



COLORADO
Department of Education

School and District Accountability Committees

Fall 2014

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Session Objectives

Participants Will:

- Learn the composition and basic responsibilities of SACs and DACs.
- Discuss strategies to recruit, prepare, and sustain productive participation on SACs and DACs.
- Understand how to collaborate with key stakeholders.
- Plan next steps.

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Discussion Dice

Introduction
Activity

1. Roll the dice.
2. Add the two numbers.
3. Answer the corresponding question to the number you rolled.



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Committee Composition and Responsibilities



Senate Bill 13-193 Increasing Parent Involvement in Public Schools

- Solicit parent participation on school and district accountability committees (SACs and DACs), including parents that represent the student population.
- Incorporate strategies on the Unified Improvement Plan to increase parent engagement in schools (Priority Improvement and Turnaround Schools).
- Each school district board of education shall adopt a district policy for increasing and supporting parent engagement in the public and charter schools of the district.
- Districts shall identify a family partnership point of contact for family engagement training and resources.



Committee Composition

DAC Composition

- At least three parents of students enrolled in the district
- At least one teacher employed by the district
- At least one school administrator employed by the district
- At least one person involved in business in the community within the district boundaries

SAC Composition

- The principal or the principal's designee
- At least one teacher who provides instruction in the school
- At least three parents of students enrolled in the school
- At least one adult member of a PTSA
- At least one community member



SAC Responsibilities

Include but are not limited to:

- Making recommendations to the principal concerning priorities for spending school funds.
- Making recommendations concerning the preparation of the school's Unified Improvement Plan.
- 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.
- Publicizing opportunities to serve and solicit parents to serve on the SAC.



DAC Responsibilities

Include but are not limited to:

- Making recommendations to the local school board priorities for spending school district moneys.
- Making recommendations concerning the preparation of the district's Unified Improvement Plan.
- Assisting the district in implementing 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.
- Publicizing opportunities to serve and solicit parents to serve on the DAC.



Accountability Committee Inventory

Activity #1

1. Look at the list of SAC or DAC responsibilities.
2. Discuss with your tablemates which responsibilities your SAC or DAC do well and which need improvements.
3. Identify next steps.



Committee Participation

Recruitment, Preparation, and Sustainability




Preparing for Partnerships National Standards

Welcoming All Families
Communicating Effectively
Supporting Student Success
Speaking Up for Every Child
Sharing Power
Collaborating with the Community



Accountability Committee Recruitment

- **Recognize starting points**
 - Current strengths
 - Current challenges
- **Identify who should participate**
- **Partner with PTA, PTO, other parent-teacher council or other groups to identify potential parent and teacher leaders**
- **Solicit input from teachers and other school staff**
- **Identify a recruitment process**
 - Elections
 - Appointments
 - Job descriptions
- **Other ideas?**



Preparing Family and Teacher Leaders

- Provide committee members support and resources to do their work
- Give families honest and timely information about budgets, policies, and student achievement
- Conduct training for committee members
- Partner with parent associations and councils to solicit feedback from other families and staff
- Make sure that school or district officials take committee recommendations seriously

“...such committees are worth the effort only if administrators take them seriously” (Beyond the Bake Sale, p. 190)

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Henderson, A.T. et al. (2007) Beyond the bake sale: The essential guide to family-school partnerships.



Accountability Committee Sustainability

- Welcome everyone.
- Accommodate all members.
- Discuss and settle on protocols.
- Set and stick to clear, precise agendas.
- Facilitate, don't dictate.
- Other ideas?

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Henderson, A.T. et al. (2007) Beyond the bake sale: The essential guide to family-school partnerships.



Other Promising Practices Voices from the Field

- Provide a specific job description of the roles, responsibilities, time frame, norms.
- Offer opportunities to work in subcommittees which have specific responsibilities
- Spend time team building, getting to know each other, sharing strengths and challenges.
- Share inviting and easily understood information in multiple formats - website, tweets, facebook, print, etc.
- Have mentors to coach and support new members.
- Be patient—team building takes time!

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Collaboration Strategies




Collaboration WHY?

- Solicit different opinions
- Get buy-in
- Distribute Leadership

**“If you want to go fast, go alone.
If you want to go far, go together.”**

-African Proverb



Collaboration WHO? and HOW?

<ul style="list-style-type: none"> ▪ Families ▪ School Staff ▪ Community Members ▪ Local School Board ▪ School Administration ▪ District Administration ▪ Others? 	<ul style="list-style-type: none"> ▪ Purpose ▪ Audience ▪ Content <ul style="list-style-type: none"> ▪ Understandability ▪ Accessibility ▪ Frequency
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Research on Action Teams for Partnerships

- **ATPs that meet regularly and replace departing members have higher quality partnership programs.** (Epstein, 1995; Sanders, 1999; Van Voorhis & Sheldon, 2002; Sheldon & Van Voorhis, 2004; Sheldon, 2005; Epstein, Galindo, & Sheldon, 2013)


- **ATPs that divide into subcommittees rather than work only as a whole team report higher quality partnership programs.** (Van Voorhis & Sheldon, 2002; Hutchins & Sheldon, 2012)

- **Principals' strong support of the ATP and stable team leadership are related to higher quality partnership programs.** (Van Voorhis & Sheldon, 2002; Sheldon, 2005; Sheldon & Sanders, 2009)



Promising Practice Recommendations


- Create Bylaws
- Customize an Accountability Handbook
- Maintain Accurate Information on School or District Website
 - Meeting dates
 - Agendas
 - Minutes
 - Contact information
- Communicate regularly with partners
- Other ideas?



Activity #2

Networking

- 1. Find a partner you don't know and discuss:**
 1. One promising practice your SAC or DAC has in place
 2. One "to do" for your SAC or DAC in the 2014-15 school year
- 2. Listen for the chimes, switch partners, and discuss the same questions.**



Work Time

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