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Welcome to the BVSD District Accountability Committee

The District Accountability Committee (DAC) is a state mandated committee that allows parents, community members and staff to be involved in educational improvement at the school district level. It is through the cooperative partnerships of teachers, parents, staff, administrators, students, and community members that foundations for school improvement are built.

This District Accountability Committee Handbook is a resource to support the success of accountability programs and school improvement processes within the Boulder Valley School District (BVSD). This handbook conforms to guidelines, policies, and statutes from the state of Colorado and the Boulder Valley Board of Education. Practices required by state law and local policy are noted as such.

Role and Purpose of DAC

A District Accountability Committee is a representative advisory committee. The usual name of this committee is “Boulder Valley School District RE-2 Accountability Committee,” and it is typically referred to by the acronym DAC. The purpose of the DAC is to provide meaningful consultation in accountability and improvement planning. Based on Colorado state statute and BVSD policy, at a minimum, the DAC is responsible for the following:

District Budget

- Recommend priorities for spending district monies to the local school board. The DAC shall make reasonable efforts to consult with all School Accountability Committees (SAC) regarding prioritization of funds. (Legal reference: CRS 22-11-302(1)(a))
  - This review should ensure that funds and spending priorities align with the district’s Unified Improvement Plan (UIP) and strategic plan to benefit all students.

District Improvement

- Provide annual recommendations to the board of education regarding the content of the district Unified Improvement Plan (UIP). In this process, the DAC shall make reasonable efforts to consult with the SACs and shall compile and submit the SAC reports on the school UIPs to the board of education. (Legal reference: CRS 22-11-302(1)(b)).
● Meet at least quarterly to review and discuss whether school district leadership, personnel, and/or infrastructure are advancing or impeding implementation of the UIP and student performance. (Legal reference: CRS 22-11-302(1)(h))

**Family Engagement**

● Increase the level of parent engagement in the school district and its schools. At a minimum, the DAC must:
  ○ Publicize opportunities and solicit parents to serve on the DAC. The DAC shall make efforts to help ensure that parents who serve reflect the student populations that are significantly represented within the district. (Legal reference: CRS 22-11-302(1)(g)(I))
  ○ Assist BVSD in implementing its parent engagement policies (KB and KBA). (Legal reference: CRS 22-11-302(1)(g)(II))
  ○ Help school personnel increase parents' engagement with teachers, including but not limited to: creating students' READ plans, career and academic plans, and plans to address habitual truancy. (Legal reference: CRS 22-11-302(1)(g)(III))

**Charter School Review**

1. Review all charter school applications, and make recommendations to approve, deny or approve with conditions prior to consideration by the local school board. (Legal reference: CRS 22-11-302(1)(e))
   a. Timeline for providing feedback on charter school applications can be found in BVSD Policies LBD and LBD-R.

**Staff Evaluations**

- **Teacher Evaluations**: Advise principals regarding the development and use of assessment tools for the purpose of measuring and evaluating student academic growth as it relates to teacher evaluations. (Legal reference: CRS 22-11-302(1)(d))
- **Principal Evaluations**: Consider SAC input and recommendations to facilitate the evaluation of a school principals performance. (Legal reference: CRS 22-11-302(1)(e))

**Study Items with the Board of Education**

● Meet with the School Board semi-annually to cooperatively determine areas of study. (Legal reference: CRS 22-11-302(2))
● Provide input on the creation and enforcement of the student conduct (BVSD Policy: JFC) and discipline code (BVSD Policy: JG). (Legal reference: CRS 22-11-302(1)(f))
DAC Self Assessment
It is recommended that the DAC conduct an annual self-assessment to see how well they are adhering to the aforementioned duties. A DAC Responsibilities Inventory can be found in Appendix A.

Relationship with School Accountability Committees
It is essential to have a direct line of communication between the DAC and each School Accountability Committee (SAC). Every school must have a SAC and every SAC should nominate one member to serve on the DAC. DAC members should regularly share meeting minutes with their SAC as well as provide a “DAC Report” at each SAC meeting to share items of import. DAC members are responsible for providing SAC opinions on the budget and unified improvement plan, and sharing any school-level concerns with the DAC membership.

Bylaws
In the interests of facilitating DAC operations, the DAC has adopted a set of bylaws. It is recommended that the DAC periodically review and amend these bylaws as needed. The BVSD DAC Bylaws can be found on the DAC Website and in Appendix B.

Membership
The DAC Bylaws contain complete details on membership roles and responsibilities.

Subcommittees
Subcommittees may be formed as needed and appointed by the chairperson. Subcommittees should be provided with a purpose or charge. After completion of the given task, the subcommittee should submit a report to DAC for review and inclusion in the minutes. Suggested subcommittees include, but are not limited to:

- Charter Application Review
- Budget
- UIP and Data Analysis
- Accountability Committee Support (SAC & DAC)
Meetings and Procedures

According to BVSD policy AE, all DAC meetings shall be open to the public. Meeting notices for DAC meetings shall be posted in the same place and manner as notices of Board of Education meetings.

Meetings

Scheduled Meetings

The BVSD DAC meets between September and May on the first Tuesday of each month. It is recommended that SAC meetings be scheduled to follow the monthly DAC meeting to help facilitate the dissemination of information from the district to each SAC. See Appendix C for sample calendars of monthly responsibilities.

Non-scheduled Meetings

The chairperson may call non-scheduled meetings, as needed. Sufficient notice should be given for such meetings.

Decision Making

- Use Robert’s Rules of Order as a reference for parliamentary procedures and group operations for cases not covered in this manual or in the DAC’s bylaws.
- All DAC members are to be considerate of differing viewpoints and are to make decisions in the best interest of the entire school district.
- It is a goal of DAC to achieve consensus on many topics discussed.
- For topics requiring a vote, the chairperson will call for a vote to be initiated.
- Voting: A quorum must be present for all matters that require a vote. A quorum shall consist of at least 40% of the total DAC membership as specified in the DAC bylaws. Only DAC members may vote.
Attendance

Members are expected to attend all of the meetings. Attendance is tracked through the online DAC Attendance Form. Members are encouraged to submit this form for each meeting and notify the Membership Officer in advance of any absences.

A DAC member shall be removed by the chairperson if that member has three consecutive unexcused absences. (BVSD policy AE-R)

Agendas

Agendas are essential to keep meetings on track and on time. Meeting agendas will be sent to the DAC membership 1-2 weeks before each meeting, along with a reminder of the meeting date and time. An additional copy of the agenda will be posted on the DAC website. It is strongly recommended that necessary background information or documents be provided with the agenda in order to maximize effectiveness during the meeting. A sample agenda is shown in Appendix D.

Minutes

Minutes shall be written for each meeting by the secretary/recorder. Minutes are to be distributed to DAC members, along with the agenda for the following meeting, where they will be presented for approval. Approved meeting minutes will be publicly published in a timely manner on the DAC website. DAC members are encouraged to share approved minutes with their local SAC.
Handouts
Any handouts provided during the DAC meetings will be posted on the DAC website within one week. Any memos to the Board of Education will be posted on the DAC website and on BoardDocs.

Member Norms
It is recommended that DAC regularly establish, and agree to, a set of group expectations for behavior and best practice. Norms are independent of bylaws. DAC norms can be found in Appendix E.
Unified Improvement Planning (UIP)

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

See Appendix F for translations and example some of the key terms in the UIP process.

Colorado statute requires the Colorado Department of Education (CDE) to assign every school district 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 district receives from the state – for increased state scrutiny of plans and additional state support. Each year, school districts consider newly available state and local performance data to write/update a two-year UIP (one that includes the current and the next school year). Schools and districts are required to publicly post their improvement plans through the CDE website on SchoolView, allowing external stakeholders to learn about improvement efforts. Additional information can be found on the CDE website.

Engaging with the UIP

It is a duty and power of DAC to provide recommendations on the district performance plan to the Board of Education. Ideally, the district and the DAC start planning in the spring for the subsequent years’ UIP using local data. In the fall, the district and the DAC should examine state data (CMAS, PSAT, SAT, etc.) to validate the plan and make adjustments as needed. Throughout the year the DAC should be conducting quarterly checks on the plan with an eye toward student data and implementation data.

There are several possible ways in which DACs may engage in the UIP planning process. Below is a non-exhaustive list; the listed methods are not necessarily mutually exclusive.

1. The DAC identifies a) persistent patterns in district data, b) root causes of problematic patterns, and c) action steps to address the root cause(s). Any root causes identified must be within the control of adults in the district. Depending on data studied, parent/community team members may be asked to sign confidentiality agreements.

2. DAC receives information needed (from the district and/or the SACs) to help identify persistent patterns in school/district data, root causes of patterns, prioritized performance areas, and
proposed action steps to address the root cause(s). DAC provides feedback on this work and makes recommendations about actions that will address root causes.

3. DAC receives a nearly completed Unified Improvement Plan (UIP) and makes recommendations about future work. In this example, DAC is encouraged to use the Quality Criteria Rubric for Evaluating School District Unified Improvement Plans (UIPs) as a tool to assess the quality of the UIP.

4. DAC makes recommendations in April/May on work the district should consider for the following year based on the perceived success of recent improvement efforts and persistent patterns in data. Note: In 2018-19, the DAC recommended a new timeline encouraging the district to revise the UIP in spring and finalizes in the fall. If the district follows through, then this could have implications for the DAC’s timeline.

Implementation of Improvement Plans

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

1. DAC members review specific steps related to action strategies in the improvement plan, and discuss implementation of those strategies.

2. DAC members receive the district's progress report and discuss how well it matches targeted progress made in implementation of the unified improvement plan.

DAC members share their general sense of whether implementation of the unified improvement plan is being advanced or impeded, and discuss differences in their perceptions based on their observations regarding specific steps related to action strategies in the plan.

See Appendix F for an example timeline for engaging with the UIP.
District Budgets

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

One of the statutory requirements of the DAC is to recommend school district spending priorities. These priorities should be aligned with the district’s improvement planning strategies and strategic plan. Relevant data that supports effective use of funds on increasing student performance should also be considered.

Identifying Budgetary Priorities

It is a duty and power of DAC to *recommend priorities for spending school district monies to the board of education.* There are several possible ways in which DACs may be engaged in spending priority recommendations. Below is a non-exhaustive list; the listed strategies are not necessarily mutually exclusive.

1. The DAC develops a budget survey that asks school SACs to rank spending priorities and what they might be willing to give up in lieu of any new budget items. The data is then analyzed and top rated priorities across the district are discussed by the DAC.
2. The DAC analyzes SAC budget recommendation memos to identify themes in priorities across the district.

The DAC level priorities are then summarized in a written memorandum to the Board of Education. The Executive Team discusses spending priorities with the Board of Education.

Engaging with the District Budget

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

- How does the general budget support the goals of the Strategic Plan?
- How is the budget aligned with the Unified Improvement Plan?
- What concerns, if any, does the DAC see with the current budget?
- What recommendations does the DAC have for budget items?

Examine the DACs role in making recommendations about spending priorities:

1. How and when did DAC receive school district budget information?
2. Is the DAC consulting with individual SACs in a substantive manner?
3. What were DACs prior year recommendations, and are they reflected in the district budget?
4. How might DAC change the way it makes spending priority recommendations in subsequent years?
5. How were DACs recommendations informed by needs identified in our current improvement plan?
6. In what ways, if any, were DACs recommendations informed by anticipated needs relative to next year’s improvement efforts?

7. How and when did DAC inform other members of the community of our recommendations?
Parent & Family Engagement

Supporting Family Engagement

It is a duty and power of DAC to increase the level of parent engagement in the school district and in the public schools. There are several possible ways in which the DAC may address parent engagement. Below is a non-exhaustive list; the listed strategies are not necessarily mutually exclusive.

1. Provide input on the language of the district parent engagement policy (KBA).
2. Assist the district in implementing the parent engagement policies.
3. Include a Families and Educators Together in Schools (FETS) representative in DAC’s membership, and request that a DAC member serve on the FETS team.
4. DAC member(s) attend relevant Family Partnership Network (FPN) meetings, or have the districts FPN champion report to the DAC.

BVSD Family-School Partnership Purpose Statement

● Creating school cultures that welcome and support all families.
● Facilitating timely, two-way communication with families.
● Building on families' skills to better support their children's academic and social-emotional development.
● Engaging families in classroom learning and decision-making processes.

National Standards for Family-School Partnerships


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

It is a duty and power of DAC to review any charter application prior to consideration by the board of education. There are several possible ways in which the DAC may approach charter school applications. Due to the short timeframe for review and report to the board of education, it is recommended that a subcommittee of the DAC convenes to review charter applications in the following manner:

1. A subcommittee of DAC members is formed and includes: a charter school expert, a DAC representative from an existing BVSD charter school, and other interested or knowledgeable members (of DAC). Subcommittee members will agree that they do not have a conflict of interest in participating on the subcommittee.
2. Once formed, this subcommittee will be provided with the complete application.
   a. The subcommittee can assign sections of the application to members or have the group be responsible for the entirety of the application.
3. After reviewing the application and generating questions/comments, the subcommittee is encouraged to hold a capacity interview with the applicant. Questions may be provided to the applicant in advance of the capacity interview.
4. The subcommittee will use consensus based decision making to arrive at a recommendation to a) approve, b) deny or c) approve with conditions. If the group cannot achieve consensus, it shall call a vote to determine recommendations.
5. The subcommittee shall draft a memorandum to the board of education with the recommendation and specific comments.
6. The subcommittee shall present final recommendations and thoughts at a board of education meeting.
References

- Colorado Department of Education [Website]
  - District Accountability Handbook v8.0 2018 (CDE)
- BVSD Policies & Resources
  - BVSD Policy AE-R - Accountability/Commitment To Accomplishment
  - BVSD Policy AE - Accountability/Commitment To Accomplishment
  - BVSD Policy KBA - Title 1 Parent Involvement
- DAC Policies and Resources
  - BVSD DAC Website
  - CRS 22-11-301: District accountability committee: creation & membership
  - CRS 22-11-302: District accountability committee: powers & duties
- National PTA: [Successful Family-School Partnerships](#)

Complete list of **BVSD Acronyms**

**Additional Resources**

- The Education Accountability Act of 2009 ([SB 09-163](#))
- Rules For The Administration Of The Accreditation Of School Districts ([1 CCR 301-1](#)) Version dated: 11/14/2016
- [Robert’s Rules of Order](#), by Henry M. Roberts III
- [Multi Tiered System of Supports from CDE](#) (MTSS)
- [Unified Improvement Plan from CDE](#) (UIP)
- Boulder Valley School District [Website](#)
- School Finance
  - Colorado Department of Education - [School Finance](#)
  - BVSD Financial Transparency [Website](#) includes:
    - Annual Strategic Financial Plan, Budgets and Fund Information
- Family Engagement
  - [Family-School-Community Partnerships](#) - CDE
  - [Family Engagement Promising Practices Training Manual](#) - CDE
  - [Promising Practices](#) - CDE
  - [National Standards, Goals, and Indicators for Family-School Partnerships](#)
  - [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships](#)
- SAC Policies and Resources
  - [CRS 22-11-401](#): School accountability committee: creation, qualifications, elections
  - [CRS 22-11-402](#): School accountability committee: powers, duties & meetings
  - [BVSD SAC Manual](#)
## Appendices

### Appendix A: DAC Responsibilities Inventory

**District Accountability Committee Responsibilities Inventory**

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

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<thead>
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<th>Responsibilities</th>
<th>Emerging</th>
<th>Progressing</th>
<th>Excelling</th>
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<tr>
<td>Recommending to its local school board priorities for spending school district moneys</td>
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<td>Submitting recommendations to the local school board concerning preparation of the district’s Performance, Improvement, Priority Improvement or Turnaround plan (whichever is applicable)</td>
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<td>Reviewing any charter school applications received by the local school board and, if the local school board receives a charter school renewal application and upon request of the district and at the DAC’s option, reviewing any renewal application prior to consideration by the local school board</td>
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<td>At least annually, cooperatively determining, with the local school board, the areas and issues, in addition to budget issues, that the DAC shall study and make recommendations upon</td>
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<td>Providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations</td>
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<td>For districts receiving ESEA funds, consulting with all required stakeholders with regard to federally funded activities</td>
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<td>Publicizing opportunities to serve and soliciting parents to serve on the DAC</td>
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<td>Assisting the district in implementing the district’s parent engagement policy</td>
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<tr>
<td>Assisting school personnel to increase parents’ engagement with educators, including parents’ engagement in creating students’ READ plans, Individual Career and Academic Plans, and plans to address habitual truancy</td>
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Appendix B: DAC Bylaws 2018

Boulder Valley School District RE-2
District Accountability Committee (DAC) Bylaws

ARTICLE I - NAME
The official name of the organization shall be the "Boulder Valley School District RE-2 Accountability Committee" and shall be referred to as the "District Accountability Committee" or “DAC”.

ARTICLE II – PURPOSE
DAC shall fulfill the function of a School District Accountability Committee as defined by the Colorado statute and Colorado State Board of Education rules, as well as policies and guidelines jointly established by DAC with the BVSD Board of Education. With this aim, the DAC will advise the Board on the adequacy and efficiency of educational programs offered by the district. Areas identified in the legal guidelines for the BVSD District Accountability Committee include, but are not limited to: accountability guidelines, district planning, budget, educational programs, parent and family engagement, charter school applications, waivers, and areas included in all other board policies that are relevant to the work of the District Accountability Committee.

ARTICLE III – MEMBERSHIP

SECTION 1
DAC is a legally constituted committee composed of members nominated by each of the School Accountability Committees (SACs), as well as members at large. All nominations will be submitted to the District Accountability Committee Executive Team and the Board of Education for approval each September. DAC will make a good faith effort to ensure there are at least three parents, one teacher, one school administrator, and one community member who is not employed by the school district, who resides within the district, and who does not have children in Boulder Valley Schools.

1. School representatives on DAC must be nominated by their SACs. A school may choose to replace its representative at any time by nominating another person to the District Accountability Committee Executive Team. Each school may only designate one DAC representative. Any DAC member who is no longer a school representative may submit an application for continued service as an at-large member.

2. At-large members will be sought for the purpose of broadening community representation on DAC. DAC will have no more than fifteen percent (15%) at-large membership.

3. Applications for at-large members will be reviewed by the District Accountability Committee Executive Team, and sent to the Superintendent for recommendation to the Board of Education. The Executive Team will make efforts to check that no school is represented by more than two (2) DAC members - one school representative and one at-large member.

SECTION 2
The District Liaison (superintendent's designee) shall serve as a non-voting member of DAC. He/she will inform DAC of district and state policies, activities, and decisions from the state legislature, Colorado State Board of Education and Colorado Department of Education; seek necessary financial and administrative support for DAC activities; facilitate communication between DAC and the administration, and organize, coordinate, and disseminate information and training among SACs, DAC, and the BVSD Board of Education.

SECTION 3
The Board of Education will identify a Board Member as a liaison to DAC. This liaison will be a non-voting member of DAC. He/she will also inform DAC of district and state policies, activities, and decisions from the state legislature and Colorado Department of Education; seek Board support for DAC activities; and facilitate communication between DAC and the BVSD Board of Education.

SECTION 4
Members are approved by the BVSD Board of Education. Applications shall be submitted by May 31. Terms will begin in August. Members serve for two school-calendar years.

SECTION 5
In the event a DAC member finds it necessary to resign, the Membership Officer will initiate a request that the local SAC nominate a representative.

SECTION 6
Membership responsibilities:
1. Attend all scheduled DAC meetings. If a member must miss a meeting, he/she should contact any officer, or the District Liaison, for an excused absence. Any member having three consecutive absences will be contacted by the Executive Team to see if that person wishes to remain on DAC.

2. Participate on at least one subcommittee and/or serve as an elected DAC officer or a liaison to another organization. Each member shall notify the Chairperson of his/her preference for a subcommittee or liaison position.
   a. Liaisons will serve as a communication link between DAC and other organizations including but not limited to: the District Parent Council (DPC), Parent Engagement Network (PEN), GT-DAC, Family Partnership Network (FPN), District Technology Advisory Committee (DTAC) etc.

3. Members will maintain communication with their School Accountability Committee.

4. Members must abide by the bylaws.

SECTION 7

The DAC executive committee may revoke membership status if a member is no longer found to be in good standing or is found in violation of the bylaws.

ARTICLE IV – OFFICERS

SECTION 1

Officers will consist of the Chairperson, Vice Chairperson, Membership Officer and Secretary if elected. At the regularly scheduled meeting in May of each year, the DAC Executive Team will present a list of officer candidates; additional nominations may be accepted from the floor. Those nominated for office ideally should have one year remaining in their terms. If approved by the membership, an officer may serve two terms. Election will be by secret ballot or by a unanimous verbal vote of all members attending the meeting.

SECTION 2

In the event of the resignation of the Chairperson, the Vice Chairperson will assume the office. After notification of the whole committee, at the next regular or special meeting of DAC, a Vice Chairperson will be nominated and elected.

In the event of a resignation of the Vice Chairperson, Membership Officer or Secretary, DAC will, after notification of the whole committee, at the next regular or special meeting, elect a new officer to the vacant office for the duration of the term.

SECTION 3

In case of the absence of the Chairperson, the order of succession to temporary Chairperson for the meeting shall be Vice Chairperson, Membership Officer and Secretary, if a member of the Executive Team.

SECTION 4

Each officer shall perform the duties assigned to the office by the bylaws and the adopted parliamentary authority. The specific duties for each officer are as follows:

1. The Chairperson shall:
   1. Preside over all meetings of DAC.
   2. Be the official representative of DAC.
   3. Have the authority to appoint members to subcommittees, as necessary.
   4. Preside over all meetings of the DAC Executive Team.
   5. Compile meeting agendas.
   6. Arrange for the publication or notice of all DAC meetings.

2. The Vice Chairperson shall:
   1. Preside over meetings if the Chairperson is absent.
   2. Coordinate, with the District Liaison, the process of collecting and reviewing all district reports (beginning of year, mid-year and end-of year) to ensure adequate progress monitoring.
   3. Coordinate the review of any charter school application with the District Liaison.

3. The Membership Officer shall:
   1. Ensure that each member is provided all necessary DAC-related resources, including but not be limited to, a copy of the bylaws, norms and such legislation and reports as currently govern the duties and activities of DAC.
   2. Train and mentor first year DAC members.
   3. Work with the School Accountability Committees and the DAC Executive Team, or their delegate, to make a good faith effort to ensure representation from all SACs (to DAC). This includes notifying appropriate SACs, in April, if their members’ terms will expire at the end of the the school calendar year.

4. The Secretary shall:
   1. Either be an officer of DAC or be a non-voting appointee from the district staff.
   2. Review or record minutes of all General DAC meetings and DAC Executive Team meetings. Minutes of the meetings shall be distributed prior to the next DAC meeting.
   3. Record attendance for all DAC meetings.
ARTICLE V - SUBCOMMITTEES

SECTION 1
Standing subcommittees of DAC shall include the Executive Team.
1. The composition of the Executive Team shall be the officers of DAC, the District Liaison, Subcommittee Chairpersons (as needed) and any appointed liaisons (as needed).
2. The Executive Team shall meet once per month. Additional meetings may be called as necessary.
3. Executive Team responsibilities:
   a. Conduct DAC business between regularly scheduled DAC meetings as necessary.
   b. Initiate DAC policy.
   c. Provide guidance to DAC and the DAC Chairperson.
   d. Determine the annual calendar for DAC and the agenda for meetings.
   e. Resolve disputes regarding a member's status.

SECTION 2
Additional subcommittees may be formed by the DAC membership as deemed necessary.
1. The Chairperson shall appoint members to subcommittees as necessary.
2. Subcommittee chairpersons will be selected by the subcommittee membership.
3. The subcommittee chairperson will meet with the Executive Team to facilitate subcommittee work.

ARTICLE VI – MEETINGS

SECTION 1
Regular meetings of DAC are held the first Tuesday of each month during the school year. The Executive Team will develop a calendar of alternate or additional meetings. All meetings will be open to the public.

SECTION 2
Special meetings may be called by the Chairperson. Subcommittee meetings will be called by the Subcommittee Chairperson.

SECTION 3
Consensus, as determined by the presiding officer, may guide decisions of DAC. Voting may be used when an issue has received a motion and a second. Only current DAC members in good standing may vote.

Draft reports will be reviewed and approved at a regular DAC meeting before they are sent to the Board of Education. Dissenting reports from the subcommittee may be allowed when there is strong disagreement.

SECTION 4
A quorum of at least 40 percent of the current membership and two officers must be present to conduct DAC business.

SECTION 5
Board of Education DAC work sessions will be scheduled to permit substantive discussions of DAC activities, findings, and recommendations.

SECTION 6
The recommendations to the Board of Education will be made after a majority of DAC members have approved the content of the report and will be presented to the board by the DAC executive committee. Only the chairperson or designee shall present reports and/or recommendations to the board of education and/or to the general public on behalf of DAC. Requests for information from staff are submitted by the chair or member of the executive team.

ARTICLE VII - PARLIAMENTARY AUTHORITY

The rules contained in the current edition of "Robert's Rules of Order" shall govern committee procedure in all cases not provided for in these bylaws.

ARTICLE VIII - BYLAW CHANGES

Proposed bylaw changes will be submitted to the Chairperson of DAC at least two weeks before a regularly scheduled meeting for circulation to DAC members. Changes or additions to the bylaws will then be discussed at the next regular meeting. There must be a two-thirds vote of those members in attendance to approve changes in bylaws.
Appendix C: Monthly Responsibilities Sample Calendar

The following is a list of monthly agenda items. Please keep in mind that this schedule may change to address unique items as they arise. The DAC Executive Team, Superintendent and Board of Education should work together to develop a plan that meets the needs of BVSD.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Orientation</td>
<td>Mid-year Data Review</td>
<td>Final UIP Recommendations</td>
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<tr>
<td>Establish Subcommittees</td>
<td>Unified Improvement Plan (UIP)</td>
<td>End-of-Year Data Review</td>
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<tr>
<td>SAC Budget Survey</td>
<td>Budget</td>
<td>Exec Team Elections</td>
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<tr>
<td>Charter School Applications</td>
<td>BoE Policies</td>
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<tr>
<td>Data Orientation</td>
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<tr>
<td>Unified Improvement Plan (UIP)</td>
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<td></td>
<td>August - Orientation/Training, Charter Review</td>
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<td></td>
<td>September - Charter Recs, Q1 UIP Check, State Assessment Data, Budget Survey</td>
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<td>October - Budget Presentation, Policy Review, New Member Check-in</td>
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<td>November - Q2 UIP Check, Strategic Plan, Draft Budget Recs</td>
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<td></td>
<td>December - Finalize Budget Recs for BoE, Policy Review</td>
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<td></td>
<td>January - Strategic Plan, Q3 UIP Check-in</td>
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<td></td>
<td>February - SEL/Climate Survey, TBD</td>
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<td>March - Q4 UIP Recommendations</td>
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<td>April - TBD</td>
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<tr>
<td></td>
<td>May - End of Year Data, Elections &amp; Wrap-up</td>
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</table>
Appendix D: DAC Sample Agenda

DISTRICT ACCOUNTABILITY COMMITTEE (DAC)

Meeting Agenda

BVSD Education Center

Date: [first Tuesday of the Month, unless it falls on a holiday]

Time: 6:15pm-8:30pm

AGENDA

1. Call to order, welcome
2. Approval of minutes (from previous meeting)
3. Board of Education Report
4. Superintendent’s Report
5. Study Topics
6. Adjournment

PRE-READING MATERIALS:

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

* <Include items needed here>
Appendix E: DAC Member Purpose, Norms & Responsibilities

**District Accountability Committee Purpose**

“To engage in meaningful consultation in accountability and improvement planning.” From *CDE Accountability Handbook, 2018*

**District Accountability Committee Member Norms**

- Begin and end meetings on time.
- Engage respectfully with others.
- Present thoughts succinctly.
- Be open to new and differing points of view.
- Think about the needs of all students, but with a particular focus on equity.
- Limit discussion to agenda topics.
- Identify a facilitator, recorder and timekeeper for small group discussions when necessary.
- Monitor personal technology.
- Ask questions when clarification is needed.

**District Accountability Committee Responsibilities**

- Recommend to its local school board *priorities for spending district monies*.
- Advise its local school board concerning preparation of, and annually submit to the local school board recommendations regarding the contents the district *Unified Improvement Plan* (UIP).
- Review any *charter school applications* received by the local school board.
- Increase the level of *parent engagement* and assist BVSD in implementing the district's parent engagement policy.
- Cooperatively determine, with the district and the board of education, areas that DAC shall study and make recommendations upon.
- Meet at least quarterly to discuss whether school district leadership, personnel, and infrastructure are advancing or impeding implementation of the school district's performance, improvement, priority improvement, or turnaround plan, whichever is applicable, or other progress pertinent to the school district's accreditation contract.
# Appendix F: UIP Tools

## UIP Elements, Translations & Examples

<table>
<thead>
<tr>
<th>UIP Elements</th>
<th>Translation</th>
<th>Notes</th>
<th>BVSD Examples (2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Analysis</strong> (Trends, Priority Performance Challenges (PPC))</td>
<td>How are BVSD students performing? What are top challenges?</td>
<td>• Focus on Students</td>
<td>• Data Trends: CMAS MPG in ELA for ELL was 44, did not meet prior year target of 50</td>
</tr>
<tr>
<td><strong>Root Cause</strong> (deepest underlying causes of PPC; guides improvement work)</td>
<td>Why does the student performance issue continue?</td>
<td>• Focus on Adults</td>
<td>• PPC Academic Growth by Students in Programs and Latino Students</td>
</tr>
<tr>
<td><strong>Major Improvement Strategies</strong> (Evidenced based strategies to address PPC)</td>
<td>What might improve student performance?</td>
<td>• Focus on Adults</td>
<td>• Limited application of instructional strategies to support ELL students</td>
</tr>
<tr>
<td><strong>Action Steps</strong> (specific actions to carry out improvement strategies)</td>
<td>What will BVSD do?</td>
<td>• Focus on Adults</td>
<td>• BVSD Multi-Tiered System of Supports (MTSS)</td>
</tr>
<tr>
<td><strong>Progress Monitoring</strong> (Interim Measures, Implementation Benchmarks)</td>
<td>How will BVSD monitor the impact?</td>
<td>• Focus on Students &amp; Adults</td>
<td>• Assessment Communication</td>
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<td></td>
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<td>• Looking forward</td>
<td>• Data-Based Problem Solving &amp; Decision Making</td>
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<td></td>
<td>• Literacy &amp; Instructional Practices</td>
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<td></td>
<td></td>
<td>• Adopt Fountas and Pinnell literacy curricula in all BVSD elementary schools</td>
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<td></td>
<td></td>
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<td>• Disaggregated Growth: iReady, Istation, math screeners and monitoring of implementation benchmarks for new literacy materials</td>
</tr>
</tbody>
</table>
Suggested UIP Timeline from CDE

- **Quarter 1**: July-September
  - Review state achievement and growth data (typically available in August)
  - Check progress on targets from previous year
  - Review and refresh UIP for the current school year
  - Implement UIP action plans at district and school level

- **Quarter 2**: October-December
  - Quarterly review of progress monitoring data
    - Interim Measures (Evidence of impact on student performance)
      - ABC: Attendance, Behavior, Course Credits
      - iReady: Beginning of Year (BOY)
    - Implementation Benchmarks (Evidence of district and school staff implementing strategies with fidelity and high quality)
      - Survey Data (teacher, leadership, parents)
      - Observation Data i.e retention rates in advanced courses
      - Strategic Plan Measures (in VizLab)
  - Adjust UIP if needed

- **Quarter 3**: January-March
  - Quarterly review of progress monitoring data
    - Interim Measures (Evidence of impact on student performance)
      - ABC: Attendance, Behavior, Course Credits
      - iReady: Middle of Year (MOY)
    - Implementation Benchmarks (Evidence of district and school staff implementing strategies with fidelity and high quality)
      - Survey Data (teacher, leadership, parents, students)
      - Observation Data (e.g., retention rates in advanced courses)
      - Strategic Plan Measures (in VizLab)
  - Adjust UIP if needed

- **Quarter 4**: April-June
  - Quarterly review of progress monitoring data and UIP adjustment, if needed
  - Submit school and district UIP documents to CDE by early/mid April
  - Draft plan for subsequent year and have it available for DAC input
Procedure for providing feedback about this manual

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

Contributors

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

- DAC Members
  - Amanda Brown, Community Montessori Elementary School
  - Ralph Frid, Alicia Sanchez Elementary School
  - Kristine Johnson, Member At-large
  - Lisa Medler, Fairview High School
  - Laurene Phillips, Boulder High School
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  - Anna Siepmann, Fireside Elementary School