



Woodland Park School District

**School Accountability Committee  
2023-24 Handbook**

## **Welcome to the Woodland Park Schools Accountability Committee**

Woodland Park School District believes in the value of community involvement in our schools. Active parent engagement helps to ensure the unique needs of the school's community are served through a positive collaboration between the school's leaders, staff, 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 School Accountability Committee (SAC) as defined by Colorado statutes, CDE guidelines, and Woodland Park School District policy AE & AE-R.

## **Purpose of a School Accountability Committee (SAC)**

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

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

- ❖ Make recommendations to the Principal on school priorities for spending school funds prior to adoption of the school budget; Ensure that funds and spending priorities align with the school's improvement plan (UIP) and core values of the school to benefit all students
  - Annually review the school fees
- ❖ Provide input regarding the school's Unified Improvement Plan (UIP)
- ❖ Meet at least quarterly to review and discuss the implementation of the school improvement plan and student performance related to the school's improvement activities
- ❖ Provide input and recommendations concerning Principal development plans and the Principal evaluation process on an advisory basis when requested by the District Accountability Committee (DAC) or district administration
- ❖ Assist the district in implementing, at the school level, the district's parent engagement policy
- ❖ Assist school personnel to increase the level of parent engagement in the school, especially the engagement from diverse populations

The SAC does not:

- ❖ Participate in the day-to-day operations of the school
- ❖ Involve itself in issues related to individuals (staff, students, or parents) within the school
- ❖ Involve itself in personnel issues
- ❖ Advocate for their own perspective, rather than for the greater good of the school

## **Membership**

SAC consists of the following 7 or 8 voting members:

- ❖ Principal or designee
- ❖ One teacher who provides instruction in the school

- ❖ Three parents of students enrolled in the school
- ❖ One adult member of an organization of parents, teachers, and students recognized by the school (e.g. PTA)
- ❖ One person who is involved in business in the community and resides within the District's boundaries
- ❖ One student from the school (Middle School and High School only)

The principal will send out a general call each fall for membership on the SAC. Prospective members will express interest in serving on the SAC through a member interest application. Members will be recommended by the principal and 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.

**Roles & Responsibilities**

School Accountability Committees shall, at a minimum, elect a Chairperson to consult with the Principal to facilitate and lead the SAC. State law requires the Chairperson or Co-Chair must be a parent. Many school SACs also have additional officers. The following outlines key functions of the Chair, Principal, and provides additional roles for schools who desire to have additional officers. The chart also provides the important responsibilities of teacher, parent, and community members.

Role	Responsibilities
Chair	<ul style="list-style-type: none"> <li>→ Preside over and facilitate all meetings</li> <li>→ Set meeting agendas in collaboration with the Principal</li> <li>→ Guide the team in reviewing targets, improvement strategies, and other elements of the school improvement plan</li> <li>→ Guide the committee in making budgetary recommendations</li> <li>→ Develop and implement plans to increase membership</li> <li>→ Serve as a communication link between the SAC and the DAC’s Representative</li> <li>→ Help bring parent concerns to SAC meetings</li> <li>→ Support the efforts of the Principal to recruit parent &amp; community members for SAC</li> </ul>
Co-Chair	<ul style="list-style-type: none"> <li>→ Fulfill all of the Chair responsibilities in the absence of the Chairperson or the duties as directed by the SAC’s rules of operation for the Co-Chair</li> </ul>

Principal	<ul style="list-style-type: none"> <li>→ Collaboratively construct the meeting agenda with the SAC Chair</li> <li>→ Provide the school performance data and school UIP plan to the SAC for review and input</li> <li>→ Provide budgetary information to the SAC for review and input</li> <li>→ Secure input from the SAC of school fees for the following school year</li> <li>→ Oversee elections for SAC membership (if needed), recruit likely candidates for SAC, and champion the committee’s plan to increase parent involvement</li> <li>→ Provide various reports, raw data, and specific information requested by SAC</li> <li>→ Provide timely progress monitoring data to assist the team in reviewing implementation of the school improvement plan</li> <li>→ Act as a liaison between SAC, the school community, and Woodland Park School District</li> </ul>
Secretary	<ul style="list-style-type: none"> <li>→ Distribute meeting agendas in collaboration with the Principal</li> <li>→ Record and distribute minutes of DAC meetings in collaboration with the Principal</li> <li>→ Communicate notice of upcoming meetings</li> <li>→ 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</li> </ul>
Teacher Member	<ul style="list-style-type: none"> <li>→ Act as a liaison between DAC and the faculty</li> <li>→ Gather and provide information to the SAC on the needs or concerns of the faculty</li> <li>→ Provide staff perspective on topics</li> </ul>
Parent Members	<ul style="list-style-type: none"> <li>→ Gather and provide information to the SAC on the needs or concerns of the parents</li> <li>→ Provide parents’ perspectives on school issues</li> <li>→ Help communicate school concerns to the broader community</li> </ul>
Business Member	<ul style="list-style-type: none"> <li>→ Gather and provide information to the SAC on the needs or concerns of the school community</li> <li>→ Help raise awareness of neighborhood/community issues</li> <li>→ Help communicate school concerns to the broader community</li> </ul>
Student Member (MS & HS ONLY)	<ul style="list-style-type: none"> <li>→ Gather and provide information to the SAC on the needs or concerns of the students</li> <li>→ Provide students’ perspectives on school issues</li> </ul>

## **Decision Making Process**

The impact of SAC decisions on other parts of the organization must always be considered. Therefore, the SAC 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**

SACs, 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.

### **For the 2023-24 school year, SACs will meet quarterly:**

- ❖ **October 24th (Training)**
- ❖ **Dates set by individual schools**

Meeting times will generally fall between the hours of 4:00 p.m. and 6:30 p.m., with exact times determined by each building SAC team. Additionally, each building team will develop a set of member and visitor norms that may be revised each year. These norms will be considered part of the SAC operating procedures.

The following guide and subsequent sample calendars are designed to help SACs plan to complete their annual responsibilities.

Legislative & Policy Requirements	
1st Semester	2nd Semester
<ul style="list-style-type: none"> <li>→ Review school data &amp; provide recommendations for the UIP</li> <li>→ Review the outcomes from the preceding climate and culture action plans</li> <li>→ 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</li> </ul>	<ul style="list-style-type: none"> <li>→ Provide input to DAC on district funding priorities and budget</li> <li>→ Review school budget</li> <li>→ Make recommendations to the principal on school priorities for spending school moneys, including federal funds, where applicable</li> <li>→ Review &amp; advise school fees</li> <li>→ Provide suggestions on adjustments to UIP based on lessons learned during the school year</li> </ul>
Ongoing	
<ul style="list-style-type: none"> <li>→ Review progress on action steps from the UIP</li> <li>→ Discuss any school safety issues raised by staff, students, parents, and community</li> <li>→ Provide input to the administration as requested</li> <li>→ Provide input to the DAC as requested</li> </ul>	

Meeting	Suggested Agenda Items
October	<ul style="list-style-type: none"> <li>→ Elect Officers (if not completed in prior year); At minimum, a Chair should be identified who is not an employee of the school district</li> <li>→ Discuss any school safety issues raised by staff, students, parents, and community</li> <li>→ Review the SPF and related data from the prior school year; begin to provide input on the UIP for the school</li> <li>→ Review prior year UIP</li> <li>→ Solicit input on the UIP related to urgent challenges that are aligned with the school performance framework (SPF) and the district strategic plan</li> <li>→ Review any climate and culture data related to school improvement plan</li> <li>→ Discuss planned expenditures of school grant(s) if they exist for the school</li> <li>→ Provide input on urgent challenges, major improvement strategies</li> <li>→ Other items as determined by Chair/Principal</li> </ul>

December	<ul style="list-style-type: none"> <li>→ Receive a progress report from school staff on the progress of the UIP for the current school year</li> <li>→ Other items as determined by Chair/Principal</li> </ul>
February	<ul style="list-style-type: none"> <li>→ Review and advise school fee sheets for upcoming school year</li> <li>→ Provide input on school staffing and spending priorities for the upcoming school year</li> <li>→ Receive a progress report from school staff on the progress of the UIP for the current school year</li> <li>→ Discuss school UIP progress and any adjustments made to plan during the school year based on progress monitoring of student achievement data</li> </ul>
April	<ul style="list-style-type: none"> <li>→ Review and provide Principal with recommendations on school budget</li> <li>→ Review and provide guidance on school structure for upcoming school year</li> <li>→ Review and revise as needed rules of operation for SAC</li> <li>→ Discuss school UIP progress and any adjustments made to plan during the school year based on student achievement data; SAC can provide feedback about progress of plan and suggest adjustments to the UIP (review current data from interim measures and implementation benchmarks). -</li> <li>→ Other items as determined by Chair/Principal</li> </ul>

**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 SAC agenda each month is determined by the cycle of school improvement planning. The Chair or Co-Chairs should sit down with the Principal 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 school's standard communication practices. SAC minutes should be available to the public at large.

**Website**

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

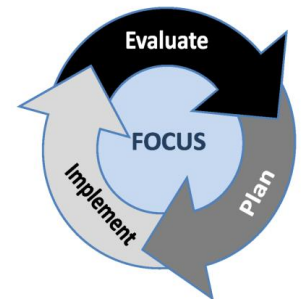
- ❖ List of current SAC members

- ❖ Name of the current SAC chair and DAC liaison
- ❖ 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

### Unified Improvement Planning (UIP)

A key role for a SAC is to provide input on the school’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](http://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: 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 B: 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 C: 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 D: Sample By-Laws

### SCHOOL ACCOUNTABILITY COMMITTEE BYLAWS

#### Article I

#### NAME AND PURPOSE

##### SECTION 1.1 NAME

The name of the organization shall be [*School Name*] School School Accountability Committee or [*School Abbreviation*] SAC. The office and location of all operations and affairs of the SAC shall be at [*School Name & Physical Address*].

##### SECTION 1.2 PURPOSES AND RESPONSIBILITIES

SAC represents the school communities' points of view and makes recommendations to the building principal for school improvement. With input from school administration, teachers, and SAC members, information is compiled which can then be used to inform the School Improvement Plans (UIP - Unified Improvement Plan).

The responsibilities of the SAC are to serve as the accountability committee at [*School Name*] as required by State of Colorado law and shall include:

- ❖ Making recommendations to the Principal on school priorities for spending school funds prior to adoption of the school budget. This review should ensure that funds and spending priorities align with the school's improvement plan (UIP) and core values of the school to benefit all students, and should include a review of school fees.
- ❖ Providing input annually regarding the school's Unified Improvement Plan (UIP).
- ❖ Meeting at least quarterly to review and discuss the implementation of the school improvement plan and student performance related to the school's improvement activities.
- ❖ Providing input and recommendations concerning Principal development plans and the Principal evaluation process on an advisory basis when requested by the District Accountability Committee (DAC) or district administration.
- ❖ Assisting the district in implementing at the school level the district's parent engagement policy.
- ❖ Assisting school personnel to increase the level of parent engagement in the school, especially the engagement from diverse populations.
- ❖ Reporting to students, parents, educators and the general public on the educational and safety performance of the school.

## **ARTICLE II MEMBERS**

### **SECTION 2.1 MEMBERSHIP**

Membership in the SAC shall be comprised of, and the business and affairs of the SAC shall be managed by 7 or 8 individuals from the school community defined in the following section. The principal shall have full and final authority for appointing the initial members of the SAC to begin each school year.

### **SECTION 2.2 MEMBERS**

The Members of SAC shall strive to be comprised of the following categories:

- ❖ Principal or designee
- ❖ One teacher who provides instruction in the school
- ❖ Three parents of students enrolled in the school
- ❖ One adult member of an organization of parents, teachers, and students recognized by the school (e.g. PTA)
- ❖ One person who is involved in business in the community and resides within the District's boundaries
- ❖ One student from the school (Middle School and High School only)

**NOTE :** A person may serve in only one category in a single term. [C.R.S. 22-7-106(1) (a.5)]

### **SECTION 2.3 APPOINTMENT OF PARENT MEMBERS**

Annually, at the beginning of the school year, the Principal shall send out a general call for membership on the SAC. Prospective members will express interest in serving on the SAC through a member interest form. Members will be recommended by the principal and 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.

### **SECTION 2.4. RESIGNATION**

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

### **SECTION 2.5. VACANCIES**

During the school year, any vacancies that may arise on SAC by reason of a member's resignation or disqualification or for any other reason shall be filled by majority action of the remaining members of the committee.



## **SECTION 2.6. ATTENDANCE EXPECTATIONS**

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

## **SECTION 2.7. REMOVAL**

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

## **SECTION 2.8. CODE OF ETHICS**

MEMBERS OF THE SAC SHALL:

1. Actively promote and encourage the highest level of ethics within the SAC, and the school 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 bylaws of the SAC, to comply with those rules in full, and to exemplify the highest standards of fairness and behavior.

## **ARTICLE III MEETINGS**

### **SECTION 3.1 REGULAR MEETINGS**

Regular meeting times of the SAC shall be established and distributed to Members at the first meeting of each year. All meetings shall be open to the public and should take place at least quarterly. To expedite school improvement planning, all members will participate in a training scheduled in September of each school year.

### **SECTION 3.2. SPECIAL MEETINGS**

Special Meetings of the SAC 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.

### **SECTION 3.3. NOTICE**

Written notice of any regular or special meeting of the SAC 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.

### **SECTION 3.4. QUORUM**

A majority of the Members shall constitute a quorum for the transaction of business at any meeting of the SAC; 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.

### **SECTION 3.5. DECISION MAKING PROCESS'**

1. 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.
2. Once consensus is reached, members agree to support the decision of the team.
3. All participants are expected to come prepared (i.e. read any materials sent to you prior to the meeting).
4. Discussions should be related to the stated purpose on the agenda.
5. 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.
6. Ad hoc committees may be formed as necessary to execute the SAC objectives.

## **ARTICLE IV OFFICERS**

The officers of the SAC shall be a parent or community member serving as Chair and any other officers defined below as designated by action of the SAC.

### **SECTION 4.1. RESPONSIBILITIES OF OFFICERS**

#### **A. Chair:**

1. Meet with the principal as needed to assist with planning for SAC meetings;
2. Develop an agenda for each meeting, including...
  - a. Call to Order
  - b. Approval of Minutes
  - c. Special Guests
  - d. Subcommittee Reports
  - e. Old Business
  - f. New Business
  - g. Adjournment
3. Preside at SAC meetings;
4. Make appointments to any sub-committees that may be formed to execute the school objectives.

#### **B. Co-Chair (Optional):**

1. Assist the chairperson as requested or needed;
2. Preside at SAC meetings in the absence of the chairperson.

**C. Secretary:**

The secretary shall document activities, decisions, and attendance of the SAC and its committees for accountability. The duties of the Secretary shall include, but are not limited to:

1. Keeping minutes of all meetings and maintaining an office notebook of meetings to be available to the public;
2. Maintaining attendance records;
3. Submitting attendance and minutes to the SAC membership for approval;
4. Other duties as assigned by the chairperson.

**SECTION 4.2. RESPONSIBILITIES OF MEMBERS**

**Principal:**

The principal shall provide key information regarding the current school educational plan and budgetary considerations. The role of the principal includes the development, through positive actions, of feelings of trust and mutual regard among the SAC, the community, and the staff. The principal helps to establish priorities for the SAC based on the goals, and encourages leadership from within the Council.

**Faculty/School Staff Representative:**

The school staff member shall represent the views and interests of the total school staff. They will act as resources for the SAC by making available specialized information about educational programs, innovative ideas, and available resources. The school staff member serves as a communication link between the SAC and the school staff, informing others of actions and activities of the Council.

**Parents, Students, and Community Representatives:**

The parent, student, and community members of the SAC shall represent the view of the parents, students, citizens, and community organizations of the school community. They shall act as resource persons for the SAC in the areas of community-related issues that affect the school and its students. They shall serve as a communications link between the SAC, parents, parent groups, students, and community.

**Committees:**

The SAC shall form Ad hoc committees to execute specific objectives as necessary.

**ARTICLE V**

**AMENDMENTS TO BY-LAWS**

The By-Laws of SAC shall be initially adopted and thereafter altered, amended or repealed by action of the SAC present at any regular meeting, or at any special meeting. The By-laws shall be reviewed yearly.

Dated:

Chair Signature:

## 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: Sample Meeting Agenda

School Name: \_\_\_\_\_

### School Accountability Committee Meeting

Date:

Time:

Place:

#### AGENDA

1. Call to Order
2. Welcome & Celebrations
3. Agenda Review
4. Discussion Items:
  - a. Safety
  - b. Performance
  - c. Community Engagement
  - d. Budget
5. Principal's Report
6. Topic suggestions for next meeting
7. Adjourn

## Appendix G: SAC 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><b>Statute:</b> 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"> <li>● <a href="#">Colorado Financial Transparency</a> Here you will find revenue and expenditure information for each school, district, and BOCES throughout the state.</li> </ul>
<p><b>Statute:</b> 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"> <li>● <a href="#">Access Unified Improvement Plans and Performance Frameworks</a></li> <li>● <a href="#">Unified Improvement Planning Resources</a></li> <li>● <b>External Resources:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Process for Data-Based Decision Making in Schools (PDF)</a></li> <li>○ <a href="#">Data Mining Protocol (DOC)</a></li> </ul> </li> </ul>
<p><b>Statute:</b> 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"> <li>● <a href="#">Parent Notification Fact Sheet (PDF)</a></li> </ul>

Statutes	Resources
<p><b>Statute:</b> Publicizing the district’s public hearing to review a written school Priority Improvement or Turnaround plan</p>	<ul style="list-style-type: none"> <li>● <a href="#">Parent Notification Fact Sheet (PDF)</a></li> </ul>
<p><b>Statute:</b> 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"> <li>● <b>UIP Evaluation</b> <ul style="list-style-type: none"> <li>○ <a href="#">UIP General Resources</a></li> <li>○ <a href="#">UIP Quality Criteria Rubric for Evaluation (PDF)</a></li> </ul> </li> <li>● <b>Leadership and Personnel</b> <ul style="list-style-type: none"> <li>○ <a href="#">Educator Effectiveness Training Tools</a></li> </ul> </li> <li>● <b>Infrastructure</b> <ul style="list-style-type: none"> <li>○ <a href="#">Colorado Facility Insight Tool</a></li> </ul> </li> </ul>
<p><b>Statute:</b> 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"> <li>● <b>Educator Effectiveness Rubrics</b> <ul style="list-style-type: none"> <li>○ <a href="#">State Model Evaluation System (SMES)</a></li> <li>○ <a href="#">SMES for Principals/Assistant Principals</a></li> <li>○ <a href="#">Principal Quality Standards (PDF)</a></li> <li>○ <a href="#">Principal/Administrator Induction Rubric (DOC)</a></li> </ul> </li> </ul>

Statutes	Resources
<p><b>Statute:</b> 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"> <li>● <b>External Resources:</b> <ul style="list-style-type: none"> <li>○ <a href="#"><u>Douglas County Handbook – Pg 23 Sample Recruitment Letter (PDF)</u></a></li> <li>○ <a href="#"><u>How to Recruit New Board Members</u></a></li> <li>○ <a href="#"><u>Building an effective Advisory Committee (PDF)</u></a></li> <li>○ <a href="#"><u>Chalkbeat Colorado: understanding School Accountability Committees</u></a></li> </ul> </li> </ul>
<p><b>Statute:</b> 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"> <li>● <b>Policy</b> <ul style="list-style-type: none"> <li>○ <a href="#"><u>Family Engagement Policy Critique (PDF)</u></a></li> </ul> </li> </ul>



Statutes	Resources
<p><b>Statute:</b> 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"> <li>● <b>READ Act</b> <ul style="list-style-type: none"> <li>○ <a href="#">READ Act home page</a></li> <li>○ <a href="#">READ Act information for parents</a></li> </ul> </li> <li>● <b>Family Engagement</b> <ul style="list-style-type: none"> <li>○ <a href="#">Family-School-Community Partnership</a></li> </ul> </li> <li>● <b>ICAP</b> <ul style="list-style-type: none"> <li>○ <a href="#">Individual Career and Academic Plan (ICAP)</a></li> <li>○ <a href="#">ICAP Letter to Parents (DOC)</a></li> <li>○ <a href="#">ICAP Implementation Toolkit (PDF)</a> <ul style="list-style-type: none"> <li>■ See key messages on pages 7, 8, 9</li> </ul> </li> </ul> </li> <li>● <b>Habitual Truancy</b> <ul style="list-style-type: none"> <li>○ <a href="#">Dropout Prevention Resources</a></li> </ul> </li> <li>● <b>External Resources:</b> <ul style="list-style-type: none"> <li>○ District Websites about pathways, ICAP, and Graduation Guidelines: <ul style="list-style-type: none"> <li>■ <a href="#">Falcon District, D49: 49 pathways</a></li> <li>■ <a href="#">Denver Public Schools has an ICAP description</a></li> <li>■ <a href="#">District 11 ICAP webpage</a></li> <li>■ <a href="#">Poudre College and Career Readiness = ICAP</a></li> <li>■ <a href="#">Northeast BOCES: Northeast Colorado Postsecondary and Workforce Readiness Partnership</a></li> </ul> </li> </ul> </li> </ul>