

DAC Accomplishments 2016/2017

Jeffco Schools District Accountability Committee (DAC) serves in an advisory role to the Board of Education. This is an advisory group composed of representatives from area accountability each employee association, as well as citizen and parent leaders from a variety of Jefferson County stakeholder groups.

DAC member feedback on budget, improvement priorities, student achievement, charter schools and parent engagement assist district leadership in the critical work accomplished together to provide all of our children with a quality education that prepares them for a successful future.

Accomplishments

September:

- The first official DAC membership photo was taken and shared on the DAC webpage!
- Sponsored new Accountability Training for school accountability chairpersons and principals on September 28 – a new date later in the month to enable school accountability committees to form and establish leadership, and new format of breakout sessions to make the most of training for new and experienced SAC chairpersons.
- Kicked off DAC Subcommittee work process for all members to participate in ‘deeper dive’ work on Budget/Finance, Unified Improvement Planning, Charter Application Review, Family/School Partnerships or Bylaws.
- Exchanged ideas among articulation representatives to enable two-way communication with School Accountability Committees (SACs).

October:

- Received UIP Subcommittee update on the district’s performance.
- Accepted the Charter School Application Review Subcommittee’s report on its review of the application of Great Work Montessori School.
- Provided the DAC recommendation on the charter application to the Board of Education.

November:

- Amended the DAC bylaws with a Code of Conduct.
- Reviewed the Unified Improvement Process for an understanding of the statutorily required work for the Board of Education. Jeffco’s Data Narrative revisions were discussed with the DAC.
- Reviewed Budget Subcommittee work on the SAC survey and budget tool for the 2017/18 budget development process.

- Received updates on the work completed by the Bylaws and Family/School Partnership subcommittees and Jeffco's graduation guidelines/pathways.

January:

- Approved the Data Narrative revisions for the District's Unified Improvement Plan.
- Received updates on the work completed by the Budget and Bylaws subcommittees, in particular the DAC process for developing and delivering advice to the Board of Education on the spending of district monies.

February:

- Approved revisions to DAC Bylaws related to the articulation area representative role.
- Counseled district staff on Priority Performance Challenges for the District's Unified Improvement Plan given supports in place and potential budget reallocations.
- Provided four proposed budget priorities for discussion as identified by the Budget Subcommittee following its review of the budget survey feedback.
- Received updates on the Family/School Partnership Subcommittee work on the PTA's six national standards for family/school partnership engagement, district policy revisions, and the April DAC/SAC event.

March:

- Determined final budget recommendations to the Board of Education following the Budget Subcommittee's thorough review of community and school accountability survey documents and leadership priorities as well as work with district budget staff.
- Provided budget recommendations to the Board of Education for the 2017-2018 budget on March 23.
- Fulfilled statutory responsibility by reviewing school accountability budget priorities and submitting the DAC report to the Board of Education.
- Provided final guidance on major improvement strategies for year two of Jeffco's two year improvement cycle.

April:

- Provided recommendations on the District's UIP to the Board of Education for submittal to CDE on April 6.
- Fulfilled statutory responsibility by advising district leadership on Jeffco's Unified Improvement Plan.
- Hosted a new "Jeffersonian" event at the Spring DAC/SAC training to foster family/school engagement through dialogue and relationship building.

FSP SAC Chair Survey - April 2017 Sent to SAC Chairs all schools - 19 responses

How many times does your SAC meet each semester?

2 times a semester - 6
3 times a semester - 2
4 times a semester or monthly - 11

On average, how many parents attend your SAC meetings?

0-5 = 12
6-10 = 4
11-15 = 2
Over 16 = 1

On average, how many teachers/support staff attend your SAC meetings?

1 = 3
2 = 3
3 = 3
4 = 5
5 = 1
6 = 3
7 = 1

On average, how many community members attend your SAC meetings?

0 = 9
1 = 6
2 = 3
Student = 1

Does your SAC have agendas?

Yes = 18
No = 1

If yes, how are your agendas prepared?

Prin/SAC Chair prep together = 15
Principal alone = 2
No response = 1
Asst/Prin w/ some input from SAC = 1

*AC Chair and Principal agree draft agenda, which is sent to SAC members for their further suggestions.
Agenda is agreed at start of each meeting.

Do you keep minutes for your SAC meetings?

Yes = 15
No = 4

If yes, how are your minutes available?

Website = 9

Hard copy available at school = 5

No response/unsure = 4

Comments:

- Send to all SAC members. Others may obtain by asking principal. Also need to create space on school website for them, but programming resources are scarce and we're not a top priority.
- Chairperson takes a few notes and could report them if needed.

Does your SAC Operate with by-laws?

Yes = 10

No = 9

Are you successful in recruiting SAC members?

Yes = 12

No = 7

If yes, what has been most effective in your recruitment?

- through PTA
- Word of mouth and principal invite
- talking to people who seem interested in how the school works.
- We have very active/involved parents, so simply asking usually does it.
- We have a multi-tiered approach to engagement. First we want people to attend parent teacher conferences, and be in the audience -- for plays, sports, etc. The next step is to volunteer. To give our school your talent as well as your time. Finally, we offer our volunteers the opportunity to advise -- either as a member of the SAC, a booster club, or other organizations that, as "critical friends", provide feedback and advice for how we can further improve our performance.
- Publicizing what we do; word of mouth encouragement.
- Personal outreach
- Schedule meetings immediately following PTA; personal invitation to parents
- This is our first year with an official SAC. Our recruitment has been very successful given our blended learning program. All we needed to do was extend an invitation at an informational meeting.
- Holding "State of GMHS" presentations
- School crisis scenarios

If no, what challenges do you face with regard to engagement?

- people dont like meetings
- Having people understand what Accountability means
- They just don't show up
- A good way to market our committee. Data and budget aren't exactly exciting topics for most people.
- No one comes or shows interest when invited.
- Community members are hard to recruit and retain, because they aren't as engaged in the day-to-day dialogue about issues at the school that might benefit from improvement
- Still would like to see more diversity in membership
- Overall parent involvement

- Parent engagement had been higher when our community was faced with growth and boundary issues. Since then, we have had a decline in involvement and struggle with recruiting.

Does your SAC use the 6 National PTA Standards as adopted in district policy for Family-School Partnerships to set goals for your school?

Yes = 5
 No = 7
 Unsure = 7

Does your SAC participate in the school's development of Major School Improvement Priorities (UIP)?

Yes = 19
 No = 0

If yes, to what extent is your SAC involved? COULD CHOSE MULTIPLE AREAS

My SAC reviews what the school has provided in goals = 17
 MY SAC adds to goals around climate and culture =8
 My SAC adds goals related to the Six Standards, =2
 My SAC has the Six Standards as goals in the UIP =2

Do you feel that your SAC work is valued by your principal? Please provide feedback below

Yes = 16
 Comments:

- at times but we would like our principal to understand the needs of families better.
- Feels more of an informational meeting to parents about goals and achievements and less as a collaborative effort.
- Yes the principal collaborate closely with SAC chair and committee.
- Yes. We try to be a support/informative group, and I think we fulfill that purpose.
- Somewhat
- Our management team values our SAC, and our SAC values our management team -- just like on high performing corporate boards.
- I absolutely feel that our SAC is valued
- We understand that our role is advisory. As we continue to develop as a committee, we have struggled to move from a "listen and learn" environment to a more active "advisory" role.

Do you as the SAC chair receive invitations from the DAC for the fall and spring trainings?

Yes = 18
 No = 1

Do you attend the fall training?

Yes = 10
 No = 9

Do you plan to attend the spring training?

Yes = 9
 No = 10

Has your principal attended training with you?

Yes = 10

No = 9

Do you feel the meetings are a wise use of your time and energy? Please explain

- No I do not. Usually it is simply the district telling us the latest budget information which i can get on line
- sometimes depending on what is discussed
- The information is good but I would like more input into final decisions
- I feel that have been getting better in the last 2 years.
- Sometimes
- Yes we are brought up to date on UIP, SBB and collaborate on calendar, budget, communication, school fees etc. we use every bit of time we get.
- Yes, we have structured time to discuss issues and an open time for anyone who wants to discuss an issue.
- yes, they help get everyone on the same page about priorities and needs.
- I was on the DAC last year; plus, I attended a training years ago as the chair for my elementary school. The information is rarely new/unique, so I feel that I have the gist of what will be shared. For me, it's not a wise use of time.
- Not really. I need more know how into what I am supposed to be doing.
- They have consistently been a waste of time.
- Yes, especially training on topics like UIPs, achievement bs growth, student based budgeting, etc
- Absolutely, they are a great use of my time and energy. It's important to me to be involved and understand what and why about the entire learning process and learning environment process for my children.
- Mostly. It is good to meet with the feeder schools.
- Yes, it provides a chance to pause and consider the impacts of various decisions.
- Yes, as a new chair some information was helpful.
- We appreciate any opportunity to connect with DAC and SACs across the district.

Do you have suggestions for improving DAC/SAC meetings? Please describe below.

- do actual training
- Have the group adopt recommendations and provide feedback about how the recommendations are used.
- Our SAC functions well. As for the DAC -- while it is a vast improvement on the SPAC, it still seeks too much to avoid controversy and real debate. Instead, it preaches the K12 gospel of "collaboration", which is really code for avoiding conflict, and thus the substantial changes that could dramatically improve student achievement results and resource efficiency in Jeffco.
- We include a regular legislative update from a parent as part of PTA, and that also helps to inform SIT discussions
- I think our meetings are fine, I feel like things get accomplished each time.
- More focused / structured interaction between articulation area reps.
- Increase parent attendance
- The family school partnership piece needs to be geared more to elementary schools.

- We would like the opportunity to hear from more SACs about how they recruit and engage parents and community members.

Have you ever been personally contacted by your articulation area DAC representative?

Yes = 12

No = 7

If yes, how often per semester?

No answers = 5

1 time = 6

2 or more = 8

Are you aware of the Family School Partnership newsletter from the district that includes DAC information and encouragement for SACs?

Yes = 14

No = 5

If yes, do you find the newsletter helpful?

Yes = 12

No = 2

If yes, what do you like/dislike about the newsletter?

- Meeting information of other things in district and stories
- It's a quick read with good information
- It treats the PTA six standards as if they were magic beans, without providing any (statistical, not asserted or anecdotal) evidence as to their relationship to student achievement results and/or non-cognitive outcomes. Instead, discussions about the Six Standards come across as glorified compliance exercises. For that reason, I don't pay much attention to them.
- Staying informed on the district level
- Best practice ideas from other schools
- Information is good reminders about what is going on
- We feel more engaged with the regular contact from DAC and like hearing about what's happening at that level.

What do you believe is the biggest challenge for you as a SAC chair?

- recruiting and finding my replacement
- having people not be afraid to participate. afraid meaning worried about time or being asked to do something they don't want to do.
- Getting involvement from parents
- Spreading the word about SAC discussions to the greater parent community.
- Being informed on the topics
- Getting more parents involved.
- I can't usually attend the district trainings/meetings due to my work schedule.
- Making sure each meeting is purposeful and worthwhile.
- Getting people involved
- Utter lack of support, and occasionally outright hostility, from the district towards our school, which is much more appreciated by DPS than by the team at the Death Star/Denver West. We do a great job, and Kevin Carroll seeks to destroy us. What a great media story...

- getting broader engagement
- Finding time to prepare for each meeting.
- Community involvement. We have this in the form of community sponsors of PTA activities, but not in the SIT discussions about school budgeting priorities and plans to improve/maintain academic achievement. It would be great to have more community involvement to tell community members not just about extracurriculars but about the district's good academic work
- Lerecruitment, diversity, maintaining consistency (long term members)arning what I can or need to do in my role. This will come with time and practice.
- Parent involvement
- Time
- We struggle with finding the best way to use our voice in an advisory role and what exactly that means. We would like to find ways to engage more parents, particularly parents of children in the lower grades.

What do you believe is the biggest challenge for your principal related to SACs?

- They are overwhelmed at all levels
- Sometime feels as though SAC is a "check the box" type of commitment to meet state mandates.
- Attendance
- Trying to balance what we would actually like to do with the amount of resources available to do it.
- I'm not sure; I feel that our principal is experienced and knowledgeable and knows how to utilize the committee well.
- Getting people involved
- Balancing doing what he knows the school needs with getting our input first.
- Less regular contact with us than with staff, so less or later oppprtunity for input
- If anything, I think it can sometimes be an extra obligation to an already full list of responsibilities.
- Ask him
- Parent involvement
- Time; sometimes things come up in the middle of the month and the SAC isn't available to discuss issues

What opportunities for training would you like to see in the future to help support the work your SAC does in your school?

- Drawing other parents in.
- Sac and PTA collaboration
- I think we've been fortunate in having a knowledgeable principal and fairly experienced SAC chairs, so I can't think of any.
- We do our own training, and don't need help from the Death Star. In fact, there is nothing like seeing yet another group of people from head office arriving at WRHS and saying, "we're from Denver West, and we're here to help you." On the other hand, over the past seven years the nation's 35th largest school district has provided me with huge amounts of content for future articles and case studies about why, despite spending a billion tax dollars each year, Jeffco is still a poorly performing organization that fails tens of thousands of children each year.
- State budgets/negative factor and how parents can help to address the problem.
- I would love to go to trainings, which will be an option next year. Our SAC was just being developed this year.

- I would like more interaction with the feeder schools - structured and scheduled meetings at least quarterly
- Yes; training around grant writing, identifying grants, as well as transparency of data beyond SAC; clarity of district data/policies
- More opportunities to connect with a variety of SACs across the district, in addition to those in our articulation area.

What is your preferred mode of contact? (Please check all that apply):

Email = 19

Text = 2

Call = 1

Newsletter =4

Website = 3

Can you share one of your best practices for success?

- having the SAC meetings next to PTA meetings
- SAC representatives with staff leadership team strategizing to narrow down budget priorities.
- Making sure each stakeholder has a voice and is listened to.
- Keep the meetings moving/tightly scheduled while also keeping up to date with any school/community concerns.
- Already tried to do that. It was an utter waste of time. Jeffco would rather cut our school down to size than learn from it. We've spent far more time with staff from DPS and the state who want to learn from us than with anyone from the Death Star -- which speaks volumes about the district's culture.
- Input into UIP in fall, student based budget and school fees in spring
- Attending meetings, learning how I can be supportive, then taking action.
- Our "State of GMHS" presentation draws well, and exposes more people to our SAC.
- Introductions, review, celebrations, stick to the agenda

Did you receive your invitation via email in a timely manner?

Yes=25

No = 0

Was it clear what the Jeffersonian Style event was going to be about?

Yes = 22

No = 3

If not, what would you have liked to have known?

- You may have stated that this was going to be about parent engagement; however, I would have highlighted that point! Principals are having legitimate concerns regarding parent engagement and how to get parents more involved.
- The agenda/topic ahead of time. More people would have come.

Did you understand that the event was going to be capped for attendance?

Yes = 21

NO = 4

Were you able to RSVP and attend?

Yes = 25

No = 0

Did you receive a personal phone call from your Articulation area representative to invite you to the Spring Event?

Yes =1

No = 24

If yes, did this make a difference for you deciding to attend?

No responses

If no, would you have desired a phone call?

5 affirmed they would have thought a call would make a difference

Did you receive a reminder invitation?

Yes = 24

No = 1

If yes, did you find the information valuable?

Yes = 24

No = 1

If yes, did this information spark your curiosity about the event?

Yes=17

No =5

When you arrived at the Ad Building were you greeted warmly?

Yes = 25

No = 0

Were you able to navigate the building easily?

Yes = 25

No = 0

Any feedback regarding how to improve greeting?

- 3 hours on a Tuesday is long.
- 3 hours is too long. I strongly believe you could have taken 15 minutes from each section and had us out of there in a timely manner.
- I'm not sure if there was someone downstairs but if not that would have been helpful
- The line was a bit long to check in
- It was great... I was greeted by warm, friendly faces!
- No, this was effective
- No it was great!
- No. But the fact that the event was capped and yet there were no shows was disappointing. I think encouraging folks to bring an interested parent who is not yet a DAC/SAC member would be good.
- No. I was warmly greeted and given good instructions for finding the room.
- Greeting was great.
- I arrived after the event began yet felt very welcomed...the coordinators were friendly and informative.
- Easy to find.
- No- Sara Miller was super gracious:)
- No, but just a note that I didn't get a call from any articulation area rep because I am one. Also as an articulation area rep I made my invitations to the event in person.
- Great Event

We had various businesses and personal contributors sponsor before and afters (appetizers/desserts) for our event. Did you appreciate that there was some food and drinks provided?

Yes= 25

No = 0

Any suggestions for future events related to refreshments?

- Thank you for the refreshments. I like it was a balance between healthy and less healthy. So often we get a lot of "junk" food and chips (which is junk food). I really appreciated the healthy, heartier refreshments.
- Coffee, tables for sitting , consider setting up with round tables. Was hard to sit with food and drink.
- Salads.
The refreshments provided were great!
- Perhaps making the event an actual sit-down dinner (at least for a portion) would help with format.
- I would never have expected this amazing food! I usually build time in to go to dinner before the meeting, this was a treat :)
It was just right for the event, and appreciated because of busy schedules.
- I didn't eat but truly believe that feeding people is important and honors their time.

It was our intention that each attendee know they are welcomed and valued for attending. On a scale from 1 to 5 how valued did you feel for participating in this event?

5 = 17

4 = 5

3 = 3

Please rate the Ice Breaker activity from the evening (Scale of 1-5)

5 = 13

4 = 5

3 = 7

Please rate the moderated group time (Scale 1-5)

5 = 16

4 = 5

3 = 4

Please rate the panel portion of the evening (Scale 1-5)

5 = 16

4 = 8

3 = 4

2 = 3

As a SAC chair, what types of training would you need/want for the fall event?

- Chair training - for ex: agenda planning/minute taking/leadership development/ recruiting members etc.?? (4)
- Budget information = 4
- N/A Not a SAC Chair = 10
- General knowledge of SAC/DAC responsibilities as prescribed by law = 5

As a Principal - on a scale from 1 to 5, was this time well spent for you in developing either a relationship with your SAC Chair or other SAC's/Principals/ 1 to 10?

5 = 3

4 = 2

3 = 1

What is your overall impression of the event? Consider size, mood, etc. in your answer

- Wondering if we needed the panel discussion.
- It was great; thanks so much for hosting the event. Was just hoping for more resources/tools/suggestions for engaging the community - other than having a parent university, we've tried everything else and still really struggle to increase participation. I think more ought to come out to parents - maybe in ChalkTalk - about SACs. I think so many parents think SAC is like PTA - I think we need help from the Comm Dept w/branding SAC district wide, as well as in the schools. Thanks!
- For the first go around I thought went well. The ice breaker was not explained clearly, so advise clearer instructions. If do round tables you can group people by assigning them to a table from the start. I thought the turnout was great for the first one and hope for it to grow. So much great information was shared in our groups, hope there is an opportunity to continue discussion and share. I do not think all group had the chance to share the question we had to come up with.

- It was a great event. I really liked seeing how involved some principals were in their SACs. I would be interested in an event/training for SAC chairs or committee members (non-staff only) on how to get our committees to move from a listen and learn (or rubber stamping committee) to a true advisory committee. I think it would be best for principals not to be involved because I believe in some cases, the reason a SAC is not truly advisory is because the principal doesn't want this to be the case.
- I enjoyed the evening! We need to get more principals involved.
- I really liked it. I personally could have done a better job spreading the word about the event and look forward to engaging my articulation and FSCP leads in these types of gatherings.
- I think you could use the same format next Spring, but you need to change the topic. I would not be interested if it was the same topic again. Also, please add high performing, wealthier schools to the panel. It seemed like most of the panel members gave examples from poor schools, so it was hard to apply the information to high performing, wealthier schools. Some panel members tried to make their comments more broadly applicable, but others did not.
- I really enjoyed the event and found the conversations to be relevant and productive. It was great to connect with others in the community and hear about the great things that they are doing at their schools. It was really helpful that ground rules were established to ensure that the tone of the conversations remained positive and focused on the things within our control. Everyone seemed very engaged throughout the entire event! My only thought is to shorten it just a little bit- perhaps by 30 minutes or so, if at all possible. I know it's hard to fit so much great content into a shorter time period, but that would be my one suggestion just because it makes for a very long day. Otherwise, it was fantastic!
- Appropriate size, think the panel could be a bit shorter. Felt the smaller groups lead to deeper conversations.
- Great opportunity to network and share ideas!
- It exceeded my expectations! I would also like training on SAC responsibilities as prescribed by law
- Nice event, although our moderated group felt unfocused. Many thoughts were flying around the room but very few concrete ideas/suggestions were discussed. I found the panel portion of the evening to be much more valuable. The size of the event was just right. I appreciated getting to know people better in the moderated group.
- I found it much more informative than the fall meeting
- Great event! Thank you!
- Overall, I liked the intent and thought behind the event. I think it is a step in the right direction as we build connections and relationships throughout the district.
- Great night! Well worth my time to learn more about SACs and DACs.
- Good information to build our relationships within and across articulations.
- Good first try- needs work for the future- good luck:)
- It was very well organized, classy, and worth my time. I would highly recommend it.
- It was perfect, not too small or large, great variety of people in groups (we each had something to contribute)
- I liked it. I liked moving during the event. I appreciated the food. I liked the discussion. I felt the panel members didn't get to shine in their respective fields except for Mr. James and the lady next to him.
- I have always felt that these meetings were worth attending, but this one was the most useful and energizing and I have attended many times across all three levels

- Extraordinary event. Would have liked more time in the breakout session. Great idea sharing.
- I thought the event went very well. I appreciated the break-out session most, getting the chance to meet with colleagues from other schools and articulation areas across the district. The panel discussion was also very useful, but perhaps fewer participants next year so that we can hear the more thoughts from the specific panelists; it seemed like some didn't get as much of a chance to contribute (no one's fault, just the way panels go).
- Good info. I wonder if there needed to be more conversations with principals around their level of enthusiasm about the event and the need for a positive demeanor even if they weren't totally excited to be there. Also a conversation around not being defensive as parents/families give feedback and ideas of how we can increase family involvement and improve on our communication to families. I know principals are tired at this point in the year so maybe looking at hosting the event earlier in the year might be one way to help with this issue.

DRAFT

To: Board of Education
From: District Accountability Committee (DAC)
RE: Family School Partnership Update
Date: May 2017



Summary

The DAC has five standing subcommittees focused on developing advice and recommendations to the full DAC for consideration and actions as appropriate. The Family School Partnership (FSP) subcommittee has provided the following update to the full DAC for review and submission to the Board of Education. The update provides insight on:

- Revisions to District Policies KB-Parent Family Involvement Policy and KJ-Relations with Parent Organizations
- Ensuring the revised principal evaluation process includes expectations for increasing family engagement with educators
- Enhanced coordination of family-school partnership work across departments in supporting schools and families

The focus of the FSP subcommittee work has been driven by FSP survey, DAC members input, and insight from school staff.

Family Engagement Policy Revisions

Working in collaboration with the Title I and Communications office the FSP subcommittee submitted a revised KB-Parent Family Involvement policy, combining both KB and KJ-Relations with Parent Organizations, to the Chief School Effectiveness Officer. The district cabinet has the revised policy under study at this time. The recommendation is being reviewed to ensure compliance with state statute 22-32-142, 22-11-301 and 401. The policy recommendation incorporates expectations of active engagement by school and district personnel with families, including but not limited to PTA/PTO and school accountability committees. The policy also highlights the use of the framework for family engagement adopted by CDE's SACPIE committee.

Assurance of FSP focus in Principal Evaluation/Assessment

The DAC is recommending to the district staff that a revised principal evaluation process include explicit language and expectations on increasing family engagement with local educators. Focus should include ensuring school leaders are working with their school accountability committees (SAC) to increase the level of parent/family engagement in the school as outlined in statute 22-11-403 (h) (I), (II), (III).

The School Innovation and Effectiveness Team (SIET) is responsible for the recruiting, hiring, and supervision of principals and has committed to engaging the FSP subcommittee and DAC in a review of the evaluation system during the 2017-18 school year. The DAC is recommending the Board of Education hold the Superintendent accountable for ensuring this task is completed.

Coordination of FSP work for Jeffco Schools

Jeffco Schools is a large organization serving 155 school communities. The FSP subcommittee has identified coordination of efforts in support of family engagement to be fragmented and lacking coordination. To enhanced efforts and leverage the positive work occurring throughout the system, the DAC recommends the identified employee acting as the point of contact for parent engagement training and resources per statutory requirement (22-32-142 (1)(c)) be empowered to mandate on-going training and form an internal task force to engage with the DAC FSP subcommittee to increase the coordination of materials, training, and guidance for district and school leaders on promising practices for increasing family engagement with schools and educators.

As a first step, the DAC FSP subcommittee has secured \$500 from the SIET budget to produce SAC training kits this fall.

This report is respectfully submitted by the Family/School Partnership committee on behalf of the entire DAC. Members: Lisa Papke (Chair), Carsten Engebretsen (Co-Chair), Parent Reps: Lucas Ward, Sara Miller, Martissa Spencer, Jessica Keene, Robert Ham, Jen Kirksey (Principal), Evie Hudak (PTA rep) and Tracie Apel (Communication staff)

Chair/Vice-Chair Applications - DAC 2017/2018

Contact Information *

Jim Earley

Contact Information *

DAC (2016-17): SLHS Articulation Representative

DAC UIP Subcommittee Vice Chair (2016-2017)

SPAC: 2015-16

Boy Scouts of America: 2012- Present: Asst. Cubmaster, Cubmaster,
Assistant Scout Master (current)

ESSA Hub Committee (2016 - 2017): Parent Representative

PTA: Ryan Elementary - (2005 - Present)

I-9 Flag Football Coach - (2009 - 2012)