Accountability Committee Virtual Orientation

2020-2021 School Year
Welcome!

Agenda:

- Welcome – Training Objectives

1. Introductions
2. Value of Accountability
3. Membership
4. Meeting & Organization
5. Accountability Begins With:
   a) UIP
   b) Budget
   c) Family Engagement
   d) Charter School Applications
6. Resources, Links & Next Steps
Objectives for the Evening

- Provide a clear understanding of the roles and expectations of the DAC & SACs
- Build connections among accountability committee members
- Explore best practices
- Share resources
- Establish goals to immediately improve each accountability committee
1. Introductions
Names and Faces

BVSD Superintendent

Dr. Rob Anderson

BVSD Area Superintendents

Robbyn Fernandez, East Support Network
Margaret Crespo, Southwest Support Network
Sam Messier, Northwest Support Network

BVSD DAC Executive Committee

Ralph Frid, Chairperson
Nicole Rajpal, Vice Chairperson

John Clasby, Membership Officer
Jorge Chavez, Secretary
## BVSD Support Network Schools

### East Support Network
- **High Schools**
  - Broomfield
  - Centaurus

- **Middle Schools**
  - Angevine
  - Broomfield Heights

- **PK-8 Schools**
  - Aspen Creek
  - Meadowlark

- **Elementary Schools**
  - Birch
  - Kohl
  - Emerald
  - Lafayette
  - Mapleton
  - Pioneer
  - Ryan
  - Sanchez

- **Charter Schools**
  - Justice
  - Peak to Peak

- **Alternative Schools**
  - Halcyon

### Southwest Support Network
- **High Schools**
  - Arapahoe Ridge
  - Boulder TEC
  - Fairview
  - Monarch
  - Boulder Universal

- **Middle Schools**
  - Louisville
  - Southern Hills

- **PK-8 Schools**
  - Eldorado
  - Monarch

- **Elementary Schools**
  - Bear Creek
  - Boulder Community School of Integrated Studies (BCSIS)
  - Coal Creek
  - Community Montessori
  - Creekside
  - Eisenhower
  - Fireside
  - High Peaks
  - Louisville
  - Mesa
  - Superior
  - University Hill

- **Charter Schools**
  - Summit
  - Horizons

### Northwest Support Network
- **High Schools**
  - Boulder
  - New Vista
  - Middle-Senior High Schools
  - Nederland

- **Middle Schools**
  - Casey
  - Centennial
  - Manhattan
  - Nevin Platt

- **Elementary Schools**
  - Columbine
  - Crest View
  - Douglass
  - Flatirons
  - Foothill
  - Gold Hill
  - Heatherwood
  - Jamestown
  - Mapleton Early Childhood Center
  - Nederland
  - Whittier

- **Charter Schools**
  - Boulder Prep
2. Value of Accountability:

Case Study: Alicia Sanchez
Elementary SAC
Lessons Learned by Following the Process

**Click on the image above to play the video**
Accountability Committee Purpose

“To engage in meaningful consultation in accountability and improvement planning.”

*CDE Accountability Handbook, 2018*

**School Accountability Committee (SAC)**

- The SAC is a legally-constituted accountability and advisory committee of parent representatives at the school level.

- Colorado State Statute 22-11-402 requires SAC members to provide recommendations to the school principal on:
  - School Budget
  - School Unified Improvement Plan (UIP)
  - Family Engagement
  - Safety
  - Study topics jointly determined by the SAC and the principal

**District Accountability Committee (DAC)**

- DAC is a legally-constituted accountability and advisory committee of parent representatives at the school district level.

- Colorado State Statute 22-11-302 requires DAC members to provide recommendations to the Board of Education on:
  - District Budget
  - District Unified Improvement Plan (UIP)
  - Family Engagement
  - Charter School Applications
  - Study topics jointly determined by DAC and the Board of Education (BOE)
3. Membership
Accountability Committees: Membership Minimums

Established by State Statute (CRS 22-11-401 & CRS 22-11-301) and BVSD Policy AE-R

**SAC, at least:**

- 3 Parents
- 1 Principal or their designee
- 1 Teacher who provides instruction at the school
- 1 Community Member
- 1 Member of an organization of parents, teachers and students within the school (PTO, Booster, etc)

* Parent members must outnumber non-parent members

**DAC, at least:**

- 3 Parents
- 1 Administrator
- 1 Teacher
- 1 Community Member

In addition, the BVSD Board of Education policies also include:

- 1 Rep from each SAC (AE-R)
- 1 person with Charter knowledge (AE-R)

*DAC Reps are nominated in May by SACs and approved by the BoE in September of each year.*
Accountability Committee Membership

A person may not fulfill more than 1 of the membership positions.

To the extent practicable, the members of the SAC and DAC should reflect the populations that are significantly represented within the school. These populations shall include, but not be limited to:

(I) Students who are members of non-Caucasian races;

(II) Students who are eligible for free or reduced-cost lunch through the federal "Richard B. Russell National School Lunch Act"

(III) Students who are English language learners, as defined in CRS section 22-24-103 (4);

(IV) Students who are migrant children, as defined in CRS section 22-23-103 (2);

(V) Students who are identified as children with disabilities pursuant to CRS section 22-20-108; and

(VI) Students who are identified as gifted children, as defined in CRS section 22-20-202 (11).
Every school in BVSD has engaged parents who want to support their schools. They may not show up to SAC or DAC because:

- They don’t realize the committee exists → improve communication
- They haven’t been asked → reach out individually
- Meeting times are not ideal → find a “best” time, provide childcare & translation services
- They don’t believe their efforts can make an impact → celebrate/market success
- Committee lacks objective → reorient to statutory regulations & adopt bylaws

Identify the root cause of low membership or participation at your school and implement changes to address the root cause(s).
Member Norms & Bylaws

These operating agreements comprise the fundamental rules of your organization. They should include everything of import and can only be modified by majority vote.

DAC:
- DAC Norms
- DAC Bylaws (09/18)

SAC:
- Has your school adopted these operating agreements?
  - Example SAC Bylaws on DAC website
  - Contact DAC Exec if you would like an editable Word.docx of the example bylaws
  - Example SAC Norms in SAC Manual
- Are the documents located on your school website or somewhere else that is accessible to everyone in the school community?
DAC Member Responsibilities per DAC Bylaws

- DAC Members serve terms of 2 years (academic calendar) and may serve up to 3 consecutive terms.
- SACs nominate a representative to DAC. Each school may only designate one DAC representative. A school may choose to replace its representative at any time by nominating another person to the DAC.
- 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.
- Any member with 3 consecutive absences will be contacted by Exec for consideration of removal or renewed commitment to participate.
- Participate in at least 1 subcommittee:
  - The Chairperson shall form and appoint members to subcommittees as necessary.
  - Subcommittees for 2020/21 include:
    - Policy
    - UIP / Data
    - Accountability Committee Engagement & Support
    - Budget
4. Meeting Organization
## Meeting Organization & Communication

Expectations are outlined in state statute, BVSD policy, committee bylaws and norms

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<thead>
<tr>
<th>Meeting Frequency</th>
<th>SAC</th>
<th>DAC</th>
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<td>Quarterly, at a minimum</td>
<td>Monthly: 1st Tuesdays (Sept-May)</td>
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### Meeting Communication (* indicates best practice, not requirement)

<table>
<thead>
<tr>
<th>★ Calendar/Meeting Notices</th>
<th>SAC webpage on school website, school newsletters, posted notice on site*</th>
<th>DAC webpage, BVSD Newsletter, posted notice on site</th>
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</thead>
<tbody>
<tr>
<td>★ Agenda</td>
<td>SAC webpage &amp;/or school newsletter*</td>
<td>DAC webpage, posted notice on site</td>
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<tr>
<td>★ Minutes</td>
<td>SAC webpage &amp;/or newsletter*</td>
<td>Draft version emailed to membership, approved version on DAC webpage</td>
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<tr>
<td>★ Handouts</td>
<td>SAC webpage &amp;/or newsletter*</td>
<td>Emailed to membership and posted on DAC webpage</td>
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<tr>
<td>★ Recommendations</td>
<td>SAC webpage &amp; DAC forms*</td>
<td>DAC webpage &amp; BoardDocs</td>
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Accountability Committee Meeting Format

Agenda and reading materials will be provided 1-2 weeks in advance of each meeting

- Typical Agenda
  1. Welcome
  2. Report from DAC Representative to the SAC / Report from the Board of Education to the DAC
  3. Report from the Principal to the SAC / Report from the Superintendent to the DAC.
  4. Meeting Topics (UIP, Budget, Engagement, Policy, etc)
  5. Small Group Discussion and/or Subcommittee Work
  6. Adjournment

- Report all DAC business to your SAC
- Bring any SAC questions, comments or concerns to DAC
Topics requiring a member vote:

- General information provided by BVSD/BoE.

Study Topic

Subcommittee shares recommendation with the entire membership.

Subcommittee
gathers and presents research; drafts recommendation.

Full Membership

- Budget
- Bylaws
- UIP
- Policy
- Officer Elections

- Draft final recommendation memo

- Provide feedback on draft recommendations

Full Membership

- Vote on final recommendations

Study Topic

Topics not requiring a full member vote:

- General information provided by BVSD/BoE shared with DAC.

Study Topic

- Charter Applications
- Norms
- SAC Manual
- DAC Handbook

Full Membership

- Subcommittee shares evidence & makes final recommendation

Subcommittee
gathers evidence & makes final recommendation.
DAC Representative
Best Practices:

Organization & Communication

- Report DAC business at your SAC meetings
- Share SAC feedback at our DAC meetings
- Use the DAC website
- Email DAC minutes & agendas to your SAC (example below)

DAC Report to SAC

Good morning everyone!

There has been a lot going on at the district and DAC in the past two months since we last met, so I wanted to share some highlights and our minutes ahead of our SAC meeting.

- March:
  - Full-day K is approved starting next year
  - District reorganization directing more resources (~$1M and staff) toward schools
  - Initiative inventory was conducted, and based on the results some programs will be sunset others may be ramped up
  - DAC recommendations on the LIP were heard loud and clear
- April:
  - Progress on the strategic plan
  - Phase 3 of the school counseling program is in the preliminary budget thanks in part to recommendations from SACs & the DAC
  - Planning a joint SAC chair/vice chair and DAC rep training to approve functionality of accountability committees district wide (August)
- Lots of stuff I am forgetting so please read the DAC minutes (and embedded links) for details

Have a wonderful week everyone!

2 Attachments
SAC Best Practices:
Organization & Communication

★ Share SAC minutes & agendas with your entire school community
  ○ School Website
  ○ School Newsletters
★ Archive agendas, minutes and bylaws for future reference
★ Include a DAC report on your agenda
★ Bring questions & concerns to DAC
SAC Best Practices

New this Year!
All schools websites have a built in SAC website template. Help your school populate school-specific information and documents.

Example Websites:

- Foothill SAC Website
- Coal Creek SAC Website
Reflect on your SAC practices...

- What is getting in the way (of incorporating best practice)?
- What can BVSD do to support you?

*Note: Quotes found around this slide are from meeting attendees in 2019/20*
5. Accountability
5a. Unified Improvement Planning (UIP)
What is the Unified Improvement Plan (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 cycle of continuous improvement.

- SAC provides input on the development of the school’s UIP annually, and monitors progress towards implementation at least quarterly.
  - Schools with a Priority Improvement or Turnaround Plan have additional requirements (advertized public meeting, recommendations sent to the BOE, etc.)
- DAC provides input on the development of BVSD’s UIP annually, and monitors progress towards implementation at least quarterly.

The UIP process begins with a data review (e.g., student performance data, process data) and then identifies ambitious targets and an action plan to direct next steps.
**Priority Performance Challenges (PPC):** Top challenges facing schools/district as evidenced by student performance data. i.e. *Academic Growth by Students in Programs and Latino Students*.

**Root Cause:** The deepest underlying cause(s) of performance challenges. Guides improvement work. i.e. *Limited application of instructional strategies to support ELL students*.

**Major Improvement Strategies:** Evidence based strategies that will address the PPC. i.e.

**Action Steps:** Specific actions to carry out improvement strategies.

**Progress Monitoring:** Measure of progress toward goals that guide mid-year adjustments to the UIP. i.e. *Disaggregated Growth: iReady, Istation, math screeners and monitoring of implementation benchmarks for new literacy materials*.

**Directional Analysis:** Visual image of trends, over time.
# UIP: Document Components

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

There are MANY ways to assess student performance. DAC representatives will be trained on how to interpret data.

Observations of Student Performance Trends:

- **CMAS**
  - Math & ELA (Grades 3-8)
  - Science (Grades 5, 8 & 11)
  - Social Science (Grades 4 & 7)

- **PSAT/SAT** (Grades 9-11)

- **i-Ready** (Grades k-8) MOY, BOY, EOY

- **Performance Framework**

- **Growth Reports**

- **Graduation Rates**
School Performance Frameworks & Growth Reports (Suspended for the 2020-2021 School Year for COVID-19)

Performance Framework Review

Growth Report Review

See the link below for information on the Accountability Pause for 2020-2021 School Year

[Colorado Growth Model Fact Sheet](#)
UIP: Quarterly Review Process

Q1: (Aug. - Sept.)
○ Review State Achievement & Growth Data (CMAS, PSAT, SAT, etc)
○ Check progress on targets from previous years UIP
○ UIP - refresh if needed

Q2: (Oct. - Dec.) & Q3: (Jan. - Mar.)
● Review interim data (ABCs [Attendance, Behaviors, Course Credits], iReady, etc.)
● Review implementation benchmarks (Evidence of staff implementing strategies with fidelity and high quality)
  ○ Survey data (teacher, leadership, parents and students)
  ○ Observation data
● UIP - refresh if needed

Q4: (April - June)
○ Submit UIP to Colorado Department of Education
○ Provide input to draft plan for the subsequent year
UIP: HELP !?!?

We need to improve our UIP evaluation process, where can we begin?

- Start the conversation

CDE Resources:

- [School View](#) - source for school & district data
- [Quality Criteria Rubric for Evaluating School UIPs](#)
- [Quality Criteria Rubric for Evaluating District UIPs](#)
5b. Budgets
Public School Finance

Public K-12 schools in Colorado are funded through local mill levies, property taxes and state revenues. Since passing the Taxpayer Bill of Rights (TABOR) and the Gallagher Amendment, property taxes have decreased and the need for state revenues to fund K-12 education have increased. Overall, the net effect of these constitutional changes has resulted in less money for Colorado schools.

Resources on TABOR/Gallagher:
- Great Education.org: TABOR/Gallagher FAQs
- Building a Better Colorado: Understanding TABOR & Understanding Gallagher
- Colorado School Finance Project: School Finance 101
TOTAL PROGRAM FUNDING

Colorado public schools receive money from a variety of sources. However, most revenues to Colorado's 178 school districts are provided through the Public School Finance Act of 1994.

The total amount each school district receives under the School Finance Act is referred to as “total program,” which includes both the state share and local share. The local share is generated through property taxes and specific ownership taxes (vehicle ownership taxes).

Total program funding equals:

- Funneled Pupil Count X Per Pupil Funding
- at-risk funding
- Multi-District Online and Extended High School Funding

After the total program is calculated, the budget stabilization factor (formerly the negative factor) is applied. The budget stabilization factor was established in 2010-11 by the legislature as a way to reduce funding to districts to balance the state budget. Once total program is calculated per the School Finance Act, the budget stabilization factor is applied to district’s total program funding.
Total Program Funding Example from CDE:

**DISTRICT EXAMPLE: TOTAL PROGRAM FUNDING**

Below is an example of how the total program is calculated based on the FY2018-19 final appropriation. There are many additional calculations. Each district has different calculations based on individual demographics and characteristics.

Each element of the formula has its own formula behind it. For example, the size factor is determined by a formula for each district. The at-risk funding has its own formula, etc.

1. **District Z has 20,421.4 students.**
2. **2018-2019 $6,768.77 base funding.**
3. **105 are multi-district online students.**
4. **Base, per-pupil funding is uniform for all school districts.**
5. **COST OF LIVING (CL) reflects the differences in the costs of housing, goods, and services.**
6. **PERSONNEL COSTS (PL): Salaries and benefits represent the largest single expense.**
7. **PERSONNEL COSTS (PL): Salaries and benefits represent the largest single expense.**
8. **Base, per-pupil funding is uniform for all school districts.**
9. **SIZE (SZ): The size factor recognizes the differing purchasing powers.**

**Calculations:**

- **$12,978,700** total at-risk funding
- **$857,010** total multi-district online and extended high school pupils

**Total Formula Funding Before Budget Stabilization Factor:**

- **$178,411,552.50**

**Budget Stabilization Factor:**

- **8.70%**

**Calculations:**

- **$15,529,394.79**
- **$162,882,157.71**

**District Z’s Total Per-Pupil Funding:**

- **$7,976.00**
Budget Input Process: Three Steps

1. Review Data
   a. Annual Budget Calendar
   b. Current Year Budget (Sept./Oct.)
   c. Projected Budget & Discretionary Funds (SRA, PTO) (April/May)
   d. Send survey out to all school SACs to complete
      i. Link to the 20-21 (Budget Survey)

2. SACs Consider (in completing survey)
   a. Consider Local academic data, Improvement plan goals (UIP)
   b. Strategic Plan Initiatives

3. Budget Committee Recommendations
   a. Use consensus based decision making
   b. Clearly Document spending priorities
      i. DAC/SAC Budget Survey results
      ii. Written Report (to principal (SAC); to BoE (DAC)
          1. (2020 Final Report)
      iii. Presentation to the Board of Education (DAC only)
Three Levels of Budget Considerations

1. SAC Recommendation to School Principal
   The principal shall consider the SAC “recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating budget...”

2. SAC Recommendation to DAC
   “Whenever the DAC recommends spending priorities, it shall make reasonable efforts to consult in a substantive manner with the” SACs.

3. DAC Recommendation to Board of Education
   The BoE “shall Consider the DAC recommendations in adopting the school district budget for each fiscal year...”

Typically SACs provide direct input on spending recommendations via a fall SAC/DAC budget survey. Our budget recommendation process is being reconsidered/reviewed due to effects of COVID-19. Stay tuned.
Typical Budget Timeline (BVSD) (Must Start Quickly)
Additional Budget Resources

- Colorado Department of Education (CDE)
  - Colorado Public School Financing
  - Total Program Funding Fact Sheet
  - Marijuana Tax Revenue & Education
    - Marijuana Tax Revenue & Education Fact Sheet

- BVSD
  - BVSD Financial Transparency
    - The Pandemic & The Economy
    - Strategic Financial Plan 2020-21

- Financial Transparency for Colorado Schools

- Colorado School Finance Project
5c. Family Engagement Responsibility
Family Engagement: Requirements and Objectives

Increase the level of parent engagement in the school/district especially the engagement of parents of students who are:

- members of non-Caucasian races;
- eligible for free or reduced-cost lunch;
- English language learners;
- migrant children;
- children with disabilities;
- identified as gifted.

The committee's activities to increase parent engagement must include, but need not be limited to:

I. Publicizing opportunities to serve and soliciting parents to serve on SAC/DAC.
   A. Help ensure that the parents who serve on the committees reflect the student populations that are significantly represented within the school/district

II. Assisting in implementation of the parent engagement policy adopted by the local school board

III. Assisting school personnel to increase parents' engagement with educators, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.
5d. Charter School Applications
Charter School Applications (DAC Only)

If the school district receives an application for a charter school, the DAC must review the application and make recommendations to the Board of Education.

- Charter applications due to BVSD August 1st
- If the application is complete, DAC receives the application by August 16th
- DAC report and recommendation to the Board of Education is due within 45 days

The DAC Charter Subcommittee will evaluate any application, share findings with the general DAC membership, and present final recommendations to the board of education.
6. Resources, Links & Next Steps
Committee Resources

Interactive Resource Guide – Locates and Identifies Key Information Covered Below

District & State Websites:
★ CDE Accountability Data Tools & Reports
★ CDE Accountability Handbook
★ CDE Parent & Family Resources
★ CRS 22-11-401 & CRS 22-11-402 (SAC)
★ CRS 22-11-301 & CRS 22-11-302 (DAC)
★ BVSD Policy AE & AE-R

SAC Websites:
★ Meeting Schedule/Calendar
★ Membership Information
★ Meeting Agendas, Minutes & Handouts
★ Bylaws & Norms
★ SAC Manual
★ DAC Resources

DAC Website:
★ Meeting Schedule/Calendar
★ Bylaws & Norms
★ DAC Handbook
★ Meeting Agendas, Minutes & Handouts
★ Membership Application & Attendance
★ SAC Resources
  ○ SAC Manual
  ○ SAC Example Bylaws
★ District and State Resources
The BVSD DAC creates and maintains a SAC Manual to assist SACs in meeting their statutory requirements and best practices.

- A sample meeting calendar, and other useful tools are included within.
- An electronic copy of the SAC Manual is always located on the DAC website.
  - Please be sure all members of your SAC have the most recent 2019 version (English & Spanish).

The BVSD DAC created a DAC Handbook to assist DAC members in meeting their statutory requirements.

- An electronic copy of the DAC Handbook (English and Spanish) is located on the DAC website.
Continuously Improving our Committees

Take a moment to evaluate your SAC using this rubric from the CDE. Can you identify areas of strength and improvement?

Establish 1-2 goals for your SAC this year. Reach out to the DAC if you need help in achieving them!

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Emerging</th>
<th>Progressing</th>
<th>Excelling</th>
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<tbody>
<tr>
<td>Making recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable</td>
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<tr>
<td>Making recommendations to the principal of the school and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required</td>
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<td>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</td>
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<td>Publicizing the district’s public hearing to review a written school Priority Improvement or Turnaround plan</td>
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<td>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</td>
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<td>Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and principal evaluations. (Note that this should not in any way interfere with a district’s compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.)</td>
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<td>Publicizing opportunities to serve and soliciting parents to serve on the SAC</td>
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<td>Assisting the district in implementing at the school level the district’s parent engagement policy</td>
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<td>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</td>
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Next Steps

● Mentoring:
  ○ DAC: We would like experienced DAC members to help mentor new DAC members. Let Membership Officer, John Clasby, know if you are interested.
  ○ SACs: If you need help with your SAC or have a lot of valuable information to share, sign-up here to be a SAC mentor/mentee

● Networking:
  ○ SACs from schools participating in the UVA program have started networking and learning from each other.
  ○ Consider reaching out to members in your area network to tackle similar issues.
  ○ Coming Soon: a linked list of all BVSD SAC websites (DAC Website → SAC) to help facilitate networking.