

THE DISTRICT ADVISORY COMMITTEE AND THE SCHOOL ADVISORY COMMITTEES

Effective cooperation for educational excellence requires an organizational framework for parental and community involvement, both at the district level and at individual schools. As set forth in this policy, the district hereby empowers the District Advisory Committee (DAC) and School Advisory Committees (SACs) to assist the district to organize and energize community and parental involvement in the schools. It is the district's expectation that the DAC and SACs will give advanced public notice of all committee meetings, ensure that all meetings are open to the public, and hold regular annual meetings.

This policy statement sets forth the purposes of the DAC and SACs, defines their respective role and responsibilities and establishes the responsibilities of the district and its personnel toward the DAC and SACs, and complies with and interprets Board policy 4.1.7.

A. Purpose of the DAC

The district empowers the DAC:

1. To provide support to schools in the development of effective SACs; and,
2. When appropriate, to participate in the evaluation, development and resolution of issues which impact the schools and district.

B. Purpose of SACs

The district empowers the SACs:

1. To provide a forum for parents, teachers, students and community members at each school for the dissemination of information about the school and the district, the discussion of school and district issues and the promotion of parental and community participation in the school;
2. To assess any issues or developments that affect the school or the district and to advise the school principal, district administrators and the DAC of concerns and expectations among students, parents and community members on such matters; and,
3. To work with the school principals as part of a site-based management team in defining and ensuring the implementation of the school's mission, allocating resources at the site, and setting and achieving educational goals for the school. There should be a representative of the SAC within the school governance structure. However, this involvement in no way impedes or limits the principal's ability and responsibility to lead and manage the school building.

C. Responsibilities of the District to the DAC

1. To work cooperatively with the DAC in establishing effective SACs at each school;
2. To continue supporting the operation of the Parenting Resource Center, which will be among the district's primary agents in the promotion and development of

SACs; and,

3. To provide timely and relevant information to the DAC on issues which impact the schools and the district and on which DAC input should be expected.

D. Responsibilities of the DAC to the District

1. To work cooperatively with the district in the assessment, development and resolution of issues which impact the schools and the district; and,
2. To assist the Parenting Resource Center in developing effective SACs and in planning and providing training to SAC officers.

E. Responsibilities of the DAC to SACs

1. To provide timely and relevant information as provided by the district or developed by the DAC on district issues and developments which impact schools;
2. To provide assistance to each school in the development of its SAC; and
3. To plan and participate in training for SAC officers in cooperation with the Parenting Resource Center.

F. Responsibilities of SACs to the DAC

1. To designate one delegate to serve on the DAC. The SAC chairperson, his/her designee, or a person selected by the school SAC will serve as the school delegate;
2. To encourage the school's DAC delegate to attend and participate in DAC meetings on a regular basis; and
3. To support and encourage attendance at DAC-sponsored SAC training.

G. Responsibilities of Principals to SACs

SACs can be most valuable when they have access to information affecting their schools and the district in general. Principals have the responsibility:

1. To foster the development and maintenance of effective SACs at their schools;
2. To keep SAC members informed of school and district programs, goals, accomplishments, new initiatives and major challenges;
3. To involve SAC members, when appropriate, in the process of formulating plans for instructional improvement and other school-based activities; and
4. To establish regular means of communication with parents and community members about the district and the school to the extent that fiscal resources allow.

The principal is the instructional leader of the building. While the SAC may provide input, the principal has final authority on building decisions unless advised otherwise by the superintendent. The principal at each school is the primary contact person for that school's SAC. However, when seeking information

or clarification, the SAC may communicate directly with any appropriate district official.

H. Responsibilities of SACs to Principals

1. To work cooperatively with the principal and other SAC members to define and implement the school's mission, allocate resources at the site and establish and achieve educational goals for the school; and
2. To establish regular means for communication of information about the district and the school through meetings, newsletters and other means in order that parents and community members will be informed.

I. Decision Making and Problem Solving at Schools

1. The principal shall involve the SAC in site-based deliberations and planning processes involving the school's mission, allocation of resource and setting and achieving educational goals when appropriate as determined by the principal. Those issues include the instructional program of the school, the formulation of all school budgets and the planning, development and enhancements of the curriculum and instructional program at the school; and
2. The SAC representative shall be provided the opportunity to interview candidates for the principalship for their respective school prior to the superintendent making a recommendation to the Board of Directors.
3. The principal and the SAC should work cooperatively to achieve consensus whenever possible. If there are persistent disagreements or problems between the principal and the SAC, the SAC should seek resolution at the next level of administrative authority. Any issues not satisfactorily resolved by the Office of Student Support and Community Services (OSSCS) may be presented to the superintendent for full discussion and decision.

J. SAC Organizational Structure

Each school will have a SAC, operating under bylaws, that will:

1. Meet monthly during the school year; and
2. Consist of parents and guardians of children in the school, teachers, members of the community, business partners and students in middle and high school.

The principal serves in an ex officio capacity as a voting member of the SAC but cannot hold office.

3. SAC meetings will be facilitated by SAC members.
4. A voting SAC member must be a parent/guardian of a student in that school.

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Note: The reader is encouraged to check the index located at the beginning of this section and to review administrative procedures and/or forms for related

information.

Kansas City 33

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