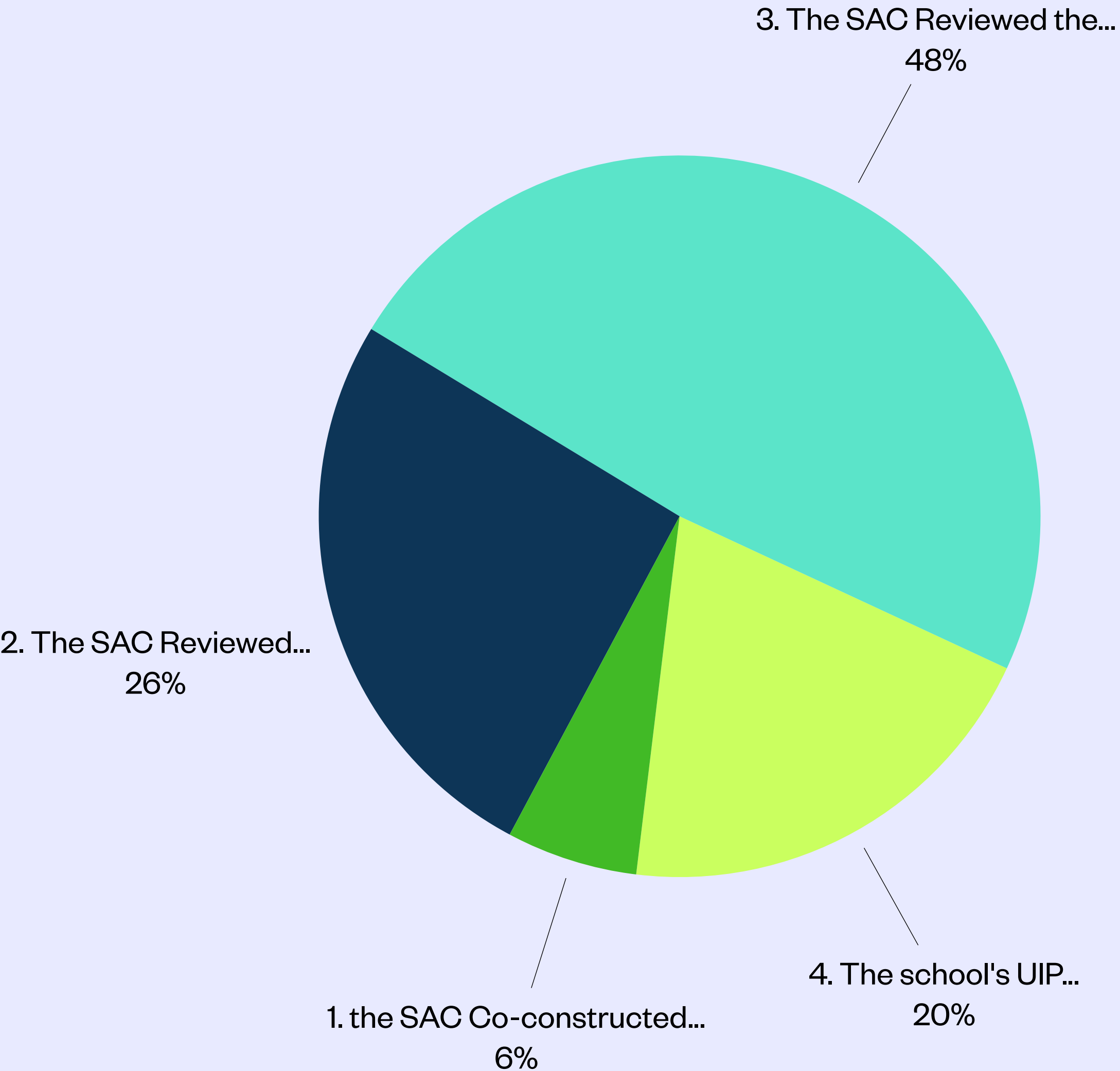


Level

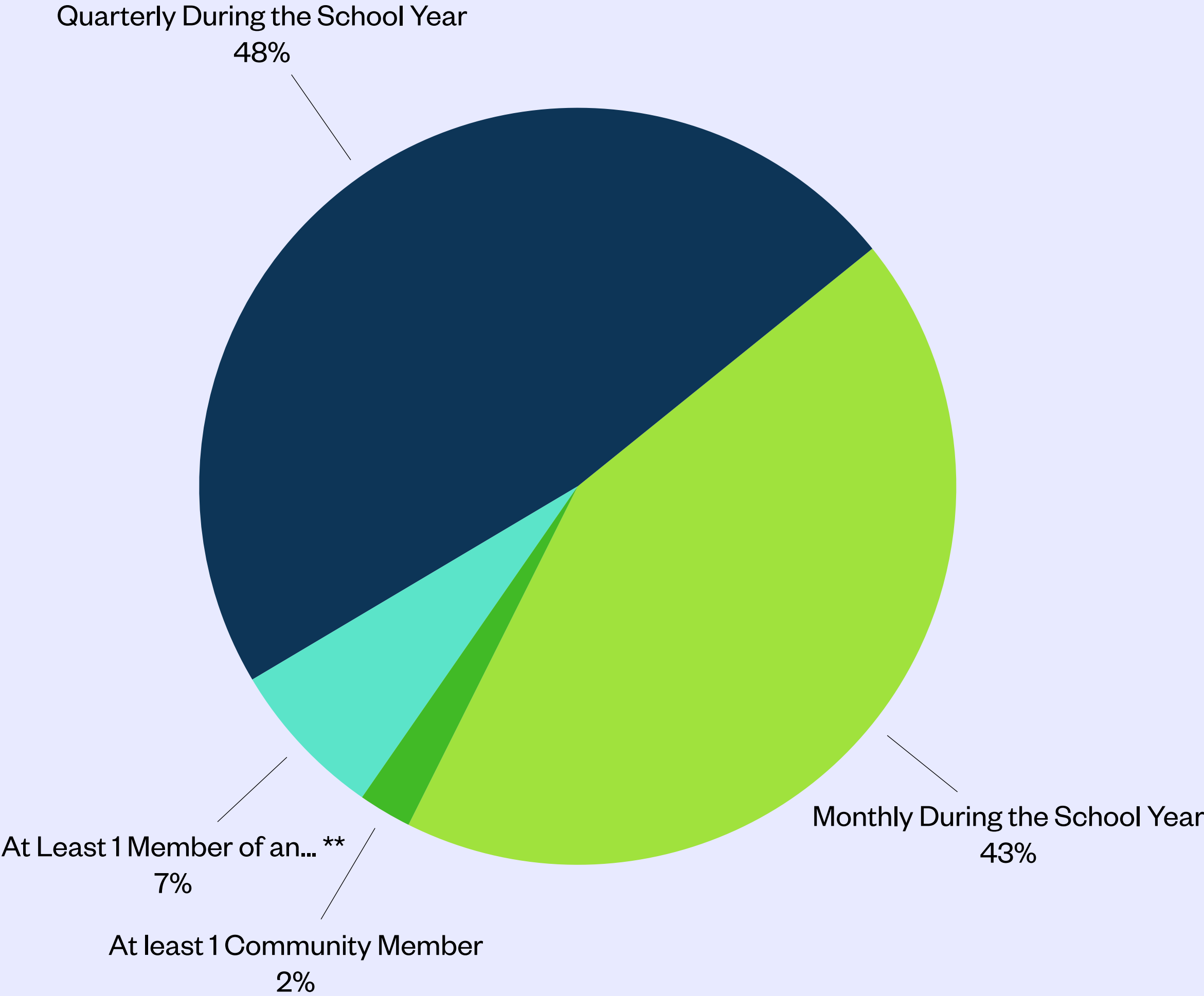


Rate of input from SAC into the development of/revisions to the school's Unified Improvement Plan (UIP)

- 1. The SAC co-constructed par or all of the UIP
- 2. The SAC reviewed and provided input related to part or all of the UIP
- 3. The SAC Reviewed the UIP after it had been constructed by school personnel
- 4. The school's UIP has not been discussed by the SAC



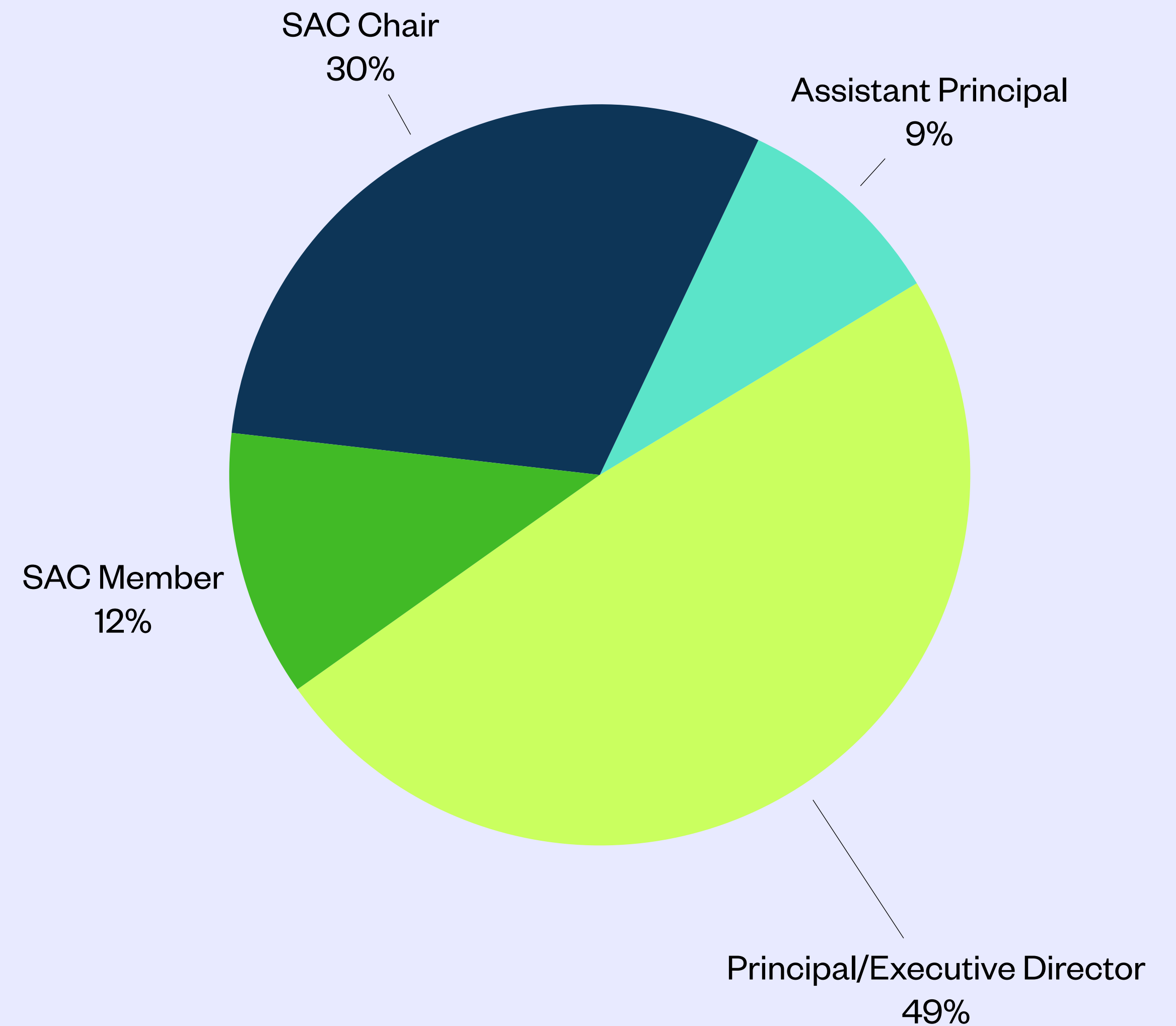
SAC Meetings*



*Not Included: Student Organized by the School (0%), Less Than Quarterly During the School Year (1%).

** Full Title: At Least 1 Member of an Organization of Parents, Teachers

**Title of the Individual(s)
Submitting this
Questionnaire (check
all that apply)**



Schools*

Bell Middle	3
Standley Lake High	2
South Lakewood Elementary	2
Shelton Elementary	2
Ralston Valley Senior High	2
Prospect Valley Elementary	2
Mitchell Elementary	2
Edgewater Elementary	2
Three Creeks Elementary	2
Summit Ridge Middle	2
Wilmot Elementary	1
Wilmore Davis Elementary	1
Wheat Ridge High	1
Westridge Elementary	1
West Jefferson Middle	1
Stony Creek Elementary	1
Stober Elementary	1
Stevens Elementary	1
Ryan Elementary	1

Rose Stein International Elementary	1
Rooney Ranch Elementary	1
Red Rocks Elementary	1
Ralston Elementary	1
Powderhorn Elementary	1
Peiffer Elementary	1
Peck Elementary	1
Parr Elementary	1
Parmalee Elementary	1
North Arvada Middle	1
New America	1
Mount Carbon Elementary	1
Montessori Peaks Charter Academy	1
Molholm Elementary	1
Miller Special Education	1
Meiklejohn Elementary	1
Mc Lain Community High	1
Marshdale Elementary	1
Manning Options	1

Mandalay Middle	1
Lukas Elementary	1
Bergen Meadow Primary	1
Little Elementary	1
Lawrence Elementary	1
Lasley Elementary	1
Kyffin Elementary	1
Kullerstrand Elementary	1
Kendrick Lakes Elementary	1
Ken Caryl Middle	1
Jefferson Junior/Senior High	1
Jefferson County Open Secondary	1
Hutchinson Elementary	1
Hackberry Hill Elementary	1
Green Gables Elementary	1
Golden High	1
Foster Elementary	1
Foothills Elementary	1
Fitzmorris Elementary	1

*Schools with 0 votes were not included

Schools*

Fairmount Elementary	1
Everitt Middle	1
Evergreen High	1
Elk Creek Elementary	1
Eiber Elementary	1
Dunstan Middle	1
Drake Junior High	1
Devinny Elementary	1
D'Evelyn Junior/Senior High	1
Deer Creek Middle	1
Deane Elementary	1
Dakota Ridge Senior High	1
Creighton Middle	1
Connections Learning Center On The Earle Johnson Campus	1
Conifer Senior High	1
Compass Montessori - Golden Charter	1
Columbine Hills Elementary	1

Chatfield High	1
Campbell Elementary	1
Bradford K8 South	1
Bradford K8 North	1
Bear Creek High	1
Arvada West High	1
Arvada High	1
Weber Elementary	1
Warder Elementary	1
Vivian Elementary	1
Vanderhoof Elementary	1
Van Arsdale Elementary	1
Ute Meadows Elementary	1
Thomson Elementary	1
Swanson Elementary	1
Stott Elementary	1

Adams Elementary	1
Columbine High	1
Colorow Elementary	1

*Schools with 0 votes were not included

ETHELO



Thank you!



DUIP Committee

(District Unified Improvement Plan Committee)

DAC Co-Chairs:
Lorri Avery and Jill Fellman

District Staff:
Carol Eaton and Matt Flores

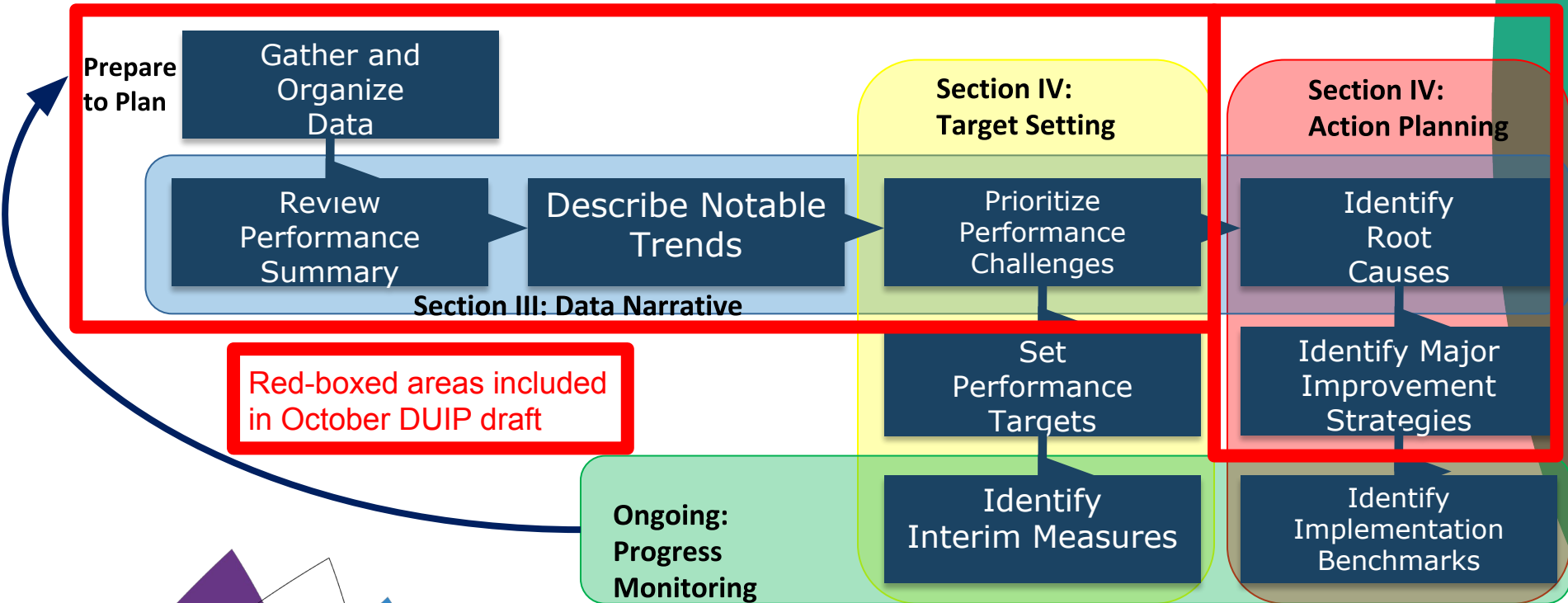
DAC November 20, 2020



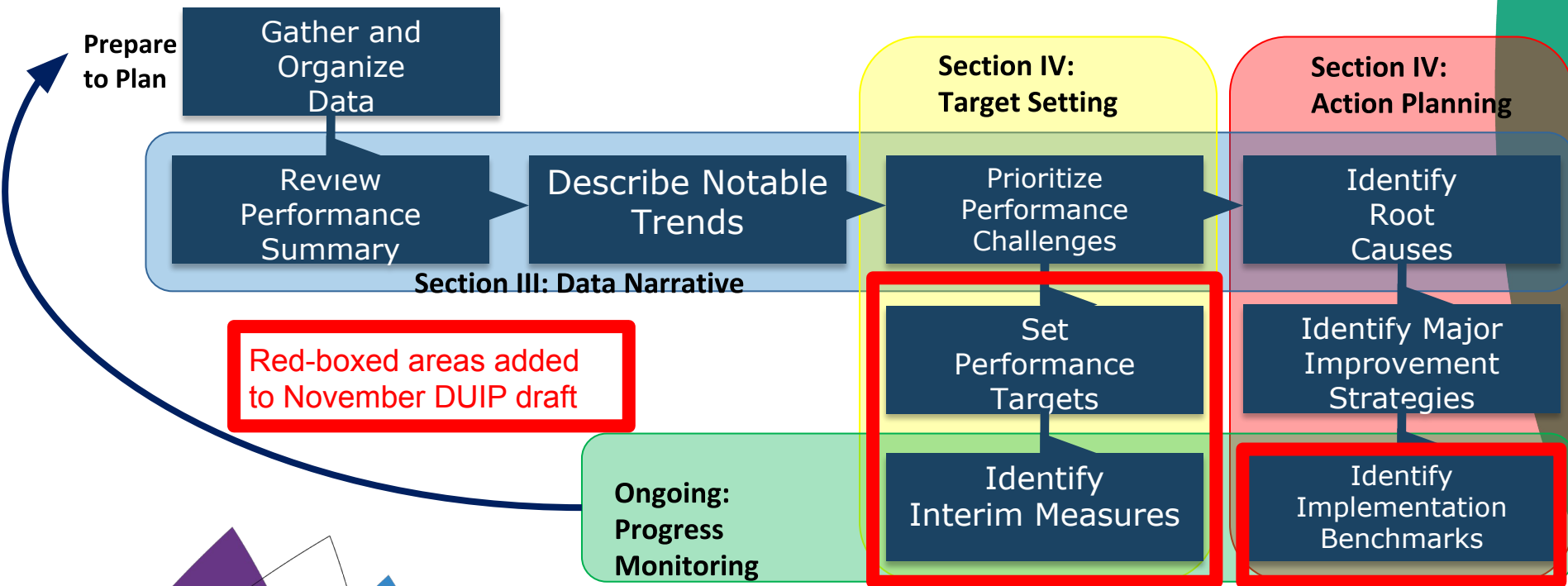
Agenda

- Feedback on 2020-2021 District Unified Improvement Plan (DUIP) action steps
- Majority consensus to move DUIP forward to Board of Education

Unified Improvement Plan (UIP) Process



Unified Improvement Plan (UIP) Process



DAC Feedback

- Feedback on Action Plan
 - Zoom breakouts (8 minutes for each major improvement strategy)
 - Building Strong Relationships (p. 7-9)
 - Ensuring High Academic Standards (p. 10-14)
 - Maximizing Student Learning Time (p. 15)
 - Share feedback with small group facilitator
- Whole Group
 - Majority consensus to move DUIP forward to Board of Education

Next Steps

- 2020-21 DUIP shared with Board of Education in January 2021
- Spring DAC meetings
 - Reflect on draft DUIP planning for 2021-22