

School Accountability Committee Manual

Version 3.0

**Revised and Approved by the
District Accountability Committee (DAC)
May, 2018**



Boulder Valley
School District

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Welcome to the BVSD School Accountability Committee

The School Accountability Committee is an official group where the community can be involved in educational improvement at a school. It is through the cooperative efforts of teachers, parents, staff, administrators, students, and community members that foundations for school improvement are built.

This School Accountability Committee manual is a resource to support the success of accountability programs and school improvement processes within the Boulder Valley School District (BVSD). This manual conforms to guidelines, policies, and statutes from the state of Colorado and the Boulder Valley Board of Education. Practices required by state law and local policy are noted as such. Recommended practices may be tailored to fit individual school needs and circumstances.



Role and Purpose of SAC

A School Accountability Committee is a representative advisory committee. The usual name of this committee is “(Name of the school) School Accountability Committee,” and it is normally referred by the acronym *SAC*. The SAC is an advisory team that looks at school goals, reviews school budgets, supports parent engagement, and drives school improvements. BVSD requires each school to have an active SAC, to serve as a grassroots organization for accountability that advises the school Principal. The school’s Principal is ultimately responsible for ensuring compliance with all federal, state, and district requirements and meeting the academic performance expectations defined by the BVSD. Based on state statute and BVSD policy, at a minimum, the SAC is responsible for the following:

School Budget

- Making recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable, prior to adoption of the school budget. (Legal reference: [CRS 22-11-402\(1\) \(a\)](#))
 - This review should ensure that funds and spending priorities align with the school’s Unified Improvement Plan (UIP) and core values of the school to benefit all students.

School Improvement

- Provide annual input to the principal and superintendent regarding the schools Unified Improvement Plan (UIP). (Legal reference: [CRS 22-11-402\(1\) \(b\)](#)).
- Meet at least quarterly to review and discuss whether school leadership, personnel, and/or infrastructure are advancing or impeding implementation of the UIP and student performance. (Legal reference: [CRS 22-11-402\(1\) \(d\)](#))
- For schools with Priority Improvement or Turnaround plan types, the SAC should:
 - Publicize and hold a SAC meeting and public hearing pursuant to section 22-32-142 (2) or 22-30.5-520 (2) to discuss strategies to include in a public school priority improvement or turnaround plan, prior to the plan being written. (Legal reference: [CRS 22-11-402\(1\) \(f, g\)](#))

Principal Development Plans and Evaluations

- Provide input and recommendations on an advisory basis *when requested* by the District Accountability Committee (DAC) or district administration pursuant to [§ 22-9-106, C.R.S.](#) regarding development plans and evaluations for the school principal. (Legal reference: [CRS 22-11-402\(1\) \(e\)](#))

Parent Engagement (per [HB 15-1321](#), small rural districts may waive these requirements)

- Increase the level of parent engagement in the school. The committee's activities to increase parent engagement must include, but need not be limited to:
 - Publicizing opportunities and soliciting parents to serve on the SAC. The SAC shall make efforts to help ensure that parents who serve (on the SAC) reflect the student populations that are significantly represented within the school. (Legal reference: [CRS 22-11-402\(1\)\(h\)\(I\)](#))
 - A sample parent recruitment letter can be found in **Appendix B**.
 - Assisting the district in implementing, at the school level, the district's family engagement policy. (Legal reference: [CRS 22-11-402\(1\)\(h\)\(II\)](#))
 - Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans pursuant to section or creating plans to address habitual truancy. (Legal reference: [CRS 22-11-402\(1\)\(I\)\(III\)](#))

SAC Self Assessment

It is recommended that each SAC conduct an annual self-assessment to see how well they are adhering to the aforementioned duties. A [SAC Responsibilities Inventory](#) can be found in **Appendix A**.

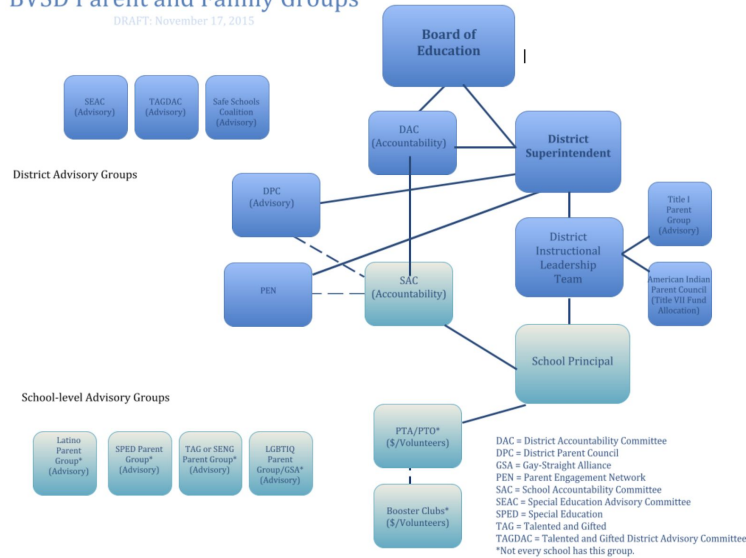
Relationship with Parent Groups and School Teams

Parent Organizations

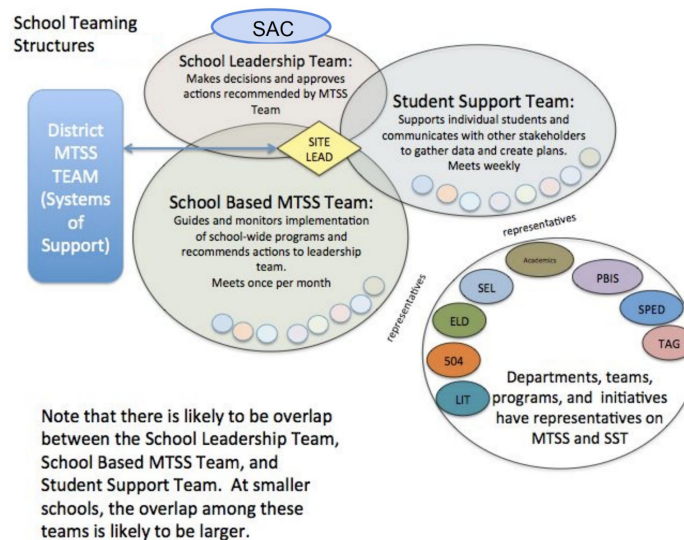
It is recommended that the SAC and the Parent Teacher Organization/Parent Teacher Association (PTO/PTA) be separate committees. In general, PTO/PTA emphasizes fund raising, coordinates school volunteers, organizes community events, etc. In the interests of better communication between SAC and PTO/PTA, a member of either body could be designated to serve as a liaison between the SAC and the PTO/PTA communities.

BVSD Parent and Family Groups

DRAFT: November 17, 2015



School Leadership & Support Teams



Representation and Membership

Minimum Membership

Each district public school and each institute charter school shall establish a school accountability committee. Each school accountability committee shall consist of at least seven members (Legal

Reference: [CRS 22-11-401\(1\)\(a\)](#)):

- One principal, or principal's designee
- One teacher who provides instruction at the school
- Three parents or legal guardians of students enrolled at the school
- One adult member of an organization of parents, teachers and students recognized by the school (i.e. PTO/PTA/PTSA, etc.)
- One Community Representative - a person who is involved in business or industry in the community

Membership Roles and Terms

- Members of the SAC shall serve a term of one year, which is renewable.
- A person may not serve more than one of the required membership roles on the SAC. (Legal Reference: [CRS 22-11-401\(1\)\(c\)](#))
- Annually, ***each SAC shall elect a parent representative to serve as chairperson or vice/co-chairperson of the committee.*** (Legal Reference: [CRS 22-11-401\(2\)](#)). SAC chairpersons will serve one year terms, which may be extended if other members cannot be found. It is suggested that no SAC member be eligible for the office of the chairperson for more than two consecutive years.
- Members of the governing board of a district charter school or an institute charter school may serve as members of the school accountability committee. (Legal Reference: [CRS 22-11-401\(4\)\(b\)](#))

Recruitment of Members

- Members of the SAC shall be appointed by the principal of each school. The principal shall ensure, to the extent practicable, that the persons appointed reflect the student populations significantly represented within the school. ([BVSD policy AE-R](#))
- If a SAC has more members than listed in the Minimum Membership section, the number of parents appointed must exceed the number of representatives from the group with the next highest representation. ([BVSD policy AE-R](#))
- If a vacancy arises on a school accountability committee because of a member's resignation or disqualification or for any other reason, the remaining members of the school accountability committee shall fill the vacancy by majority action. (Legal Reference: [CRS 22-11-401\(3\)](#))

Organization

Member Roles & Responsibilities

SAC Role	Responsibilities
Principal or Designee	<ul style="list-style-type: none"> • Provide the Unified Improvement Plan to the SAC for review • Provide budgetary information to the SAC for review • Oversee elections for SAC membership (if needed), and to recruit likely candidates for SAC • Provide various reports, raw data, and specific information requested by SAC members • Assist in reviewing implementation of the School Improvement Plan • Act as a liaison between SAC and the school community, between SAC and BVSD, and between SAC and the SLT, if necessary
Chairperson	<ul style="list-style-type: none"> • Facilitate all meetings - keep members on task, focus discussions, and limit discussions appropriately • Set meeting agendas in collaboration with the principal • Guide the team in reviewing goals and other elements of the UIP • Guide the team in making budgetary recommendations
Vice/Co-Chairperson	<ul style="list-style-type: none"> • Fulfill all of the above in the absence of the chairperson
Secretary/Recorder	<ul style="list-style-type: none"> • Record and distribute minutes of SAC meetings in collaboration with the principal • Type and distribute meeting agendas • Place public notice of upcoming meetings • Keep the “SAC Manual” and a copy of the SAC bylaws (if adopted) current, and place these documents on the school website, or in a location that can easily be referenced by any member of the school community • Keep attendance record for meeting minutes
DAC Representative (parent)	<ul style="list-style-type: none"> • Represent the school at District Accountability Committee meetings • Report and/or distribute district-level information to SAC members • Communicate SAC members’ queries and concerns to DAC
Faculty Representative	<ul style="list-style-type: none"> • Act as a liaison between SAC and the faculty at large • Bring faculty concerns to SAC meetings • Facilitate communication with parents on SAC matters and to assist in raising parent interest in participating on SAC
Parent Representatives	<ul style="list-style-type: none"> • Bring parent concerns to SAC meetings • Provide parents’ perspectives on school issues • Help communicate school concerns to the broader community
Community Representative	<ul style="list-style-type: none"> • Help raise awareness of neighborhood/community issues • Help communicate school concerns to the broader community

Subcommittees

These may be formed as needed, and appointed by the chairperson. They should be provided with a purpose or charge, such as addressing action strategies related to achievement, equity, and/or school climate, for example. After completion of the given task, the subcommittee should submit a report to SAC for review and inclusion in the minutes. SAC subcommittees might work with the School Leadership Team (SLT) subcommittees in those areas.

Meetings and Procedures

Meetings

Scheduled Meetings

SACs must meet “at least quarterly to discuss whether leadership, personnel, and infrastructure are advancing or impeding implementation of the plan.” It is recommended that SAC meetings be scheduled regularly, ideally once per month during the school year. It is recommended that the SAC meeting be scheduled to follow the monthly DAC meeting to help facilitate the dissemination of information from the district to the SAC. The DAC meets on the first Tuesday of each month. See *Appendix C* for sample calendars for quarterly and monthly responsibilities.

Non-scheduled Meetings

The principal or the chairperson may call non-scheduled meetings, as needed. For example, to review portfolio components prior to submission to the district. Sufficient notice should be given for such meetings.

Decision Making

- Use Robert’s Rules of Order as a reference for parliamentary procedures and group operations for cases not covered in this manual or in the SAC’s bylaws.
- All SAC members are to be considerate of differing viewpoints, and are to make decisions in the best interest of the entire school.
- Decisions should be made via consensus, or general agreement. If the chairperson determines that a consensus is not possible, a call for a vote can be initiated.
- Voting: A quorum must be present for all matters that require a vote. A quorum shall consist of more than half of the total SAC membership, unless otherwise specified in the SAC bylaws. Only SAC members may vote.

Attendance

SAC members are encouraged to inform the chairperson in advance of any absences. A SAC member shall be removed by the principal if that member has three consecutive unexcused absences. ([BVSD policy AE-R](#))

Agendas

Agendas are essential to keep meetings on track and on time. Send meeting agendas 1-2 weeks before each meeting, along with a reminder of the meeting date and time. Many topics on a SAC agenda are determined by the cycle of school improvement planning. SAC members may need background information or training in order to work effectively during the meeting. It is recommended that the DAC representative be allocated time to report, in the interests of encouraging communication between SAC and DAC. Include an open forum at the end of each meeting to allow SAC members to share concerns or request specific topics for future meetings. A sample agenda is shown in *Appendix D*.

Minutes

Minutes shall be written for each meeting by the secretary/recorder. Minutes are to be distributed to SAC members, along with the agenda for the following meeting, where they will be presented for approval. Approved meeting minutes will be publicly published in a timely manner and regularly distributed through school's standard communication practices. Example meeting minutes can be found in *Appendix E*.

Bylaws

In the interests of facilitating SAC operations, it is strongly recommended that each SAC develop, and periodically review, bylaws to govern the operations of the group.

Member Norms

It is recommended that each SAC establish, and agree to, a set of group expectations for behavior and best practice. Norms are independent of bylaws. Example SAC norms can be found in *Appendix F*.

Unified Improvement Planning (UIP)

In 2009, the state of Colorado introduced the Unified Improvement Plan (UIP) to streamline the improvement planning components of state and federal accountability statutes. The plan is intended to use a continuous improvement cycle. A key requirement of SAC is to provide input for the development of the school's UIP annually, and monitoring progress towards implementation at least quarterly. The UIP process begins with a data review (e.g., student performance data, process data about the school) and then identifies ambitious targets and an action plan to direct next steps.

The chart below translates some of the key terms in the UIP process and provides some examples.

Description of UIP



UIP Elements	Translation	Notes	BVSD Examples (2015)
Data Analysis (Trends, Priority Performance Challenges)	How are BVSD students performing?	<ul style="list-style-type: none"> Focus = students Looking back in time 	Some MGPs below 50, e.g., High School Literacy (pp. 8, 10)
Root Cause	Why does the student performance issue continue?	<ul style="list-style-type: none"> Focus = adults Looking back in time and Present 	Inconsistent instructional practices across classrooms due to misaligned use of instructional strategies and materials (pp. 8, 10)
Targets	Where do we want BVSD students to be?	<ul style="list-style-type: none"> Focus = students Looking forward in time 	ELL HS students MGP = 50 th percentile (p. 13)
Action Plan (Major Improvement Strategy, Action Steps)	What will BVSD do about it?	<ul style="list-style-type: none"> Focus = adults Looking forward in time 	Implement a data-driven, balanced literacy approach (p. 16)
Progress Monitoring (Interim Measures, Implementation Benchmarks)	How will BVSD monitor the impact?	<ul style="list-style-type: none"> Focus = student & adults Looking forward in time 	<ul style="list-style-type: none"> DRA-2, EDL, Reading Plus August: Complete and share revised framework (p. 16)

Colorado statute requires the Colorado Department of Education (CDE) to assign every school to “one of four plan types based on at their current performance. These include: *Performance*, *Improvement*, *Priority Improvement*, or *Turnaround*. The plan type determines the level of attention the school receives from the state – for increased state scrutiny of plans and additional state support.” Each year, schools consider newly available state and local performance data to write/update a two-year UIP (one that includes the current and the next school year). Schools and districts are required to publicly post their improvement plans through the CDE website on [SchoolView](#), allowing external stakeholders to learn about improvement efforts. Additional information can be found on the [CDE website](#).

See **Appendix G** for information on how your SAC can engage in the improvement planning process.

UIP Progress Monitoring

The CDE offers a wealth of resources to assist with progress monitoring on the [Unified Improvement Planning - Progress Monitoring Training Materials](#) webpage. If you have questions on how your school might engage with progress monitoring, or to see calendars, templates and examples, read the [UIP Implementation Progress Monitoring Toolkit](#). Note that these resources are built with school and district personnel in mind -- they have not been tailored specifically for DACs.

School Finance

Colorado public schools receive funding from a variety of federal, state and local sources, most of which are provided through the Public School Finance Act of 1994. If you would like detailed information on school finance, we encourage you to read [Understanding Colorado School Finance And Categorical Program Funding](#).

One of the statutory requirements of the School Accountability Committee is to recommend school spending priorities for discretionary monies. These priorities should be aligned with the schools improvement planning strategies and core values. Relevant data that supports effective use of funds on increasing student performance should also be considered.

See *Appendix H* for information on how your SAC can engage in the budget planning process.

Parent Engagement

Seven Standards for Family-School Partnerships:

1. **Welcoming All Families into the School Community:** Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
2. **Communicating Effectively:** Families and school staff engage in regular, two-way, meaningful communication about student learning.
3. **Supporting Student Success:** Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
4. **Speaking Up for Every Child:** Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
5. **Sharing Power:** Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
6. **Collaborating with Community:** Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.
7. **Building the Dual Capacity of Staff and Family Members**

BVSD Family-School Partnership Purpose Statement:

- Creating a school culture that welcomes and supports all families
- Facilitating timely, two-way communication with families*
- Building on families' skills to better support their children's academic and social-emotional development
- Engaging families in classroom learning and decision-making processes*

(* indicates highest priority at time of manual publication)

See *Appendix I* for information on how your SAC can support Parent Engagement in your school.

References

- The Education Accountability Act of 2009 ([SB 09- 163](#))
- Rules For The Administration Of The Accreditation Of School Districts ([1 CCR 301-1](#)) Version dated: 11/14/2016
- Colorado Department of Education [Website](#)
- BVSD Policies & Resources
 - Boulder Valley School District [Website](#)
 - [BVSD policy AE-R](#) - Accountability/Commitment To Accomplishment
 - [BVSD Policy AE](#) - Accountability/Commitment To Accomplishment
 - [BVSD Policy KBA](#) - Title 1 Parent Involvement
- SAC Policies and Resources
 - [CRS 22-11-401](#) School accountability committee: creation, qualifications, elections
 - [CRS 22-11-402](#) School accountability committee: powers, duties & meetings
 - [JeffCo SAC Resource Manual](#)
 - [Durango School District R-9](#) School Accountability Committee Handbook

Complete list of [BVSD Acronyms](#)

Additional Resources

- [Robert's Rules of Order](#), by Henry M. Roberts III.
- [Multi Tiered System of Supports from CDE](#) (MTSS)
- [Unified Improvement Plan from CDE](#) (UIP)
- DAC Policies and Resources
 - [CRS 22-11-301](#) District accountability committee: creation & membership
 - [CRS 22-11-302](#) District accountability committee: powers & duties
 - [CDE District Accountability Handbook](#)
- School Finance
 - Colorado Department of Education - [School Finance](#)
 - BVSD Financial Transparency [Website](#) includes:
 - Annual Strategic Financial Plan, Budgets and Fund Information
- Family Engagement
 - [Family-School-Community Partnerships](#) - CDE
 - [Family Engagement Promising Practices Training Manual](#) - CDE
 - [Promising Practices](#) - CDE
 - [National Standards, Goals, and Indicators for Family-School Partnerships](#)
 - [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships](#)

Appendices

Appendix A: [SAC Responsibilities Inventory](#)



School Accountability Committee Responsibilities Inventory

Emerging: Limited level of development and implementation
Progressing: Functioning level of development and implementation
Excelling: Highly functioning level of development and implementation

Responsibilities	Emerging	Progressing	Excelling
Making recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable			
Making recommendations to the principal of the school and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required			
Publicizing and holding a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan, if either type of plan is required, and using this input to make recommendations to the local school board concerning preparation of the school Priority Improvement or Turnaround plan prior to the plan being written			
Publicizing the district's public hearing to review a written school Priority Improvement or Turnaround plan			
Meeting at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the school's accreditation contract			
Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and principal evaluations. (Note that this should not in any way interfere with a district's compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.)			
Publicizing opportunities to serve and soliciting parents to serve on the SAC			
Assisting the district in implementing at the school level the district's parent engagement policy			
Assisting school personnel to increase parents' engagement with teachers, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy			

School and District Accountability Committee Training (Fall 2014)

Appendix B: Sample SAC Recruitment Letter

The following letter was adapted from the *Durango School District SAC Handbook*.

Our School Needs You!

Are you a parent who likes to think big, dig into data, and advocate for improvement? Do you value consensus-based decision making and enjoy supporting your local school? If so, the <school name> School Accountability Committee (SAC) may be the place for you!

The purpose of the SAC is to inform, encourage, and provide opportunities for parent and community members to be involved in the planning and evaluation of the school's budgetary and improvement processes. This means we discuss things like:

- Unified Improvement Plans (the school's academic goals and action plans)
- Budget priorities
- Safety issues
- Parent Engagement

The SAC reports information as required to the District Accountability Committee (DAC). The DAC meets monthly and provides input to the BVSD administration and school board. Therefore, SAC influences the decisions that ultimately impact every student in the school. Oftentimes, SACs influence district decisions, as well.

We need parent and community representatives that reflect our school's amazing diversity to join our SAC. Becoming a member of the SAC means:

- **Attending SAC meetings** which must happen quarterly, but may happen monthly. The time and dates of the meetings will be decided by the SAC in order to accommodate the schedules of our community to ensure the greatest opportunity to attend.
- **Becoming informed** about school programs and budgets - specialists may be invited to SAC meetings to help educate the members.
- **Being a voice for our school.**

We are currently assembling our SAC for the next school year. Nominations and an election are required to fill the following parent positions: Chairperson, Vice Chairperson, Recorder/Secretary and DAC Representative. You don't need to be in one of the elected positions to be a part of the SAC - the more parents involved, the better! If you are interested in nominating yourself or another person for an elected position, or participating in the SAC, please contact <insert name and email>. Nominations will be accepted until <date>. The nominations will be presented to the parent community and voting will take place from <date-date>. We look forward to your participation on our SAC!

Appendix C: Quarterly & Monthly Responsibilities Sample Calendar

The following is a list of monthly and quarterly agenda items. Please keep in mind that your school may need to add and address unique items as they arise. The SAC Chair and Principal should work together to develop a plan that meets the particular needs of the school community.

Qtr.	Month	Agenda Items
Q1	August/ September	<ul style="list-style-type: none"> • Welcome new members • Provide SAC manual to all members for review and to ensure compliance • Review survey results: student climate, parent and TLCC if not reviewed in May • Review prior-year results from state/local assessments • Review results from the Family Partnership survey and identify 1 goal for the school; consider including this goal as the third UIP goal. • Provide input on the UIP that is aligned with the school and district strategic plans • Priority Improvement and Turnaround Plan schools: publicize the SAC meeting to discuss strategies for the UIP
	October	<ul style="list-style-type: none"> • Complete SAC/DAC Budget Survey on school and district spending priorities • Discuss planned expenditures from school grants or PTO funds (if available) • Discuss any school safety issues • Review student enrollment from October count
Q2	November	<ul style="list-style-type: none"> • Discuss implementation of UIP - provide input on major/urgent challenges and improvement strategies • Discuss mid-year Family Engagement practices and progress towards goal • Discuss Open Enrollment (OE) events and marketing
	December	<ul style="list-style-type: none"> • If needed, publicize a public hearing to review a Priority Improvement or Turnaround plan • Review the Student Performance Framework
	January	<ul style="list-style-type: none"> • Review mid-year test/assessment results (if available) • Mid-year UIP progress report • Discuss upcoming student assessment window and testing schedule • Mid-year review of school budget
Q3	February	<ul style="list-style-type: none"> • Encourage families to take the district Parent Snapshot Survey • Discuss mid-year Family Engagement practices and progress towards goal
	March	<ul style="list-style-type: none"> • Conduct student climate survey, if participating • Review staffing and budgetary allocations for subsequent year • Recommend school budget priorities for the following year
	April	<ul style="list-style-type: none"> • Review UIP implementation. Make recommendations regarding preparation and content of UIP for following year • Start recruiting SAC members for the following school year • Complete SAC Responsibilities Inventory
Q4	May	<ul style="list-style-type: none"> • Review results from student climate and parent surveys • Elect officers for following year • Identify a DAC representative and ensure their attendance at monthly DAC meetings • Determine and publish SAC meeting schedule for following year • Reflect on ways to improve adherence to SAC Responsibilities in the following year • If requested, provide input and recommendations regarding development plans and evaluations for the school principal.

	June/July	• Optional planning meeting for upcoming year
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Appendix D: Sample Agenda

School Name: _____

School Accountability Committee

Boulder Valley School District

Date:

Time:

Place:

AGENDA

1. Call to order, welcome
2. Celebrations
3. Agenda review
4. Approval of minutes (from previous meeting)
5. Principal's Report
 - a. Possible topics include: Update on current enrollment, major changes, safety issues/concerns, project updates, etc.
6. DAC Report
 - a. Report on projects/topics from last meeting
 - b. Questions/Feedback to the SAC from the DAC
 - c. Questions/Feedback for the DAC from the SAC
7. PEN/DPC/PTO Report, if applicable
8. Discussion items
 - a. Old Business Items
 - b. New Business Items
9. Set agenda for next meeting (if not set by Principal & SAC Chair at subsequent meeting)
10. Adjournment

PRE-READING MATERIALS:

Please make sure to read all documents listed below prior to the meeting.

- [<Include items needed here>](#)

Appendix E: [Example Minutes](#)

<Insert School Name> School Accountability Committee Minutes			
Date:		Time:	
Facilitator:		Secretary/Recorder:	
Principal or Designee:			
Attendees:			

School Summary		
<u>Current Year Positions</u> Chair: Co-Chair: Secretary: Teacher Rep: DAC: DPC: Community Rep: PTO/PTA/PTSO Rep:	<u>Last Year Positions</u> Chair: Co-Chair: Secretary: Teacher Rep: DAC Rep: DPC Rep: Community Rep: PTO/PTA/PTSO Rep:	
Remaining Meeting Dates:		
Introduction/Review of Minutes		
<ul style="list-style-type: none"> Presenter: 		
<ul style="list-style-type: none"> Discussion Notes: 		
<ul style="list-style-type: none"> Conclusions and or approval by SAC participants at previous meeting: 		
Principal Report		
<ul style="list-style-type: none"> Presenter: 		
<ul style="list-style-type: none"> Discussion Notes: 		
<ul style="list-style-type: none"> Conclusions: 		
Action Items	Person Responsible	Deadline
<ul style="list-style-type: none"> 		
Review of UIP		
<ul style="list-style-type: none"> Presenter: 		
<ul style="list-style-type: none"> Discussion Notes: <ul style="list-style-type: none"> Numeracy & Literacy: School Culture & Climate: Other: 		
<ul style="list-style-type: none"> Conclusions: 		

SAC Manual

Action Items	Person Responsible	Deadline
•		
Review of Budget, Family Engagement Practices, Principal Development Plans as necessary per State Statute		
• Presenter:		
• Discussion Notes:		
• Conclusions:		
Action Items	Person Responsible	Deadline
•		
Other Orders of Business:		
• Presenter(s):		
• Discussion Notes:		
• Conclusions:		
Action Items	Person Responsible	Deadline
•		
Meeting Adjourned		
	Person Responsible	Time

Appendix F: Sample SAC Member Norms

Below are suggested norms, adapted from the JeffCo SAC Resource Manual.

SCHOOL ACCOUNTABILITY COMMITTEE MEMBER NORMS:

- Members will make every effort to attend each meeting;
- Meetings will begin and end on time;
- Members will respect the opinions of others and be considerate of differing points of view;
- Only one person will speak at a time; no side conversations;
- Monitor personal technology (turn cell phones off/on vibrate, close laptops during discussion);
- Members will take care of personal needs at their own discretion;
- Discussion and decisions will be limited to topics that are within the scope of the SAC responsibilities and on the agenda;
- Stay properly informed about the roles and responsibilities of the DAC;
- Each committee member will have an equal voice.

Appendix G: Engaging with the UIP

Improvement Planning

It is a duty and power of SAC *to advise the principal of the public school . . . concerning the preparation of a school performance or improvement plan. . . and to submit recommendations to the principal . . . concerning the contents of the performance or improvement plan.* There are several possible ways in which SAC's may engage in the UIP planning process. Below is a non-exhaustive list; the listed methods are not necessarily mutually exclusive.

1. Parent/community members of the SAC identifies persistent patterns in school data, and, as time allows, root causes of problematic patterns that are within control of adults in the school and action steps to address root cause(s). Depending on data studied, parent/community team members may be asked to sign confidentiality agreements.
2. SAC receives information needed to help identify persistent patterns in school data, root causes of problematic patterns that are within control of adults in the school, and proposed action steps to address the root cause(s). SAC provides feedback on this work and makes recommendations about actions that will address root causes.
3. SAC receives a nearly completed Unified Improvement Plan (UIP) and makes recommendations about future work on what they have received.
4. SAC makes recommendations in an April/May period for work the school should consider for the following year based on the perceived success of recent improvement efforts and persistent patterns in data.
5. Parent/community members of SAC (and possibly, other school committees) develop action plans of their own to support school improvement.

When UIP is an agenda item, you may want to use this outline and guiding questions:

- Principal to ensure state assessment data and/or relevant local assessment data is available for the meeting.
- Initial review of the data
 - Identify trends in data and any areas of celebration
 - What concerns are identified?
 - Is additional data needed for the committee?
 - Who will be responsible for securing and distributing the data?
- Did the prior year plan achieve the targets?
- Follow up for next meeting
 - The draft UIP should be shared with members for review prior to the next meeting

Examine your SAC's role in making recommendations about school improvement plans:

1. How does one of the above models, if any, compare to my SAC's role in making recommendations?
2. What were my SAC's recommendations this year? To what extent are those reflected in my school's UIP?

3. How might my SAC change the way it makes recommendations?
4. Did my SAC **Advise** and **Submit Recommendations To The Principal** as required by law?
 - a. If a *Priority Improvement* or *Turnaround* plan was required of my school, the duty is to advise and submit recommendations to the district board of education.
5. To what extent would my SAC find it useful to have feedback from a DAC member on how it makes recommendations?

Implementation of Improvement Plans

It is a duty and power of SAC ***to meet at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the public school's performance, improvement, priority improvement, or turnaround plan.*** There are several possible ways in which SAC's may discuss implementation of school improvement plans. Below is a non-exhaustive list; the listed methods are not necessarily mutually exclusive.

1. SAC members review specific steps related to action strategies in the school improvement plan, and discuss implementation of those strategies.
2. SAC members receive the principal's progress report and discuss how well it matches their perceptions of the progress made in implementation of the school improvement plan.
3. SAC members share their general sense of whether implementation or the school's improvement plan is advancing or being impeded, and discuss differences in their perceptions based on their observations regarding specific steps related to action strategies in the plan.

Examine your SAC's role in discussing school improvement plans:

1. How many times this year did my SAC discuss improvement plan implementation?
2. To what extent did our discussion rely upon observations about implementation of specific steps called for in action strategies, as contrasted with a general sense of whether plan implementation is advancing or being impeded?
3. To what extent were observations from SAC discussions reflected in school newsletter communications to our community about improvement plan implementation and in formal reports the principal submits several times a year to the district documenting progress?
4. How might my SAC change the way it discusses implementation of improvement plans?

Appendix H: Engaging with the School Budget

Spending Priorities

It is a duty and power of SAC ***to recommend priorities for spending school moneys to the school principal.*** There are several possible ways in which SACs may be engaged in spending priority recommendations. Below is a non-exhaustive list; the listed ways are not necessarily mutually exclusive.

1. SAC reviews and responds to a detailed budget proposal for spending school funds, and recommends specific priorities.
2. In advance of having specific budget information, SAC makes high level recommendations for spending priorities based on school values and goals.
3. SAC receives a current year spending plan and makes recommendations about future year spending.

When Budget is an agenda item, you may want to use these guiding questions:

- Are dollars allocated appropriately for student count?
- Are dollars from the district for SPED and GT spent on these items?
- Does the general budget support the goals of the school?
- How are PTO/PTA dollars being appropriated?
- What concerns, if any, does the SAC see with the current budget?
- What recommendations does the SAC have for budget items? (document in minutes)



Examine your SAC's role in making recommendations about school spending priorities:







1. How do the above models compare to my SAC's role in making spending priority recommendations?
2. What were my SAC's recommendations this year? To what extent are those reflected in my school's budget?
3. How might my SAC change the way it makes spending priority recommendations?
4. How and when did SAC receive school budget information?
5. How were our recommendations informed by needs identified in our current improvement plan?
6. In what ways, if any, were our recommendations informed by anticipated needs relative to next year's improvement efforts?
7. How if at all did our SAC solicit input from other members of the community regarding school spending priority recommendations?
8. How and when did we inform other members of the community of our recommendations?
9. Did my SAC ***send a copy of its recommended spending priorities to the school district accountability committee and to the local school board*** as required by law?






Appendix I: Supporting Parent Engagement

It is a duty and power of SAC to *assist the district in implementing, at the school level, the district's family engagement policy* and *increase the level of parent engagement in the school*. There are several possible ways in which SACs may address parent engagement. Below is a non-exhaustive list; the listed ways are not necessarily mutually exclusive.

1. SAC members discuss family engagement practices and engage in action planning quarterly.
 - a. Review results from the Family Partnership survey and recommend 1-2 goals to address.
 - i. Consider including this goal as your third UIP goal
 - b. Help develop action steps to meet family engagement/partnership goals and engage in progress monitoring throughout the year.
2. Have a Families and Educators Together in Schools (FETS) member serve on SAC, or a SAC member serve on the FETS team.
3. Have a SAC member attend relevant Family Partnership Network (FPN) meetings, or have the schools FPN champion report to the SAC.
4. SAC members work with school leadership teams to move from undeveloped or traditional family partnerships to authentic family partnerships. See examples below:

Characteristics of:	Traditional Family Partnerships	&	Authentic Family Partnerships
Engaging Communication			
Two-way or Reciprocal Communication:	<ul style="list-style-type: none"> Families give input in some contexts, such as on committees, through surveys, at parent-teacher conferences, and/or with key staff 		<ul style="list-style-type: none"> Families communicate with the school in multiple ways School staff and families listen to each other in multiple settings
Consistent & Accessible Communication:	<ul style="list-style-type: none"> Communication is consistent through key methods (e.g., newsletters, weekly folders, email, key school staff), with important (but not all) communication translated and understandable 		<ul style="list-style-type: none"> Communication with families occurs on a consistent basis in understandable language Communication occurs through a variety of methods based on families' preferences (e.g., phone calls, texts, auto dialers, in person, email, social media)
Cultivating Relationships & Trust			

Welcoming & Affirming Community Spaces:	<ul style="list-style-type: none"> Families feel welcome in multiple places in the school The school reflects multiple cultures and many staff are bilingual, friendly, and helpful 		<ul style="list-style-type: none"> There are spaces in the school for families to access or contribute to resources There are spaces for marginalized families to take on leadership roles The school acts as a resource for families, in partnership with community organizations
Authentic Care:	<ul style="list-style-type: none"> Families give input on particular decisions and in traditional settings (e.g., school committees, surveys, parent-teacher conferences) 		<ul style="list-style-type: none"> School staff and families get to know each other in multiple ways (e.g., home visits, cafecitos, community dialogues, caring everyday interactions, opportunities for listening at school events, etc.)
Strengths- based Views:	<ul style="list-style-type: none"> Marginalized families are included, but may be primarily sharing language skills, food, or cultural practices 		<ul style="list-style-type: none"> Families' various strengths and interests are recognized, valued, and welcomed as part of the school community
Intercultural Understanding:	<ul style="list-style-type: none"> There are events aimed at bringing families together to learn about a variety of cultural practices (e.g., "diversity night/week") 		<ul style="list-style-type: none"> School practices and events are co-created by school community members and include a variety of cultural practices; community members develop intercultural understanding
Trust:	<ul style="list-style-type: none"> A community/family liaison or other key staff members are connected to marginalized families, but trust tends to be limited to just a few key people 		<ul style="list-style-type: none"> Most or all teachers and staff have trusting relationships with a wide variety of family members, including marginalized families
Supporting Learning and Socioemotional Wellbeing			
Supporting Student & Family Learning:	<ul style="list-style-type: none"> Communication about student learning occurs through back-to-school nights, parent-teacher conferences, and phone calls home or meetings with families when there is a celebration or concern 		<ul style="list-style-type: none"> Families learn from the school and/or partner community organizations about how to support their children's learning School staff are aware of how families support their children's development Connections with families integrate student learning and value children's

	<ul style="list-style-type: none"> School provides events and resources to help families understand the school's systems and support student learning at home 		<p>whole academic, social-emotional, and moral development</p>
Supporting Student & Family Wellbeing:	<ul style="list-style-type: none"> There is a social-emotional learning focus in the school, possibly through a curriculum or program, which families are informed about There are groups of families who care for one another 		<ul style="list-style-type: none"> The school provides resources, spaces, and events to support students' and families' social-emotional well being Community members know and care for one another
Sharing in Decision Making and Power			
Participation in Decision Making:	<ul style="list-style-type: none"> Families have a say in their children's learning Visible family members participate on school committees Decision-making opportunities may be limited to small decisions or driven by school leaders 		<ul style="list-style-type: none"> Decision-making settings (such as committees) are made up of members representing the whole school community Educators and families make decisions together about the school's programs and practices
Sharing Power:	<ul style="list-style-type: none"> Marginalized families have key advocates (such as liaisons or visible family members) that give input on school decision making Decisions are largely made by school leaders, with input from staff and some family members 		<ul style="list-style-type: none"> Traditionally marginalized families' input is essential to school decision-making Educators' and families' knowledge, expertise, and perspectives are included and equally valued There may be spaces/groups specifically for marginalized families
Functioning Families and Educators Together in Schools (FETS) Team:	<ul style="list-style-type: none"> School leadership is consistently present The team shares in decision making, but there are some strong team members who tend to dominate discussion and action There is some representation of marginalized families, but team structures and practices largely reflect those of other traditional school committees and of native English-speaking families 		<ul style="list-style-type: none"> The team has strong, but not controlling, support from school leadership Team members represent the school community Teams privilege the participation of marginalized families who are often underrepresented on school committees (including the language used in meetings and whose voices are elevated and heard) Team members' contributions are equally valued Leadership of meetings and activities is shared among team members

Procedure for providing feedback about this manual

Comments, suggestions for revision, and other feedback regarding this manual and the issues addressed herein should be sent to the DAC Communications Subcommittee, via the school's DAC representative.

Contributors

Many thanks to the following individuals for their contributions to the update of this SAC Manual:

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