



Woodland Park School District

**District Accountability Committee
2023-24 Handbook**

Welcome to the Woodland Park School District Accountability Committee

Woodland Park School District believes in the value of community involvement in our schools. Active stakeholder engagement helps to ensure the unique needs of the school district's community are served through a positive collaboration between the district's leaders, staff, parents, and members of the community. This manual is a resource to support the development and maintenance of strong partnerships between Woodland Park School District and the communities they serve, as well as to ensure schools meet the state expectations for a District Accountability Committee (SAC) as defined by Colorado statutes, CDE guidelines, and Woodland Park School District policy.

Purpose of a District Accountability Committee (DAC)

The DAC brings together staff, students, parents, and community members to create and implement a plan to promote high achievement throughout the district. This committee meets quarterly throughout the school year and provides an opportunity for key stakeholders to have a voice in their district.

Based on state statute and District policy, at a minimum, the DAC should:

- ❖ Make recommendations to the School Board on priorities for spending school district moneys
 - Solicit input from School Accountability Committees on budget priorities
 - Ensure that funds and spending priorities align with the district's improvement plan (UIP) and core values of the district to benefit all students
- ❖ Provide input into and monitoring of the district's Unified Improvement Plan (UIP)
 - Consult in a substantive manner with School Accountability Committees to utilize school UIPs to inform the district UIP
- ❖ Review any charter applications submitted to the school district
- ❖ Provide input concerning the District safe school plan
- ❖ Increase the level of parent engagement in the school district and in the schools across the district
 - Publicize opportunities to serve and solicit parents to serve on the school district accountability committee and school accountability committee
 - Assist the school district in implementing the parent engagement policy
 - Assist school personnel to increase parents' engagement with educators, including but not limited to parents' engagement in creating student's READ plans, individual career and academic plans, and plans to address habitual truancy
- ❖ Identify the areas and issues, in cooperation with the Board, that the DAC shall study and make recommendations to the Board

The following issues fall outside the scope of the DAC:

- ❖ Personnel
- ❖ Transportation
- ❖ Maintenance
- ❖ Athletics and Activities
- ❖ Facilities
- ❖ Single building issues
- ❖ Food Service
- ❖ Technology Services

The DAC does not:

- ❖ Participate in the day-to-day operations of the district or it's schools
- ❖ Involve itself in issues related to individuals (staff, students, or parents) within the district or it's schools
- ❖ Involve itself in personnel issues
- ❖ Advocate for personal perspectives, rather than for the greater good of the district

Membership

DAC consists of the following 18 voting members:

- ❖ At least one parent of students enrolled from each school (three parents total required by law)
- ❖ One teacher from each level of the school in the district: one elementary school teacher, one middle school teacher, and one high school teacher (one teacher total required by law)
- ❖ One elementary and one secondary administrator (one administrator total required by law)
- ❖ One high school student (not required by law)
- ❖ One business person in the community (one required by law)
- ❖ One resident in the community who is not a parent or an employee of the District (not required by law)
- ❖ Two Board members(not term-limited) (not required by law)
- ❖ The superintendent or designee (not term-limited) (not required by law)
- ❖ Each district charter school shall be represented by one parent with a student enrolled in that charter school (one parent total required by law)
- ❖ One person in the community that has demonstrated knowledge of charter schools (one person total required by law)

The Board will send out a general call each fall for membership on the DAC. Prospective members will express interest in serving through a member interest application. Members will be appointed by the Board and will, to the extent practicable, reflect the student populations represented within the school. Members serve a one year term with a maximum of four consecutive terms. Vacancies shall be appointed by the Board of Education.

Resignations

Any member may, at any time, resign from the DAC by submitting a written resignation to the committee chair.

Vacancies

During the school year, any vacancies that may arise on DAC by reason of a member’s resignation or disqualification or for any other reason shall be filled by action by the Board.

Attendance Expectations

Attendance at all regularly scheduled meetings of the District Accountability Committee is expected in order to facilitate continuing conversations about ways to enhance the quality of education in the district, and to avoid repetition in meetings. Members should not miss more than two consecutive DAC meetings without offering a justification that is acceptable to the members of the committee.

Removal

Any DAC member may be removed for failure to attend two consecutive meetings without offering a justification deemed appropriate by a majority of the DAC’s voting members, not including the member who is subject to the removal vote.

Roles & Responsibilities

The District Accountability Committees shall, at a minimum, elect a Chairperson to consult with the Superintendent (or designee) to facilitate and lead the DAC. A Co-Chair may also be elected to fulfill the role of the Chair in the event of an absence of the Chairperson. State law requires the Chairperson or Co-Chair must be a parent. Additionally, a Secretary should be elected by DAC. The following chart outlines key functions of the Chair, Co-Chair, Superintendent, and Secretary. The chart also provides the important responsibilities of teacher, parent, student, and community members.

Role	Responsibilities
Chair	<ul style="list-style-type: none"> → Preside over and facilitate all meetings → Set meeting agendas in collaboration with the Superintendent → Guide the team in reviewing targets, improvement strategies, and other elements of the district improvement plan → Guide the committee in making budgetary recommendations → Ensure the DAC performs the duties outlined by state statutes and district policies → Serve as a communication link between the DAC and School Board
Co-Chair	<ul style="list-style-type: none"> → Fulfill all of the Chair responsibilities in the absence of the Chairperson or the duties as directed by the DAC’s rules of operation for the Co-Chair

<p>Superintendent (or Designee)</p>	<ul style="list-style-type: none"> → Collaboratively construct the meeting agenda with the DAC Chair → Provide the district performance data and district UIP plan to the DAC for review and input → Provide budgetary information to the DAC for review and input → Oversee elections for DAC officers, → Champion the committee’s plan to increase parent involvement → Provide various reports, raw data, and specific information requested by DAC → Provide timely progress monitoring data to assist the team in reviewing implementation of the district UIP
<p>Secretary</p>	<ul style="list-style-type: none"> → Distribute meeting agendas in collaboration with the Chair → Record and distribute minutes of DAC meetings in collaboration with the Superintendent → Communicate notice of upcoming meetings → OPTIONAL: Keep a copy of the DAC bylaws (if adopted) up to date, and place these documents in a location that allows easy reference by any parent or other member of the school community
<p>Principal & Teacher Members</p>	<ul style="list-style-type: none"> → Act as a liaison between DAC and the administration or faculty → Gather and provide information to the DAC on the needs or concerns of the administration and faculty → Provide administrative or staff perspective on topics → Help increase parental engagement
<p>Parent Members</p>	<ul style="list-style-type: none"> → Gather and provide information to the DAC on the needs or concerns of the parents → Provide parents’ perspectives on school issues → Help communicate school concerns to the broader community → Help increase parental engagement
<p>Business & Community Members</p>	<ul style="list-style-type: none"> → Gather and provide information to the DAC on the needs or concerns of the school community → Help raise awareness of neighborhood/community issues → Help communicate school concerns to the broader community
<p>Student Member</p>	<ul style="list-style-type: none"> → Gather and provide information to the DAC on the needs or concerns of the students → Provide students’ perspectives on school issues

Code of Ethics

Members of the DAC shall:

1. Actively promote and encourage the highest level of ethics within the DAC and the WPSD community.
2. Conduct themselves with integrity, dignity, professionalism and respect for others.
3. Render opinions, observations or conclusions in a non- threatening, non-confrontational manner.
4. Be thoroughly familiar with the DAC Handbook, to comply with these rules in full, and to exemplify the highest standards of fairness and behavior.

Decision Making Process

The impact of DAC decisions on other parts of the organization must always be considered.

Therefore, the DAC must be aware of, and act within, the confines of approved employee contracts, adopted Board policies and procedures, and existing federal, state, and local laws.

- ❖ To the fullest extent possible, decisions shall be made by consensus. In the event that consensus cannot be reached, the chairperson shall call for a vote. A simple majority shall rule.
- ❖ Once consensus is reached, or a vote held, members agree to support the decision of the team.
- ❖ All participants are expected to come prepared (i.e. read any materials sent to you prior to the meeting).
- ❖ Discussions should be related to the stated purpose on the agenda.
- ❖ Members will note what actions need to be taken as each agenda item segment closes. The chair will assign actions/follow-up to a particular group or person.
- ❖ Ad hoc committees may be formed as necessary to execute the SAC objectives.

Meetings

DACs, as a local public body, must conform to Colorado Sunshine Laws for open meetings. Meeting agendas will be posted on the school website at least 24 hours prior to the scheduled meeting, with minutes posted within a week of the meeting. All meetings will be open to the public.

For the 2023-24 school year, DACs will meet on the following quarterly dates:

- ❖ Training Date: Tuesday, October 24th, from 5:00 - 6:30 pm at the WPSD Central Office
- ❖ Meeting Dates:
 - November 14th
 - January 16th
 - March 5th
 - May 14th
- ❖ Regular meeting times from 6:00 - 7:30 pm at the WPSD Central Office

Special Meetings

Special Meetings of the DAC may be called by, or at the request of, the Chair, or one-third (1/3) of the members. The person or persons authorized to call the special meetings shall fix the date, time and location of the meeting. All special meetings shall be open to the public.

Notice

Written notice of any regular or special meeting of the DAC shall be distributed directly to members via email and to the school community via the school newsletter and postings on the school website. The business, including an agenda, to be transacted at, and/or the purpose of, any regular or special meeting shall be specified in the notice of such meeting.

Quorum

A majority of the Members shall constitute a quorum for the transaction of business at any meeting of the DAC; but if less than a majority of the Members are present at a meeting, a majority of the Members present may discuss items and vote to adjourn, but may not take any other action.

The following sample calendars provide a guide to help the DAC fulfill their annual responsibilities.

Meeting	Suggested Agenda Items
1st Quarter	<ul style="list-style-type: none">→ Elect Officers→ Safety:<ul style="list-style-type: none">◆ Review the district’s school safety plans◆ Discuss any school safety issues raised by staff, students, parents, and community→ Performance:<ul style="list-style-type: none">◆ Review the District Performance Framework (DPF), District Data, & District/School UIPs◆ Solicit input on the UIP related to urgent challenges→ Engagement:<ul style="list-style-type: none">◆ Review the outcomes from the preceding climate and culture surveys or action plans◆ Review Family Engagement Policy (KB) and develop a plan to assist school personnel in increasing family engagement, with specific attention to involvement in READ plans, ICAP, and plans that address habitual truancy→ Provide input on urgent challenges and/or major improvement strategies→ Other items as determined by Chair/Superintendent/Board

<p>2nd Quarter</p>	<ul style="list-style-type: none"> → Safety: <ul style="list-style-type: none"> ◆ Discuss any school safety issues raised by staff, students, parents, and community → Performance: <ul style="list-style-type: none"> ◆ Receive a progress report from the district on the progress of the UIP for the current school year → Engagement: <ul style="list-style-type: none"> ◆ Monitor the Family Engagement plan set by the DAC; Adjust as needed → Budget: <ul style="list-style-type: none"> ◆ Develop a plan to solicit input from SACs on district staffing and spending priorities for the upcoming school year ◆ Review current budgeting → Provide input on urgent challenges and/or major improvement strategies → Other items as determined by Chair/Superintendent/Board
<p>3rd Quarter</p>	<ul style="list-style-type: none"> → Safety: <ul style="list-style-type: none"> ◆ Discuss any school safety issues raised by staff, students, parents, and community → Performance: <ul style="list-style-type: none"> ◆ Receive a progress report from the district on the progress of the UIP for the current school year ◆ Provide input and recommendations concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations → Engagement: <ul style="list-style-type: none"> ◆ Monitor the Family Engagement plan set by the DAC; Adjust as needed → Budget: <ul style="list-style-type: none"> ◆ Make recommendations on priorities for spending district moneys, including federal funds, where applicable → Provide input on urgent challenges and/or major improvement strategies → Other items as determined by Chair/Superintendent/Board
<p>4th Quarter</p>	<ul style="list-style-type: none"> → Safety: <ul style="list-style-type: none"> ◆ Review and provide guidance on school structures for upcoming school year ◆ Provide input concerning the district’s school safety plans → Performance: <ul style="list-style-type: none"> ◆ Discuss district UIP progress and any adjustments made to plan during the school year based on student achievement data; DAC can provide feedback about progress of plan and suggest adjustments to the UIP (review current data from interim measures and implementation benchmarks) → Engagement: <ul style="list-style-type: none"> ◆ Review efforts to increase family engagement and make recommendations for next year → Budget:

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|--|---|
| | <ul style="list-style-type: none">◆ Review and provide final recommendations on district budgeting priorities→ Review and revise as needed rules of operation for DAC→ Provide input on urgent challenges and/or major improvement strategies→ Other items as determined by Chair/Superintendent/Board |
|--|---|

Agendas

Agendas are essential; they recognize the importance of committee members' time and keep committee work on track. A particularly effective practice is to send the agenda to committee members a week ahead of time, along with a reminder of the meeting date and time. Much of what is on a DAC agenda each month is determined by the cycle of school improvement planning. The Chair or Co-Chairs should sit down with the Superintendent to plan the agenda in advance. Keep in mind what background information or training the committee needs in order to get the work done. For instance, a committee with many new members will need some basic knowledge of Woodland Park School District budgeting in order to be able to discuss the budget. Time should be established on each agenda for members to make suggestions for the next meeting or to share concerns.

Minutes

Minutes or summaries of each meeting should be published in a timely manner and regularly distributed through the district's standard communication practices. DAC minutes should be available to the public at large.

Website

The district requires that DAC information be available on the district website. At a minimum, the following elements should be included:

- ❖ List of current DAC members
- ❖ Name of the current DAC chair and officers
- ❖ List of meeting dates, times, and locations for the school year
- ❖ Agendas for all meetings, posted at least 24 hours prior to the scheduled meeting
- ❖ Meeting minutes
- ❖ DAC Handbook or Bylaws

Unified Improvement Planning (UIP)

A key role for a DAC is to provide input on the district’s Unified Improvement Plan (UIP). The following is a brief overview summarized from the CDE UIP handbook which provides a detailed description on the purpose of the improvement planning process for schools (link to the full resource: [CDE Unified Improvement Planning Handbook](#)).

In 2009, Colorado introduced Unified Improvement Planning (UIP) to streamline and consolidate school efforts to meet improvement planning requirements from state and federal accountability statute. Adopting this common improvement planning approach has enabled a shift from planning as an “event” to planning as a critical component of “continuous improvement.”

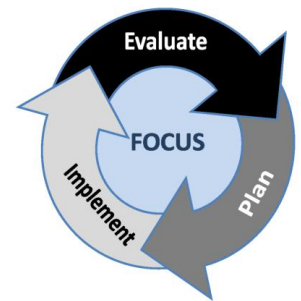
The diagram depicted here illustrates the theory of action behind Colorado’s approach to improvement planning -- by engaging in a continuous improvement cycle to manage performance schools will improve their effectiveness and the outcomes for students. That cycle includes:

- **Focus** attention on the right things (performance indicators);
- **Evaluate** performance by gathering, analyzing, and interpreting data about performance;
- **Plan** improvement strategies based on performance data and root cause analysis; and
- **Implement** planned improvement strategies.

Then, enter the cycle again several times throughout the school year to **Evaluate** (or monitor) performance and implementation of major improvement strategies at least quarterly; make adjustments to planned improvement strategies, and implement revised strategies, as needed. The state developed common improvement planning processes to increase coherence across the different steps in the continuous improvement cycle. A state developed common UIP template/on-line form provides a common format for schools and districts to document their improvement planning efforts.

Colorado statute requires the Colorado Department of Education (CDE) to assign every school to one of four plan types based on 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 – in terms of both increased state scrutiny of their plans and additional state support. Each year, schools consider newly available state and local performance data to write/update a two-year Unified Improvement Plan (one that includes the current and subsequent school year), and submit their plan for public posting on www.schoolview.org.

Planning at the school level should involve multiple stakeholders. In general, local planning teams should consist of building leadership and educator representatives, and should engage parent and/or community representatives. The SAC role in the improvement planning process has been defined by



statute and state rule. The role involves providing input into the development of the school's UIP annually, and monitoring progress towards implementation of planned activity at least quarterly.

Progress Monitoring of the School Improvement Plan

Providing updates to the SAC on the progress of the UIP should be completed quarterly. Updates should provide an overview of the progress to assure to the SAC that the school is executing the plan. A progress monitoring report should also include any student performance data related to the school's improvement plan.

Appendix A: GP-7 - Board Committee Principles

Policy Type: Governance Process

Board Committee Principles

Board committees or liaisons, when used, will support the work of the Board and reinforce the wholeness of the Board's job, and never interfere with delegation of authority from the Board to the Superintendent.

Accordingly:

1. All Board committees are advisory in nature to the Board. Whether or not Board members sit on the committee, Board committees are to assist the Board to do its job, not to direct or advise the staff. Committees ordinarily will assist the Board by preparing policy alternatives and implications for Board deliberation. In keeping with the Board's broader focus, Board committees will not have direct dealings with current staff operations unless specifically given that authority by the Board.
2. Board committees may speak or act for the Board only when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated by the Board to assure that committee authority will not conflict with authority delegated to the Superintendent.
3. Board committees cannot exercise authority over the Superintendent or staff. Because the Superintendent works for the full Board, any direction to the Superintendent related to a committee recommendation must come from the full Board.
4. Board committees are expected to avoid over-identification with organizational parts rather than the whole. Therefore, a Board committee which has helped the Board create policy will not be used to monitor organizational performance on that same subject
5. This policy applies only to committees which are formed by Board action, whether or not the committees include Board members.
6. All Board committee meetings are subject to the open meetings law.
7. **District Accountability Committee** (DAC) (Required by Statute - C.R.S. [22-11-301](#) and 302).
 - a. Purpose:
 - 1) To measure the adequacy and efficiency of the educational program using the District and state reporting template, District Stakeholders' input through surveys, letters, or other means of feedback, as well as the District Purpose Statement and annual goals.
 - 2) To make recommendations to the Board relative to the program of accountability. The DAC and the Board shall cooperatively determine areas of study at least annually.
 - 3) To make recommendations to the Board relative to the prioritization of expenditures of school district moneys as related to Board and School Accountability Committee (SAC) goals.

- 4) To provide consultation on adoption, revision and implementation of a District safe school plan.
- 5) To review the charter application prior to consideration by the local school board
- 6) To increase the level of parent engagement in the school district
- 7) Issues not within the scope of the District Accountability Committee include:
 - a) Personnel
 - b) Transportation
 - c) Maintenance
 - d) Athletics and Activities
 - e) Facilities
 - f) Single building issues
 - g) Food Service
 - h) Technology Services

b. Membership (appointed by the Board): This committee will be an accurate representation of our Stakeholders'. Members will advise the Board of Education in their responsibilities of District accountability. Members will be selected by the Board of Education through District and community requests expressing interest in serving on the DAC. Said DAC membership is as follows:

- 1) At least one parent of students enrolled from each school (three parents total required by law);
- 2) One teacher from each level of the school in the district, one elementary school teacher, one middle school teacher, and one high school teacher (one teacher total required by law);
- 3) One elementary and one secondary administrator (one administrator total required by law);
- 4) One high school student (not required by law);
- 5) One business person in the community (one required by law);
- 6) One resident in the community who is not a parent or an employee of the District (not required by law);
- 7) Two board members, the superintendent or designee (not term-limited) (not required by law);
- 8) Each district charter school shall be represented by one parent with a student enrolled in that charter school (one parent total required by law);
- 9) One person in the community that has demonstrated knowledge of charter schools (one person total required by law).

The term for membership is for one year. The Board of Education may renew membership with a maximum of four consecutive terms. Vacancies shall be appointed by the Board of Education.

8. District Personnel Performance Evaluation Council (Required by statute - C.R.S. [22-9-107](#)).

a. Purpose:

- 1) To consult with the Board as to the fairness, effectiveness, credibility and professional quality of the licensed personnel performance evaluation system and its processes and procedures, in accordance with state law.
- 2) To conduct a continuous evaluation of the personnel performance evaluation system and its processes and procedures.

b. Membership (appointed by the Board):

- 1) As a minimum, one teacher, one administrator, one principal, one parent and one person who does not have a child in school.
- 2) The council may be composed of any other school district committee having membership as defined above.

c. Authority: Advisory to the Board.

Adopted: September 9, 1998

Revised: 05/01, 12/02, 09/05, 05/08, 10/14, 08/18, 06/21,10/22

Monitoring Method: Board self-assessment

Monitoring Frequency: May

Appendix B: Woodland Park School District Administrative Policy AE

File: AE - ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT

The Board accepts its ultimate responsibility for the academic accomplishments of District students. Consistent with this responsibility and as required by law, the Board shall adopt and maintain an accountability program to measure the adequacy and efficiency of the educational program

In accordance with state law, the Board shall appoint or create a process for the election of a district accountability committee and shall determine if members shall be appointed or elected to school accountability committees. If elected, the Board shall create a process for the election of school accountability committees. See regulation AE-R. The district accountability committee and school accountability committees shall have those powers and duties prescribed by state law. The Board and the district accountability committee shall, at least annually, cooperatively determine the areas and issues, in addition to budget issues, that the district accountability committee shall study and the issues in which it may make recommendations to the Board.

All District accountability committee meetings and school accountability committees will be open to the public. Meeting notices will be posted in the same place and manner as notices of Board meetings and in school buildings, as appropriate, one week in advance and will be sent to the local news media.

LEGAL REFS.: C.R.S. [22-2-117](#) (waivers from State Board of Education)

C.R.S. [22-11-101](#) et seq. (Educational Act of 2009)

C.R.S. [22-11-301](#) and 302 (district accountability committee)

C.R.S. [22-11-401](#) and 402 (school accountability committees)

C.R.S. 2406-402 (open meeting law)

1 CCR [301-1](#), Rules 2202-R-1.01 et seq. (accreditation rules)

CROSS REFS.: [AEA](#), Standards-Based Education

[AED*](#), Accreditation

Adopted: 10/14/92

Revised: 10/93, 05/97, 09/98, 08/00, 05/01, 08/01, 04/13

Legal Ref Update: 04/13, 10/22

Appendix C: Woodland Park School District Administrative Policy AE-R

File: AE-R - ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT

(District & School Improvement Teams)

District Accountability Committee

The district accountability committee will consist of:

- 1) At least one parent of students enrolled from each school (three parents total required by law);
- 2) One teacher from each level of the school in the district, one elementary school teacher, one middle school teacher, and one high school teacher (one teacher total required by law);
- 3) One elementary and one secondary administrator (one administrator total required by law);
- 4) One high school student (not required by law);
- 5) One business person in the community (one required by law);
- 6) One resident in the community who is not a parent or an employee of the District (not required by law);
- 7) Two board members, the superintendent or designee (not term-limited) (not required by law);
- 8) Each district charter school shall be represented by one parent with a student enrolled in that charter school (one parent total required by law);
- 9) One person in the community that has demonstrated knowledge of charter schools (one person total required by law).

A person may not serve in more than one of the required membership roles on the DAC. A person who is employed by the District or related to a District employee shall not be eligible to serve as a parent on the DAC. "Related" means the person's spouse, son, daughter, sister, brother, mother or father. If, however, the District makes a good faith effort and is unable to identify a sufficient number of parents that meet these criteria, a person may serve as a parent on the DAC and also be employed by the District or related to a District employee.

The Board shall appoint persons to the DAC. In making these appointments, it shall ensure, to the extent practicable, that:

- the parents appointed reflect the student populations significantly represented within the District;

- at least one of the parents is a parent of a student enrolled in a District charter school authorized by the Board, if one exists; and
- at least one of the persons appointed has a demonstrated knowledge of charter schools.

Members of the district accountability committee shall serve a term of one year with a maximum of four consecutive terms. Vacancies shall be filled by the Board of Education. The committee will elect from its membership a parent to serve as chair/co-chair, and to establish a schedule of meetings and adopt general rules for its operation.

School Accountability Committees

Each school accountability committee will consist of at least:

- three parents/guardians of students enrolled in the school
- one teacher who provides instruction at the school
- the principal or the principal's designee
- one person who is involved in business in the community and resides within the District's boundaries
- one adult member of an organization of parents, teachers and students recognized by the school
- one student from the school (Middle School and High School only) [not required by law]

A person may not serve more than one of the required membership roles on the SAC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternate membership plan for the SAC. Such alternate plan shall reflect the required representation state above as much as practicable.

All applicants shall be forwarded to the Board of Education, along with recommendations by the principal of each school for appointment by the Board of Education. The Board of Education shall ensure, to the extent practicable, that the persons appointed reflect the student populations significantly represented within the school.

Members of the committee shall serve a term of one year with a maximum of four consecutive terms. Vacancies shall be filled by majority action of the remaining members of the committee.

Approved: 05/14/97

Revised: 09/97, 09/98, 05//01, 04/13, 10/22

Appendix D: Woodland Park School District Administrative Policy KB

File: KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

The District believes education of each student is a responsibility shared by the school as well as parents and families. Engaging parents and families is essential to student achievement. The District recognizes the need for a constructive partnership between the District, parents, and families that provides for two-way communication and fosters educational support for students, parents, and families. In this policy, the word "parent" means a child's biological parent, adoptive parent, legal guardian, or other adult person recognized by the child's school as the child's primary caregiver.

In keeping with these beliefs, it is the District's intention to cultivate and support active parent and family engagement and to set and realize goals for parent and family engagement in education.

To that end all District schools will:

1. Consult with and encourage parents and families to share in school and District planning and in the setting of objectives through participating in school and District Accountability committees.
2. Help parents and families understand the educational process and their role in supporting student achievement through regular, meaningful communication.
3. Inform parents and families of school choices and learning opportunities within the District, including but not limited to, information on open enrollment, choice programs and charter school options.
4. Provide opportunities for parents and families to be informed about their student's progress toward attaining proficiency on District academic standards through written materials and public meetings. Information shall explain how the student's progress will be measured and how parents and families will be informed of such progress. This information will also be provided to the school and District accountability committees.
5. Provide appropriate avenues for parents and families to find support in their role.
6. Encourage formal organizations for parents and families at each school building as well as at the District level. The organizations will receive information concerning the District and school activities and will have opportunities for input into District and school decisions as appropriate.
7. Encourage and welcome parent volunteers in the schools.
8. Create an inclusive culture honoring the lived experience of students, parents, and families in the school and district community.

9. Invest in building trusting relationships to strengthen the partnership between students, parents, and families and the school building and District regarding the education outcomes for children and youth.

The District supports professional development opportunities for staff to enhance their understanding of effective parent engagement strategies.

The District Accountability Committee (DAC) will conduct a periodic review of this policy. As part of its review, the DAC shall seek input from school accountability committees and then provide any recommended policy revisions to the District.

LEGAL REFS.: C.R.S. 22-7-301 et seq. (measures to increase parental involvement in public education)
C.R.S. 22-11-302 (1)(g) (duties of the district accountability committee include increasing parent engagement)
C.R.S. 22-11-402 (1)(h) (duties of the school accountability committees include increasing parent engagement)
C.R.S. 22-30.5-109 (publicity regarding educational options)
C.R.S. 22-32-142 (1) (must adopt parental engagement policy and identify a district employee to act as "point of contact")

CROSS REFS.: AE, Accountability/Commitment to Accomplishments
AEA, Standards Based Education
KBA, District Title I Parent Involvement Policy
KD, Public Information and Communications

Adopted: 02/12/92

Revised: 05/97, 09/98, 07/99, 05/12, 12/13, 02/16, 07/16, 03/21

Leg. Ref. Update: 05/12, 12/13, 02/16

Appendix E: Sample Member Norms

SCHOOL ACCOUNTABILITY COMMITTEE MEMBER NORMS

Member Norms:

- Members will make every effort to attend each meeting. If you are unable to attend a meeting or will be late, please email the principal;
- Meetings will begin and end on time;
- There will be an electronic agenda for each meeting which will be sent prior to the meeting to Accountability members and published for public on the school website;
- The Accountability Committee will have a chairperson who is responsible for keeping members on task, focusing the discussion, and limiting discussion appropriately;
- The chairperson will determine the amount of time allowed for each agenda discussion topic and the chairperson will keep discussion within the determined time limit;
- 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;
- 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 Accountability Committee responsibilities and on the agenda;
- Each committee member will be equal; only Accountability Committee members may be involved in the decision making process.
- Minutes of the Accountability meeting minutes will be available via email to members for review/approval within 48 hours of the most recent meeting. Approval of minutes will be made electronically by each member sending his/her modifications for approval to the principal. Once received and modified, the minutes will be displayed on the school website.

Appendix F: DAC Responsibilities & Associated Resources

All schools and districts are required by state law to convene an Accountability Committee. Statute requires that School and District Accountability Committees fulfill the following responsibilities defined in the left column. Resources related to each responsibility are included on the right. (Source: [Colorado Department of Education Website](#)).

Statutes	Resources
<p>Statute: Making recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable</p>	<ul style="list-style-type: none"> ● Colorado Financial Transparency Here you will find revenue and expenditure information for each school, district, and BOCES throughout the state.
<p>Statute: Making recommendations to the principal and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required</p>	<ul style="list-style-type: none"> ● Access Unified Improvement Plans and Performance Frameworks ● Unified Improvement Planning Resources ● External Resources: <ul style="list-style-type: none"> ○ Process for Data-Based Decision Making in Schools (PDF) ○ Data Mining Protocol (DOC)
<p>Statute: 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</p>	<ul style="list-style-type: none"> ● Parent Notification Fact Sheet (PDF)

Statutes	Resources
<p>Statute: Publicizing the district’s public hearing to review a written school Priority Improvement or Turnaround plan</p>	<ul style="list-style-type: none"> ● Parent Notification Fact Sheet (PDF)
<p>Statute: 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</p>	<ul style="list-style-type: none"> ● UIP Evaluation <ul style="list-style-type: none"> ○ UIP General Resources ○ UIP Quality Criteria Rubric for Evaluation (PDF) ● Leadership and Personnel <ul style="list-style-type: none"> ○ Educator Effectiveness Training Tools ● Infrastructure <ul style="list-style-type: none"> ○ Colorado Facility Insight Tool
<p>Statute: Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and 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.)</p>	<ul style="list-style-type: none"> ● Educator Effectiveness Rubrics <ul style="list-style-type: none"> ○ State Model Evaluation System (SMES) ○ SMES for Principals/Assistant Principals ○ Principal Quality Standards (PDF) ○ Principal/Administrator Induction Rubric (DOC)

Statutes	Resources
<p>Statute: Publicizing opportunities to serve and soliciting parents to serve on the SAC (per HB 15-1321, small rural districts may waive this requirement)</p>	<ul style="list-style-type: none"> ● External Resources: <ul style="list-style-type: none"> ○ <u>Douglas County Handbook – Pg 23 Sample Recruitment Letter (PDF)</u> ○ <u>How to Recruit New Board Members</u> ○ <u>Building an effective Advisory Committee (PDF)</u> ○ <u>Chalkbeat Colorado: understanding School Accountability Committees</u>
<p>Statute: Assisting the district in implementing at the school level the district’s family engagement policy (per HB 15-1321, small rural districts may waive this requirement)</p>	<ul style="list-style-type: none"> ● Policy <ul style="list-style-type: none"> ○ <u>Family Engagement Policy Critique (PDF)</u>

Statutes	Resources
<p>Statute: Assisting school personnel to increase family engagement with teachers, including family engagement in creating READ plans, Individual Career and Academic Plans, and plans to address habitual truancy (per HB 15-1321, small rural districts may waive this requirement)</p>	<ul style="list-style-type: none"> ● READ Act <ul style="list-style-type: none"> ○ READ Act home page ○ READ Act information for parents ● Family Engagement <ul style="list-style-type: none"> ○ Family-School-Community Partnership ● ICAP <ul style="list-style-type: none"> ○ Individual Career and Academic Plan (ICAP) ○ ICAP Letter to Parents (DOC) ○ ICAP Implementation Toolkit (PDF) <ul style="list-style-type: none"> ■ See key messages on pages 7, 8, 9 ● Habitual Truancy <ul style="list-style-type: none"> ○ Dropout Prevention Resources ● External Resources: <ul style="list-style-type: none"> ○ District Websites about pathways, ICAP, and Graduation Guidelines: <ul style="list-style-type: none"> ■ Falcon District, D49: 49 pathways ■ Denver Public Schools has an ICAP description ■ District 11 ICAP webpage ■ Poudre College and Career Readiness = ICAP ■ Northeast BOCES: Northeast Colorado Postsecondary and Workforce Readiness Partnership