

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Dr. Michael J. Thomas, Superintendent
Phoebe Bailey, Assistant Superintendent – Personnel Support Services

**District Accountability Committee
Full DAC Committee Meeting**

Thursday, January 21, 2021
6:00 – 8:00pm
Via WebEx

1. Welcome/Introductions– Velvet Stepanek, DAC Chair– 10 minutes
2. School Mint Demo & Questions – Dr. David Khaliqi, Executive Director-Education Insight – 30 minutes
3. Back to School Update – Dan Hoff, Executive Director School Leadership – 10 minutes
4. DAC Policy Updates Review Input – Lyman Kaiser – 20 minutes
5. Capacity Committee Summary & Changes – Lyman Kaiser – 20 minutes
6. Accreditation Subcommittee Update – Jane Tucker – 5 minutes
7. Training & SAC Support Subcommittee Update – Lyman Kaiser – 10 minutes

T & SS meetings, February 2, March 2, April 6, May 4, via WebEx or Volunteer Services Conference Room if in person

SAC Training, January 28, April 8, via WebEx or Tesla if in person

DAC meetings, February 18, March 18, April 15, May 13, via WebEx or Tesla if in person

Dr. Khaliqi will be referencing the links below during his presentation to the DAC on January 21, 2021

Please visit the link below to explore and provide feedback regarding our School Finder application:

<https://forms.office.com/Pages/ResponsePage.aspx?id=FjeitSMEM0u6mmGKVudqGM4fX6IbY0NPgG-gcNPPHaVUNEhKNUI5QjNNTIVFRVFVVU9XQ1dHOERLVC4u>

School Finder link:

<https://d11.schoolmint.net/school-finder/home>

ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT

The Colorado Springs School District 11 Board of Education (the Board) accepts its ultimate responsibility for all facets of school operations and programs. Because it is accountable to residents of Colorado Springs School District 11 (the District), the Board shall maintain a program of accountability which consists of the following elements:

1. Clear statements of expectations and purposes ~~as these relate to~~ for operations, programs, departments and positions.
2. Provisions ~~for the staff, resources, and support necessary~~ for staff to achieve stated expectations and purposes, subject to available financial resources.
3. Evaluation of operations, programs, instruction, and services to determine how well expectations and purposes are being met.
4. Evaluation of the efforts of employees of the Board, and of the Board itself, in line with stated objectives. The first purpose of personnel evaluation shall be to help each individual make a maximum contribution to the goals of the school system.

As required by law, the Board shall adopt and maintain an accountability program to measure the adequacy and efficiency of the educational program.

The Board shall appoint a District Accountability Committee (DAC) which shall consist of at least three parents/guardians of students enrolled in the District public schools, at least one teacher and one school administrator employed by the District, and at least one person involved in business or industry within the District's boundaries. A parent/guardian shall not be eligible to serve as a parent/guardian on the DAC if he or she is employed by the District or a relative is employed by the District. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. At least one parent/guardian must have one or more students in a District charter school and at least one must have a demonstrated knowledge of charter schools. The Board ~~will make~~ shall strive to a good faith effort to meet this membership criteria, ~~but if it cannot, the Board shall strive to~~ have a balance of membership consistent with the District's ~~racial/ethnic/economic/ special education/gifted/migrant and English Language Learner (ELL) student representations~~ Equity Policy AG, as set forth in Regulation AE-R-1.

The overall role of the DAC shall be to make recommendations to the Board relative to the ~~program of~~ of programs, improvement of education, and expenditure of funds in the District. Specific responsibilities are outlined in Article III, Responsibilities of the DAC Bylaws (See Regulation AE-R-1). The Superintendent or his/her designees shall serve as Administration resource person(s) to the DAC and DAC standing subcommittees.

Each District public school, including District charter schools, shall establish a School Accountability Committee (SAC). To the extent feasible each SAC shall consist of at least seven (7) members to include three parents or legal guardians of students in the school, at least one teacher who instructs, provides instruction, in the school, at least one adult representing the PTA/PTO of the school, at least one person who is involved in business or industry in from the local school community, and the principal of the school or his/her designee. -A parent/guardian

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Commented [MOU1]: Rearranged wording and removed "but if it cannot" as the district should strive to have the suggested balance of membership regardless of whether they meet the membership criteria.

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shall not be eligible to serve as a parent/guardian on the

SAC if he or she is employed by the school or a relative is employed by the school. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. The school principal, with advice from representative organization(s) of parents/guardians, teachers, and students will make a good faith effort to meet this membership criteria ~~but if it cannot be achieved, the school shall strive to have a balance of membership consistent with the school's racial/ethnic/economic/special education/gifted/migrant and English Language Learner (ELL) student representations, District's Equity Policy AG.~~

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Commented [MOU2]: Schools should strive to have the suggested balance of membership regardless of whether they meet the membership criteria.

The overall role of school-level accountability committees (SACs) shall be to make recommendations to the principal, DAC and ~~the~~ Board as appropriate relative to the improvement of education, safety, learning environment, and expenditure of funds in their schools. ~~Specific responsibilities are outlined in Regulation AE-R-2, School Accountability Committees.~~

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For both DAC and SACs, the parent/guardian membership must be larger than the membership of any other segment of the committee. The chairs of standing DAC committees will also be a parent/guardian or community member.

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The DAC and SACs must work to increase parent/guardian engagement in schools by publicizing openings on the DAC and SACs, soliciting parents/guardians to serve on the DAC and SACs, and by assisting school personnel in communications with parents/guardians.

All DAC and SAC meetings shall be open to the public. Meeting notices for DAC meetings shall be posted in the same place and in a similar manner as notices of Board meetings. Notices for SAC meetings shall be posted in the school and in school media.

Every effort shall be made by the Board, the Superintendent, the staff and the accountability committees to fulfill the responsibilities inherent in the concept of accountability as well as the intent of the Educational Accountability Act.

Current practice codified 1980
Revised June 1988
Revised February 1991
Revised December 1992
Revised April 2010
Revised May 8, 2013
Revised January 22, 2014
Revised May 11, 2016

LEGAL REFS: C.R.S. 14-15-101, et seq.
C.R.S. 22-2-117 (waivers from State Board of Education)
C.R.S. 22-7-301, et seq.
C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009)
C.R.S. 22-11-301 and 302 (District Accountability Committee)
C.R.S. 22-11-401 through 406 (School Accountability Committee)
C.R.S. 22-32-142

Colorado Springs School District 11
Board of Education Policy
AE, Accountability/Commitment to Accomplishment
Revised May 11, 2016

C.R.S. 24-6-402 (Colorado Sunshine Law)
1 CCR 301-1, Rules 2202-R-1.00 et seq.

CROSS REFS:

AED, Accreditation
AE-R-1, District Accountability Committee (By-laws)

AE-R-2, School Accountability Committees
BDF, Advisory Committees
BG, School Board of Education Policy Process
IHBJ and IHBJ-R, Parent Involvement in Title I Education
JIC, Student Conduct, Discipline, and Attendance Code
JK, Student Discipline
KB, Parent/Guardian Engagement

DISTRICT ACCOUNTABILITY COMMITTEE
(By-laws)

ARTICLE I: Name

The name of this organization will be the District Accountability Committee, or DAC, an advisory body, as required by Colorado law, to the Colorado Springs School District 11 Board of Education (the Board).

ARTICLE II: Purpose

The overall purpose of the DAC is to make recommendations to the Board relative to the administration of the program of accountability as provided by state law to include accreditation, achievement, Colorado Springs School District 11 (the District) and school performance plans, and priorities for spending District funds.

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Article III: Responsibilities

1. Advise the Board concerning preparation and review of the District's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is required based on the District's accreditation category, and make recommendations at least annually to the Board concerning the contents of the plan [per C.R.S. 22-11-303 thru 22-11-306]. Such action should take into account input from School Accountability Committees (SACs) and school performance plans.
2. In coordination with the Administration (resource person), the DAC shall participate in the compilation, review and submission to the Board of school Performance, Improvement, Priority Improvement, and Turnaround plans submitted by the SACs [per C.R.S 22-11-403 thru 22-11-406].
3. Support individual schools and SACs in the development of the school's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is required based on the school's accreditation category.
4. Consider input and recommendations from the SACs concerning school principal evaluation procedures and development plans and support consideration by the District as appropriate.
5. Provide input and recommendations to the District, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher and principal evaluations.
6. Participate in the District accreditation process and evaluations of student achievement. Review and make recommendations regarding student achievement and the learning environment relative to defined District goals and objectives.
7. Make recommendations about the prioritization of expenditures of District funds with a focus on student achievement, ~~and~~ safety, and equity, and with consideration of recommendations from SACs.

8. Review new charter school applications and report to the District and the Board the findings of the reviews.

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9. Work to increase the level of parent/guardian engagement in the District and in the schools of the District by publicizing opportunities to serve, soliciting parents/guardians to serve on the DAC and SACs, and assisting the District in implementing the parent/guardian engagement policy adopted by the Board.

10. Assist SACs and school personnel in increasing parents'/guardians' engagement with educators, including but not limited to parents'/guardians' engagement in creating students' Reading to Ensure Academic Development Act (READ) plans, in creating students' Individual Career and Academic Plans (ICAP), and in creating students' plans to address chronic absenteeism and/or habitual truancy.

11. Provide input to the Board concerning the creation any changes to, and enforcement of, the District student conduct, discipline, and attendance code.

12. At least annually, in coordination with the Board, cooperatively determine any areas and issues that the DAC should study and then report the DAC findings and recommendations to the Board.

13. The Board may also task the DAC directly in other Board policies.

ARTICLE IV: Membership

The membership of the DAC shall be approved annually by the Board. The membership composition will be developed in accordance with the guidelines in policy AE, Accountability/Commitment to Accomplishment. Per state law and Policy AE, a parent/guardian shall not be eligible to serve in a parent/guardian category on the DAC if he or she is employed by the District or a relative is employed by the District. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father. Board members are not a required member or ex-officio member of the DAC- but their attendance is encouraged in order to gather information, as well as to ease communication with staff and stakeholders.

Section 1

The membership of the DAC shall consist of:

- Chair – (should be a parent/guardian, if not, then a community member)
- Vice - Chair (should be a parent/guardian, if not, then a community member – will also chair Membership subcommittee)
- 4 parents/guardians with students in District regular elementary public schools
- 1 parent/guardian with GT/or Special needs
- 1 parent/guardian from ELL

- 2 parents/guardians with students in District regular middle schools
- 2 parents/guardians with students in District regular high schools
- 1 parent/guardian with a student in a District alternative school
- 1 parent/guardian with a student in a District charter school
- 3 teachers (one elementary school, one middle school and one high school)
- 3 school administrators (one elementary school, one middle school, and one high school)
- 4 community members living in the District without students in District schools
- 1 person involved in business or industry within the District's boundaries
- 1 person associated with the military community at Peterson AFB
- 1 Education Support Professional
- Chair of the DAC Budget Subcommittee
- Chair of the DAC Accreditation/Achievement Subcommittee
- Administrative Liaison (Appointed by the Superintendent), ex-officio, non-voting member
- Administrative support, ex-officio, non-voting member

Recommendations for parent/guardian school representatives may be submitted to the DAC Membership Committee by each School Accountability Committee (SAC) by April 15th of the school year.

The DAC Membership Subcommittee will solicit community representatives, teachers, and administrators as needed; and work with the schools and school SACs to meet the membership guidelines outlined above consistent with policy AE.

Section 2

The term of membership on the DAC will be two years and may be renewed. The DAC and DAC Membership Subcommittee will strive to stagger the terms of the DAC membership in order to retain continuity and expertise on the DAC. The DAC Membership Subcommittee will make recommendations for membership to the DAC no later than one week before the May DAC meeting for the following school year. The DAC will forward recommendations for membership to the Board, for approval, no later than the first Board meeting in June for the following school year. The Board may add members or remove members as needed in coordination with the DAC.

The membership year will be from July 1 to June 30.

Section 3

Regular attendance is expected at DAC and DAC Subcommittee meetings. In the event a DAC voting representative cannot attend a meeting, he or she is expected to notify the Chair or administrative support person. Any member with two unexcused consecutive absences, or three excused absences, will be contacted by the Membership Committee chair or designee to determine his/her intent to continue on the DAC. In the event that a DAC member is unable to complete their term, the Membership Subcommittee will nominate a replacement to be approved by the DAC and then approved by the Board.

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ARTICLE V: Officers

Section 1

The elected officers will be a chair and a vice-chair.

Section 2

The DAC chair will be elected annually and may serve no more than two consecutive years. The term of office for the vice-chair will be one year and may be renewed annually.

Section 3

The elected chair and vice-chair will be elected by a majority vote of the DAC voting membership present at the May meeting and subject to approval by the Board in June. They will assume office July 1 of that year.

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Section 4

The DAC chair will call and preside at all meetings, appoint Subcommittee chairs with approval of the DAC (with the exception of the Membership Subcommittee chair) and, in general, conduct the business of the DAC. The DAC chair will also serve as facilitator of the DAC/SAC/Parent work sessions and conferences. The designated vice-chair will serve in the absence of the DAC chair.

Section 5

The Administration resource person, and administrative support, shall serve as non-voting ex officio members.

Section 6

In the event the Board requests DAC input/recommendations on short notice and there is not sufficient time to call a special meeting of the DAC, the DAC chair or designee will make every effort to solicit input electronically from the DAC voting membership in such cases.

Section 7

In coordination with the Board, the DAC will develop charges for the DAC for the upcoming school year. Charges will be submitted to the Board for approval in October of each academic year.

ARTICLE VI: Subcommittees

Section 1

During any school year there will be, at a minimum, a Membership Subcommittee, a Training and SAC Support Subcommittee, a Budget Subcommittee and an Achievement/Accreditation

Subcommittee as standing committees. Additional ad hoc subcommittees will be formed as deemed necessary by the DAC in coordination with the Board. The chairs for all standing committees must be parents/guardians or community members of the District who are not employees of the District. To the extent possible, the parent/guardian representation should be the largest of any subgroup on any DAC subcommittee.- DAC members are strongly

encouraged, but not required, to serve on at least one DAC subcommittee.- Membership for all DAC subcommittees will be coordinated/screened by the Membership Subcommittee and then

forwarded to the DAC for approval. The final approval for the Budget and Accreditation Subcommittees will be by the Board and will be submitted to the Board not later than October 1 of each academic year. The Board may add members or remove members as needed in coordination with the DAC.

Section 2

The District will provide administrative resource/secretarial support to the subcommittees as necessary.

Section 3

Subcommittee chairs will give notice of all subcommittee meetings to the DAC chairman and administration resource person to be reported to the DAC. A simple majority of the approved committee membership shall constitute a quorum for voting purposes at any scheduled meeting.

Section 4

Each additional ad-hoc subcommittee will submit a proposed goals and membership list, for the review and preliminary approval of the DAC.- Subcommittee goals will be sanctioned by the DAC and submitted to the Board for final approval. All ad-hoc subcommittees will have a sunset date for the committee as determined by the DAC in coordination with the Board.

Membership Subcommittee

The Membership Subcommittee shall be chaired by the Vice Chair. -Membership on the Subcommittee shall be primarily constituted by members of the DAC. -The Subcommittee is responsible for recruiting/screening potential members, working with the DAC administrative liaison to maintain membership rosters, school SAC contact info, attendance, etc. - Proposed nominees for DAC membership and for Chair and Vice-Chair will be provided to DAC members not later than one week before the May meeting. Nominations may also be taken from the floor. Nominees' consent will be required to be considered as a candidate for DAC membership or for office.

Training and SAC Support Subcommittee

The Chair should be appointed from within the DAC.- Membership may be a combination of DAC and non-DAC members but should be primarily members.- The Subcommittee will be responsible for training programs for DAC and SAC members, e.g. training on UDIP and USIP development and monitoring, reviewing and updating handbook(s), etc.- This group would be the lead for developing the annual training

program for SACs and the DAC and be a lead resource for developing and presenting at SAC/DAC/Parent work sessions and conferences. Subcommittee members would also be a lead resource for providing assistance to SACs.

Budget Subcommittee

The Budget Subcommittee will make recommendations, as approved by the DAC, to the Board relative to cost containment, budget management and the prioritization of

expenditures of District funds ~~as related to~~ **with a focus on** student achievement, ~~and~~ student safety, ~~and equity;~~ **and** perform additional non-administrative functions pertaining to District funds as directed by the Board and sanctioned by the DAC.

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The terms of the members of the Budget Subcommittee will normally be for two (2) years, will be overlapping to the best extent possible in order to provide synergy within the committee, and will be subject to annual approval by the Board.

Achievement/Accreditation Subcommittee

The Achievement/Accreditation Subcommittee will make recommendations, as approved by the DAC, to the Board relative to student achievement, accreditation of the District and District schools, and the development of the District's Performance, Improvement, Priority Improvement, or Turnaround plan as required based on the District's accreditation category [per C.R.S 22-11-303 thru C.R.S 22-11-306]. Such action should take into account input from school accountability committees (SACs) and school performance plans.

In coordination with the Administration (resource person), the DAC Achievement/Accreditation Subcommittee shall also serve as the DAC lead agency in the compilation and submission to the Board the school Performance, Improvement, Priority Improvement, and Turnaround plans submitted by the schools/SACs [per C.R.S 22-11-403 thru 22-11-406]. (See also AE-R-1, Article III, Item 2.)

The terms of the members of the Achievement/Accreditation Subcommittee will normally be for two (2) years, ~~and~~ will be overlapping to the best extent possible in order to provide synergy within the committee, ~~and will be subject to annual approval by the Board.~~

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ARTICLE VII: Meetings

Section 1

All meetings will be open to the public. Meetings of the DAC will normally be held monthly during the school year. Meeting dates and times will be set by the DAC Chair in coordination with the DAC.

DAC/SAC/Parent Work Sessions and Conferences: The DAC will meet with representatives of all SACs in open session at least four times during the school year.- The first meeting will be in September to provide extensive SAC training for new and continuing members of SACs. Remaining meetings will be scheduled by the DAC chair, approximately quarterly to provide updates on SAC/DAC topics of interest related to SAC/DAC responsibilities; provide a chance to obtain input from SACs on budget, achievement, safety/security, discipline matters, parent/guardian engagement, [equity](#), etc., and facilitate peer discussions between SACs on best practices and problems/issues of mutual interest. Parents/guardians interested in being involved in SACs or DAC will be encouraged to participate in these information sessions.

Section 2

Notification of DAC meetings/events will be sent to all DAC members, Board members, and appropriate Administration officials. Notification will be by email or other electronic means where possible.

Dates, agendas, and minutes of meetings of the DAC and DAC subcommittees will be posted on the District web site.

Notification of all special/rescheduled meetings and/or DAC/SAC/Parent Work Sessions and Conferences will be sent to schools and DAC members sufficiently in advance for the public to be notified as well as posted on the District web site.

Section 3

Proper notice having been given, the voting members present will constitute a quorum for the full DAC for regular and special meetings.

Section 4

Special meetings of the DAC may be called by the chair or a majority of the DAC voting membership. At least seven days advance notice of special meetings will be given to members.

ARTICLE VIII: Rules of Order

The current edition of Robert's Rules of Order, Newly Revised, will be the authority of parliamentary law in meetings.

ARTICLE IX: Amendments

Section 1

These by-laws may be amended by a two-thirds vote of the voting membership present at any regular meeting following prior written notice of the proposed changes of at least seven days to all members.

Section 2

Colorado Springs School District 11
Board of Education Policy
Regulation 1 to Policy AE, District
Accountability Committee
Revised October 11, 2017

All amendments to the by-laws will be submitted to the Board Policy Committee for review (see Policy BG) and are subject to approval by the Board.

Adopted December 6, 1971
Revised December 15, 1977
Revised December 9, 1981
Revised November, 1986
Revised February 28, 1990
Revised November 1991
Revised October 1995
Revised November 1997
Revised June 2002
Revised March 2010
Revised April 2010
Revised May 8, 2013
Revised January 22, 2014
Revised May 11, 2016
Revised October 11, 2017

LEGAL REFS.: C.R.S. 14-15-101, et seq.
C.R.S. 22-2-117 (waivers from State Board of Education)
C.R.S. 22-7-301, et seq.
C.R.S. 22-7-1201, et seq. (Colorado READ Act)
C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009)
C.R.S. 22-11-301 and 302 (District Accountability Committee)
C.R.S. 22-11-401 through 406 (School Accountability Committee)
C.R.S. 22-32-109 (1)(oo)
C.R.S. 22-32-142
C.R.S. 24-6-402 (Colorado Sunshine Law)
1 CCR 301-1, Rules 2202-R-100 et seq.
1 CCR 301-81, Rules Governing Standards for Individual Career and Academic Plans
1 CCR 301-92, Rules for Administration of Colorado READ Act

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AE-R-2, School Accountability Committees
AED, Accreditation
BDF, Advisory Committees
BG, School Board of Education Policy Process
IHBJ and IHBJ-R, Parent Involvement in Title I Education
JHB, Truancy
JIC, Student Conduct, Discipline, and Attendance Code
JK, Student Discipline
KB, Parent/Guardian Engagement

SCHOOL ACCOUNTABILITY COMMITTEES
(Minimum Requirements for SAC By-Laws)

Purpose

The school accountability committee (SAC) represents the school community's point of view at large. Each SAC concerns itself with the improvement of education, safety, and learning environment for students in its school. Toward the accomplishment of this purpose, the SAC works in cooperation with the principal to:

1. Adopt rules for its operation (by-laws) consistent with these organizational guidelines.
2. Request assistance from the school's District Accountability Committee (DAC) Chair, Vice Chair, Training and SAC Support Subcommittee, and/or school representatives to the DAC as appropriate.
3. If a performance or improvement plan is required based on the school's accreditation status, advise the principal concerning preparation of the school's Performance or Improvement plan ~~if either type is required based on the school's accreditation status~~, and make recommendations regarding the contents of the plan [per C.R.S. 22-11-403 thru 22-11-406].
4. If a ~~P~~riority ~~I~~mprovement plan or ~~T~~urnaround plan is required based on the school's accreditation status, publicize and hold a public SAC meeting to receive input concerning possible strategies to be included in the school Priority Improvement plan, or ~~Turnaround plan if either type is required based on the school's accreditation status~~. The SAC shall make recommendations to the principal and the Colorado Springs School District 11 Board of Education (the Board) concerning the contents of the school Priority Improvement plan or Turnaround plan, taking into account recommendations received at the public meeting. *[At a minimum, the plans must identify the local, state, and federal resources that the school will use to implement the identified strategies with fidelity and incorporate strategies to increase parent/guardian engagement in the public school.]*
5. In coordination with the principal, submit the school's plan to the DAC and the Colorado Springs School District 11 (the District) Superintendent (or designee) by the date specified by the Superintendent (or designee).
6. Publicize the Board public hearing held to review the school's written Priority Improvement or Turnaround plan if one is required. ~~Members of the SAC are encouraged to attend the public hearing.~~
7. At least quarterly the SAC should assess, in coordination with the principal, the achievements and challenges relating to successful implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan whichever is applicable.

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8. Make recommendations to the principal on priorities for the expenditure of school funds with a focus on achievement, ~~and safety~~, and equity; and identify additional funding needs as appropriate. The SAC shall send copies of its recommendations for the upcoming school year to the DAC, Superintendent (or designee) and the Board not later than ~~4-February~~ 1 of each year. When requested, the SAC will also provide input on use of Student Activities Funds.

9. Increase the level of parent/guardian engagement in the school consistent with the school's racial/ethnic/economic/ special education/gifted/migrant and English Language Learner (ELL) student representations and the District's Equity Policy AG.

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10. Publicize opportunities to serve and solicit parents/guardians to serve on the SAC. In soliciting parents/guardians to serve on the SAC, the SAC shall direct the outreach efforts to help ensure that the parents/guardians who serve on the SAC reflect the student populations represented in the school (as provided in section 9 above).

11. Assist the District in implementing at the school the parent/guardian engagement policy adopted by the Board.

12. Assist school personnel to increase parents'/guardians' engagement with teachers, including but not limited to parents'/guardians' engagement in creating students' Reading to Ensure Academic Development Act (READ) plans, in creating students' Individual Career and Academic Plans, and in creating students' plans to address chronic absenteeism and/or habitual truancy.

13. Provide input and recommendations to the DAC and District administration, on an advisory basis, concerning school principal evaluation procedures and development plans.

14. Develop additional SAC areas of study, as needed, which will address the educational needs of the school.

15. The Board may also task the SAC directly in other Board policies.

Membership

The SAC membership composition will be developed in accordance with the guidelines in policy AE, Accountability/Commitment to Accomplishment. A parent/guardian shall not be eligible to serve as a parent/guardian on the SAC if he or she is employed by the school or a relative is employed by the school. In accordance with state law, relative is defined as a person's spouse, son, daughter, sister, brother, mother, or father.

The SAC will encourage terms of membership of two years but will accept terms of one year. Terms of membership of two years are encouraged so that over this period members may develop a full understanding of and make significant contributions to the accountability process in their school. Individuals may serve for multiple terms.

For members with two-year terms, the SAC will make a best effort to stagger these terms of membership so that no more than approximately one-half of the committee's membership

expires in any one year. Subject to the approval of the SAC, the principal and/or chair will make recommendations for vacant positions ~~for unexpired terms.~~

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Officers, terms and duties

A chair will be elected from the SAC membership. A vice chair or co-chair and secretary may also be elected. The term of office will be one or two years, and may be renewed at the discretion of the SAC. The chair, co-chair, and/or vice chair should be a parent/guardian elected from the parent/guardian representatives on the SAC. Officers will be elected by the majority of the membership present at the last meeting of the existing school year or at the first meeting of the next school year but no later than September 1st of each year.

The Chair will preside at all meetings, appoint subcommittee chairs as needed and, in general, conduct the business of the committee. The Chair or Secretary (if elected) will take minutes of the meetings, record attendance and provide a written copy for the records. The Chair will also ensure that the school community has been notified and has the opportunity to participate in DAC/SAC/Parent/Guardian work sessions and conferences sponsored by the District DAC.

Meetings

Meetings will be held at least quarterly but more typically monthly during the school year to address the goals and items listed under "Purpose" above.

A schedule of meetings (dates and times) will be established by the SAC. All meetings will be open to the public. Meeting notices and minutes will be posted in school buildings and on school web sites as appropriate. Member notification will be by email or other electronic means where possible.

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Special meetings may be called by the chairman or by a majority of the total SAC membership. At least seven days' previous notice of special meetings will be given to all SAC members including the principal via phone or written contact.

If prior proper notice is given, the voting membership present will constitute a quorum for the full SAC.

Subcommittees

Subcommittees will be formed as deemed necessary by the chair and principal. Subcommittee meeting schedules and plans of work must be approved by the SAC.

By-laws and amendments

By-laws will be adopted by the SAC which are consistent with these minimum requirements. They may be amended by a majority vote of the SAC membership at any regular meeting

following advance written notice of at least seven days to all members. All amendments also must be consistent with these minimum requirements.

Adopted December 1990
Revised March 2010
Revised April 2010
Revised May 8, 2013
Revised January 22, 2014
Revised May 11, 2016

LEGAL REFS.: C.R.S. 14-15-101 et seq.
C.R.S. 22-7-301, et seq.
C.R.S. 22-7-1201. et seq (Colorado READ Act)
C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009)
C.R.S. 22-11-401 through 406 (School Accountability Committee)
C.R.S. 22-32-109 (1)(oo)
C.R.S. 22-32-142
C.R.S. 24-6-402 (Colorado Sunshine Law)
1 CCR 301-1, Rules 2202-R-1.00 et seq.
1 CCR 301-81, Rules Governing Standards for Individual Career and Academic Plans
1 CCR 301-92, Rules for Administration of Colorado READ Act

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AE-R-1, District Accountability Committee By-Laws
AED, Accreditation
BDF, Advisory Committees
BG, School Board of Education Policy Process
DM, Cash in School Buildings
IHBJ and IHBJ-R, Parent Involvement in Title I Education
JHB, Truancy
JIC, Student Conduct, Discipline, and Attendance Code
JJF, Student Activities Funds
JK, Student Discipline
KB, Parent/Guardian Engagement

Significant Changes to D11 School Student Capacity Model in Oct. 2020

Addition of terminology (maximum capacity, building capacity, program capacity and functional capacity):

- **Maximum Capacity:** Maximum capacity is the product of the maximum number of Teaching Stations (prior to any credit deductions) and the level-specific pupils per Teaching Station ratio (ES – 1:25; MS – 1:30; HS – 1:30). Maximum capacity is applicable to temporary emergency situations. Maximum capacity also assumes instruction in core content areas only.
- **Building Capacity:** Building capacity is the product of the number of Teaching Stations after deducting standard building adjustments (Maximum number of Teaching Stations minus building adjustments - for example, ES: specials - art, band/strings, vocal music, PE, etc.; MS: Community room, non-instructional spaces, etc.; HS: Community room, non-instructional spaces, etc.) and the level-specific pupils per Teaching Station ratio. Building capacity considers the extent of standard educational support facilities needed in a school for a well-rounded, whole student instructional model.
- **Program Capacity:** Program capacity is the product of the number of Teaching Stations after standard building adjustments and program adjustments (maximum number of Teaching Stations minus building adjustments minus program adjustments – for example, PreK/Head Start/Daycare, Title 1, SPED, JROTC, or other site-specific unique educational programs) and the level-specific pupil per Teaching Station ratio. Program capacity considers site-specific demographics, curriculum, and educational programs.
- **Functional Capacity:** Functional capacity is the product of a school's program capacity and the operational factors (for example, ES - 1.0; MS = 0.75; HS = 0.85). The operational factor considers desired levels of schedule flexibility, teacher academic planning, and bell schedules. The functional capacity accurately describes the student capacity based on both facility and educational program goals for a specific school.

Changes that affect capacity and utilization:

- **New Documentation:**

- Carefully reviewed floor plans for each school and developed a spreadsheet for each school that documents all rooms, square footage for each room, and current use. The spreadsheet also identifies all current building and program adjustment set asides.
- **Teaching Stations:**
 - Classrooms larger than 540 sq ft counted as a full teaching station (in the past, we inconsistently counted classrooms smaller than 600 sq ft.); CDE recommended minimum is 650 sq. ft.
 - Equivalent Teaching Stations – smaller rooms combined to equal >600 sq ft are no longer identified as Teaching Stations, however smaller spaces suitable for instructional purposes (>100 sq. ft. but <540 sq. ft.) are accounted for since they can be used (and are used) for instructional purposes but do not add to the official student capacity of a building
- **Adjustments and credits:**
 - The intention is to only grant these if schools are actually using the spaces for those purposes, but this will take time and work with building leaders.
 - Separated building from program adjustments – continued to guarantee for the minimum as building adjustments but moved Special Ed, pre-school, and itinerants to program adjustments
- **Elementary schools**
 - Removed standard adjustment/credit for ES computer labs after 1-1 student-computer deployment this year
 - Removed standard adjustment/credit for mini-gym for schools with building capacity over 500
 - Removed standard adjustment/credit for a flex-room since “equivalent teaching station” concept was eliminated. Most schools have a non-teaching space for this.
 - Grouping of schools into one of 3 categories based on maximum capacity (building capacity was used in the past, but that was also used to make adjustments to calculate building capacity; chicken-and-egg situation)
 - Credits for specials (band/strings, vocal music, art, etc. – increased (large schools will need more specials and space for them; smaller schools may not have ½ of an art teacher who uses ½ of a classroom à made this situation more realistic)

