



School Accountability Committee (SAC)

**Handbook/Informational Resource
2024-2025**

Preface

A strong School Accountability Committee (SAC) is essential in improving the quality of education our students receive. The purpose of the SAC is to inform, encourage, and provide opportunities for parents and community members to be involved in the planning and evaluation of the school's instructional program and quality improvement processes. It is an opportunity for all to participate and have a voice. A SAC that engages parents and community members, while working in collaboration with principals, helps make our schools stronger.

We hope this edition of the Colorado Springs District 11 SAC Handbook provides you with resources to start and run a successful SAC in your school. This handbook will clarify the role, purpose, and tasks of your SAC.

The District Accountability Committee (DAC) works symbiotically with SACs. The DAC needs your input and feedback as much as we aim to communicate and support every SAC. Please update your SAC chair information so we can reach you to send:

- Invitations and information on SAC training sessions.
- The monthly DAC newsletter.
- Special updates or materials.
- Invites to ad-hoc mini-trainings.

The dates and agendas for the quarterly SAC training sessions can be found on the DAC website. SAC Chairs are encouraged to share this information with their community, we would love for principals and SAC members to attend.

SACs are composed of volunteers and we thank you for your time and effort. Your participation is the key to success for our students and a huge part of our community in D11.

If you have any questions or requests for areas of training, please do not hesitate to contact us.

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DAC Administrative Liaison

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Welcome to the D11 School Accountability Committee

The School Accountability Committee (SAC) is a state mandated committee that allows community members to be involved in educational improvement at a school. It is through the cooperative efforts of teachers, parents, staff, administrators, students, and community members that foundations for school improvement are built. This School Accountability Committee manual is a resource to support the success of accountability programs and school improvement processes within the Colorado Springs District 11. This manual conforms to guidelines, policies, and statutes from the state of Colorado and the D11 Board of Education. Practices required by state law and local policy are noted as such. Recommended practices may be tailored to fit individual school needs and circumstances.

The Colorado Springs District 11 policy and regulation that SACs should reference are [AE - Accountability/Commitment to Accomplishment](#) and [AE-R-2 - School Accountability Committees](#).

Role and Purpose of SAC

The School Accountability Committee is a representative advisory committee. The usual name of this committee is “(Name of the school) School Accountability Committee,” and it is normally referred to by the acronym SAC. The SAC is an advisory team that looks at school goals, reviews school budgets, supports parent engagement, and drives school improvements. D11 requires each school to have an active SAC, to serve as a grassroots organization for accountability that advises the school Principal. The school’s Principal is ultimately responsible for ensuring compliance with all federal, state, and district requirements and meeting the academic performance expectations defined by D11. Based on state statute and D11 policy, at a minimum, the SAC is responsible for the following:

School Budget

- Recommend priorities for spending school monies, including federal funds, where applicable, prior to adoption of the school budget. The SAC provides recommendations to the school principal and shares their recommendations with the DAC (Legal reference: [CRS 22-11-402\(1\)\(a\)](#))
 - This review should ensure that funds and spending priorities align with the school’s Unified Improvement Plan (UIP) and core values of the school to benefit all students.

School Improvement

- Provide annual input to the principal and superintendent regarding the development and implementation of schools Unified Improvement Plan (UIP). (Legal reference: [CRS 22-11-402\(1\)\(b\)](#)).
- Meet at least quarterly to review and discuss whether school leadership, personnel, and/or infrastructure are advancing or impeding implementation of the UIP and student performance. (Legal reference: [CRS 22-11-402\(1\)\(d\)](#))
- For schools with Priority Improvement or Turnaround plan types, the SAC should:

- Publicize and hold a SAC meeting and public hearing pursuant to section [22-32-142 \(2\)](#) or [22-30.5-520 \(2\)](#) to discuss strategies to include in a public-school priority improvement or turnaround plan, prior to the plan being written and submitted to the state. A SAC member is encouraged to attend the public hearing. (Legal reference: [CRS 22-11-402\(1\) \(f, g\)](#))

Principal Development Plans and Evaluations

- Provide input and recommendations on an advisory basis when requested by the District Accountability Committee (DAC) or district administration pursuant to § 22-9-106, C.R.S. regarding development plans and evaluations for the school principal. (Legal reference: [CRS 22-11-402\(1\) \(e\)](#))

Parent and Family Engagement

- Increase the level of parent engagement in the school. The committee's activities to increase parent engagement must include, but need not be limited to:
 - Publicizing opportunities and soliciting parents to serve on the SAC. The SAC shall make efforts to help ensure that parents who serve (on the SAC) reflect the student populations that are significantly represented within the school. (Legal reference: [CRS 22-11-402\(1\)\(h\)\(I\)](#))
 - A sample parent recruitment letter can be found in Appendix B.
 - Assist D11 in implementing, at the school level, the district's family engagement policies and regulation ([AKB - Parent Partnership](#), [KB - Parent/Guardian Engagement](#), [KBA - Parent/Guardian and Family Engagement in Title I Education](#) and [KBA-R](#)). (Legal reference: [CRS 22-11-402\(1\)\(h\)\(II\)](#))
 - Help school personnel increase parents' engagement with teachers, including but not limited to creating students' READ plans, individual career and academic plans, and plans to address habitual truancy. (Legal reference: [CRS 22-11-402\(1\)\(I\)\(III\)](#))
- A series of [FSCP Framework Rubric](#) allows schools to rate their current partnership programs and practices. This is a wonderful way to see how your school approaches family engagement compared to national standards.

SAC Self-Assessment

It is recommended that each SAC conducts an annual self-assessment to see how well they are adhering to the prior mentioned duties. A [SAC Responsibilities Inventory](#) can be found at the link.

SAC Best Practices

School Accountability Committee Best Practices are suggestions to help your SAC increase interest, ensure greater participation, and provide information to your school community. The suggestions depend on your school's unique needs and should be discussed prior to coming to an agreement.

- Consider completing elections by May. This allows the SAC to be in place when the new school year starts.
- If elections are to be conducted in May, then middle and high schools should send election notification to parents of 5th/6th and 8th graders in their feeder schools.
- Yearly elections and other opportunities to serve on the SAC should be well publicized

using the school's customary method of communication as described above.

- The composition of SACs should be representative of the school population.
- The SAC must meet at least quarterly, but monthly meetings are best.
- Consider a date and time for SAC meetings at which most parents would be available. Consider the general school population when deciding a date and time.
- SACs may also wish to consider offering incentives such as snacks, coffee and/or childcare dependent based on the needs of attendees.
- The meeting schedule for the entire school year, as well as each upcoming meeting agenda and past approved meeting minutes, should be established and publicized on the school's website and its customary communication channels.
- Agendas should be posted at least a week in advance, but in no event shall they be posted fewer than 24 hours ahead of the meeting.
- Discussions at SAC meetings should revolve around the prescribed duties and responsibilities as outlined in SAC bylaws and state statute and follow the created agenda.
- Two-way communication between the DAC and the SAC should be maintained.
- Review open forum policies as outlined in the SAC bylaws at each meeting for new attendees who may not understand the SAC's expectations.
- Visitors are encouraged to sign in to provide a comprehensive record of attendance.
- Members of the committee should receive, on a regular basis, the background information and training needed to carry out their responsibilities. Administrators and school staff will offer supporting information on issues of concern to the SAC.
- Speakers from the district should be utilized regarding issues of concern to the school, for guidance purposes and to provide information about district policies. The DAC or principal can assist SACs in determining which staff member(s) can best address the topic at hand.
- When updating the information on your SAC webpage, consider providing interesting summaries of previous meetings. Also consider providing updates and upcoming meeting information in school communications.
- Schools should send out information at the beginning of the year to all parents defining their SAC and providing information for when the school SAC meets. The SAC should have an information table at any school-wide event, i.e., back-to-school nights, parent-teacher conferences, etc.
- As much as possible, try to ensure that meetings run according to schedule.
- Prior to the beginning of the year, establish your meeting norms with your SAC, understand the decision-making process, and adopt the most recent SAC bylaws.
- Upon completion the One Plan (USIP) should be shared and available to the school community. This can include website posting, e-mail newsletters, etc. The school should publish a summary of the One Plan in a manner like the way it publishes other school communications.
- Community input should be sought on spending priorities. Again, this should take place via a school's usual method of communication.

Relationship with the DAC

It is essential to have a direct line of communication between the SAC and each District Accountability Committee (DAC). Every SAC should stay in contact with the DAC. The DAC publishes monthly newsletters to inform SACs about information that needs to be shared. The DAC also holds quarterly training for SACs to learn and communicate with the DAC. The [DAC website](#) has resources for SACs to utilize.

Relationship with Parent Groups

It is recommended that the SAC and the Parent Teacher Organization/Parent Teacher Association (PTO/PTA) be separate committees. In general, PTO/PTA emphasizes fundraising, coordinates school volunteers, organizes community events, etc. In the interests of better communication between SAC and PTO/PTA, a member of either body could be designated to serve as a liaison between the SAC and the PTO/PTA communities.

Representation and Membership

Minimum Membership

Each district public school and each institute charter school shall establish a school accountability committee. Each school accountability committee shall consist of at least seven members (Legal Reference: [CRS 22-11-401\(1\)\(a\)](#)):

- One principal, or principal's designee
- One teacher who provides instruction at the school.
- Three parents or legal guardians of students enrolled at the school.
- One adult member of an organization of parents, teachers and students recognized by the school (i.e., PTO/PTA/PTSA, etc.)
- One Community Representative - a person who is involved in business or industry in the community.

Membership Roles and Terms

- Members of the SAC shall serve a term of one or two year, which is renewable.
- A person may not serve more than one of the required membership roles on the SAC. (Legal Reference: [CRS 22-11-401\(1\)\(c\)](#))
- Annually, each SAC shall elect a parent representative to serve as chair or vice/co-chair of the committee. (Legal Reference: [CRS 22-11-401\(2\)](#)). SAC chairs will serve one- or two-year terms, which may be extended if other members cannot be found.
- Members of the governing board of a district charter school or an institute charter school may serve as members of the school accountability committee. (Legal Reference: [CRS 22-11-401\(4\)\(b\)](#))

Recruitment of Members

A sample recruitment letter is included in Appendix B.

Organization

Member Roles and Responsibilities

Principal or Designee	<ul style="list-style-type: none">• Provide the Unified Improvement Plan to the SAC for review.• Provide budgetary information to the SAC for review.• Oversee elections for SAC membership (if needed) and help recruit likely candidates for SAC.• Provide various reports, raw data, and specific information requested by SAC members.• Assist in reviewing implementation of the School Improvement Plan.• Act as a liaison between SAC and the school community, if necessary.
Chair	<ul style="list-style-type: none">• Facilitate all meetings - keep members on task, focus discussions, and limit discussions appropriately.• Set meeting agendas in collaboration with the principal.• Guide the team in reviewing goals and other elements of the UIP.• Guide the team in making budgetary recommendations.• Collaborates with DAC.
Vice/Co-Chair	<ul style="list-style-type: none">• Fulfill all the above in the absence of the chair.
Secretary/Recorder	<ul style="list-style-type: none">• Keep attendance record for meeting minutes.• Record and distribute minutes of SAC meetings in collaboration with the principal.• Type and distribute meeting agendas.• Place public notice of upcoming meetings.• Keep the school SAC website updated with agendas, minutes, and SAC Bylaws, so that information can easily be referenced by any member of the school community.
Staff Representative	<ul style="list-style-type: none">• Act as a liaison between SAC and the staff at large.• Bring staff concerns to SAC meetings.• Facilitate communication with parents on SAC matters and to assist in raising parent interest in participating on SAC.
Parent Representatives	<ul style="list-style-type: none">• Bring parent concerns to SAC meetings.• Provide parents' perspectives on school issues.• Help communicate school concerns to the broader community.
Community Representative	<ul style="list-style-type: none">• Help raise awareness of neighborhood/community issues.• Help communicate school concerns to the broader community.

Subcommittees

These may be formed as needed and appointed by the chair. They should be provided with a purpose or charge, such as addressing action strategies related to achievement and/or school climate, for example. After completion of the given task, the subcommittee should submit a report to SAC for review and inclusion in the minutes.

Meetings and Procedures

According to D11 policy [AE](#), all SAC meetings are open to the public. Notices for the meetings shall be posted in the school and in social media.

SACs, as a local public body, must conform to Colorado sunshine laws for open meetings. Meetings must be posted on the school calendar at least 24 hours prior to the scheduled meeting. The posting place must be designated at the first regular meeting of the calendar year, and if possible, the notice should include agenda information. Meeting minutes must be posted on the school website and kept indefinitely.

Meetings

SACs must meet at least quarterly to discuss whether leadership, personnel, and infrastructure are advancing or impeding implementation of the school implementation plan. It is recommended that SAC meetings be scheduled once per month during the school year. See Appendix C for sample agenda ideas for monthly responsibilities.

Guiding Principles: For Relationships that Lead to Success

We value and use these guiding principles for accomplishing the Mission and our working relationships.

- THINK WIN/WIN -- CREATE THE CONDITION FOR UNDERSTANDING MUTUAL GOALS
 - ❖ Work together to understand each other's needs.
 - ❖ When we offer solutions that help each other do a better job we contribute to creating success for all of us.
- LISTEN FIRST, TALK SECOND, MANAGE BY FACTS -- CREATE THE CONDITION FOR MAKING GOOD DECISIONS
 - ❖ Keep the elephant on the table – admit to the brutal facts - and work toward success.
 - ❖ Build trust with the truth and work together through the good times and the challenges.
- TRUST BUT VERIFY -- CREATE THE CONDITION FOR VALUING AND ADDRESSING SUCCESS CRITERIA
 - ❖ Expect success. Expect high quality deliverables. Demonstrate high standards for performance.
 - ❖ Celebrate success. Appreciate the conclusion of each event.

- REMEMBER: —A DOLLAR IS A DOLLAR -- CREATE THE CONDITION FOR SOUND FISCAL MANAGEMENT
 - ❖ Work to set realistic expectations for costs and what exactly demonstrates business value.
 - ❖ Demonstrate fiscal responsibility with each other's money. Would they spend it as you would?
- FIRST DO NO DAMAGE -- CREATE THE CONDITION TO BALANCE INNOVATION WITH MINDING THE STORE
 - ❖ Do not turn the process upside down without a very good reason – but don't leave it broken if it's clearly yours to fix.
 - ❖ Do not stop the work without a very good reason – but don't ignore it if it's not working.
- WHATEVER IT TAKES -- CREATE THE CONDITION WHERE WE EACH BELIEVE NOTHING IS IMPOSSIBLE
 - ❖ Never say never. Avoid —can't. Look for ways to say, —yes instead of —no.
 - ❖ Work with a sense of urgency to ensure we meet our end user needs.

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 SAC's bylaws.
- All SAC members are to be considerate of differing viewpoints and are to make decisions in the best interest of the entire school.
- Decisions should be made via consensus, or general agreement. If the chairperson decides that a consensus is not possible, a call for a vote can be started.
- Voting: A quorum must be present for all matters that require a vote. A quorum shall consist of more than half of the total SAC membership, unless otherwise specified in the SAC bylaws. Only SAC members may vote.

Attendance

SAC members are encouraged to inform the chair in advance of any absences.

Agendas

Agendas are essential to keep meetings on track and on time. Send meeting agendas at least one week before each meeting, along with a reminder of the meeting date and time. Many topics on a SAC agenda are determined by the cycle of school improvement planning. SAC members may need background information or training in order to work effectively during the meeting. It is recommended that information from the DAC be allocated time to report, in the interests of encouraging communication between SAC and DAC. Include an open forum at the end of each meeting to allow SAC members to share concerns or request specific topics for future meetings. The agendas should be posted on the school SAC website. A sample agenda is shown in Appendix D.

Minutes

Minutes shall be written for each meeting. Minutes are to be distributed to SAC members. The minutes will be presented for approval in the following meeting. Approved meeting minutes will be publicly published promptly and regularly distributed through the school's standard communication practices. The minutes should be posted on the school SAC website. Example meeting minutes along with dos and don'ts are in Appendix E.

Bylaws

In the interests of facilitating SAC operations, it is strongly recommended that each SAC develop, and periodically review, bylaws to govern the operations of the group. The minimum SAC Bylaw requirements are located here ([AE-R-2](#))

Example SAC Bylaws are in Appendix F.

Member Norms

It is recommended that each SAC establish, and agree to, a set of group expectations for behavior and best practice. Norms are independent of bylaws. Example SAC norms can be found in Appendix G.

School Finance

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 more at this webpage from CDE: [Understanding Colorado School Finance](#).

One of the statutory requirements of the SAC is to recommend school spending priorities. These priorities should be aligned with the school improvement planning strategies and core values. Relevant data that supports effective use of funds on increasing student performance should also be considered.

Questions to start the SAC discussion on Spending Priorities:

- Where can we maximize spending to meet the greatest needs of our students based on performance?
- Can we meet any of these spending needs through community partnerships?
- What are the future plans and what funds will we need to meet them?

Principals consider providing:

- Prior spending priorities
- Past and projected enrollment
- Carryover amount
- Assessment data to discuss funds needed for academic performance improvement.

Sample Budget Priorities

- Class Sizes

- Mental Health
- Transportation
- Technology

See Appendix H for information on how your SAC can engage in the budget planning process.

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 SAC is to provide annual input on the development of the school'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.

The chart below translates some of the key terms in the UIP process.

UIP Elements	Translation	Notes
Data Analysis (Trends, Priority Performance Challenges (PPC))	How are students performing? What are the top challenges?	Focus on students. Looking to past
Root Cause (deepest underlying causes of PPC, guides improvement work)	Why does the student performance issue persist?	Focus on adults. Looking to past and present
Major Improvement Strategies (Evidence based strategies to address PPC)	What might improve student performance?	Focus on adults. Looking forward
Action Steps (specific actions to carry out improvement strategies)	What will we do?	Focus on adults. Looking forward
Progress Monitoring (Interim measures, implementation benchmarks)	How will we monitor the impact?	Focus on students & adults. Looking forward

Colorado statute requires the Colorado Department of Education (CDE) to assign every school 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 receives from the state – for increased state scrutiny of plans and additional state support. Each year, schools 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.

See Appendix I for information on how your SAC can engage in the improvement planning process.

Family Engagement

PTA's [National Standards for Family-School Partnerships](#) help set the bar for how schools and parent organizations should work together to support student success. Decades of research shows that family engagement matters for student success. Family engagement also helps schools, research suggests it is equally as important as school leadership or a rigorous curriculum to predict school improvement. SACs are an important piece to helping with this work in schools. The standards are:

1. Welcome All Families
2. Communicate Effectively
3. Support Student Success
4. Speak Up for Every Child
5. Share Power
6. Collaborate with the Community

See Appendix J for information on how your SAC can support Family Engagement in your school.

Communication and Reframing Strategies

Shifting the narrative around family engagement away from just bake sales and back-to-school nights involves communication and reframing strategies. The resources provided by the Colorado Department of Education can help do this in your communities. Using the rocket metaphor is a terrific way to communicate about family school and community partnership. See:

<https://www.cde.state.co.us/familyengagement/communicationandreframing>

Great Reference Links for SAC and DAC Members

Colorado Department of Education (CDE) website links:

CDE General Information Links:

CDE Home Page – provides access to information on implementation of Federal and Colorado laws on education, and much more: <http://www.cde.state.co.us>

Latest CDE update (Updated first week of every month) gives the latest info on availability of test results, growth data, school and district performance frameworks, USIPs and much, much more. It is a great resource for staying current and is available at <http://www.cde.state.co.us/cdeupdate>.

The School Dashboard is a visualization tool that graphs out currently available individual school data over time, such as demographics, achievement, growth and performance framework data: <http://www.cde.state.co.us/code/schooldashboard>

Colorado READ Act (HB12-1238) Implementation, Rules and Resources:
<http://www.cde.state.co.us/coloradoliteracy/readact/index>.
<http://www.cde.state.co.us/coloradoliteracy/generalinfo-parents> (Colorado READ Act info for Parents)

Every Student Succeeds Act – Implementation in Colorado:
<http://www.cde.state.co.us/fedprograms/essa>

Listing and definitions for all CDE acronyms (includes most used by D-11 also):
<http://www.cde.state.co.us/cdeacronyms>

Parent Support and Engagement Links:

CDE website “Resources for Parents” page – provides access to DAC and SAC resources plus a wide range of instruction/curriculum/test and parent engagement resources:
<http://www.cde.state.co.us/Resourcesforparents>. See also http://www.cde.state.co.us/ui/sac_dac

CDE: Family-School-Community Partnerships: Lots of new information and resources here for 24-25.
<https://www.cde.state.co.us/ui/familyengagement>

Link to information on, and a by-subject listing of **promising school and family partnership practices** developed under CO State Advisory Council for Parent Involvement in Education (SACPIE): <http://www.cde.state.co.us/ui/promising>

Link to CDE high impact strategies and resources for family engagement and student success:
<https://www.cde.state.co.us/familyengagement/highimpactstrategies>

State and District Accountability and Unified Improvement Plan (UIP) Links:

Latest CDE information on state accountability. Note the periodic updates at the bottom of the webpage: <http://www.cde.state.co.us/accountability/stateaccountability>

Links to many key accountability resources including the state's July 2024 District Accountability Handbook – Covers District Accountability and School Accountability committee responsibilities: <http://www.cde.state.co.us/accountability/accountability-resources>

CDE generated Unified Improvement Plan resources page – for use by schools and districts. Includes latest info for 24-25 and step-by-step guidance/resources: <http://www.cde.state.co.us/uiip>

CDE generated State Accountability Data Tools and Reports page – provides descriptions of latest tools and reports and links to all key tools and reports: <http://www.cde.state.co.us/accountability/schoolviewdataandresults>

CDE Generated State Assessment and Performance Data Links:

CDE generated State, District, and School Performance Framework Reports (final) and percentile ranking info, with data for 15-16, 16-17, 17-18, 18-19, 21-22, and 22-23 (includes growth data) plus the latest UDIP/USIPs: <http://www.cde.state.co.us/schoolview/performance> . (See also District and School Performance Frameworks <http://www.cde.state.co.us/accountability/performanceframeworks>) [Note: Some 23-24 data may not be posted as yet.]

CDE generated Assessment Toolkit designed to help districts and schools communicate with parents about state assessments. <https://www.cde.state.co.us/communications/tools-assessments>

Useful Colorado Springs D11 Related Website links:

D11 Board of Education home page (meeting dates, agendas, minutes, etc.; policies and regs; how to contact Board members): <https://www.d11.org/boe/welcome>

D11 District Accountability Committee page: <https://www.d11.org/administration/dac/dac-clone> (Contains information and resources for D11 DAC and SACs)

D11 Parent Partnership Policy: <https://resources.finalsite.net/images/v1693227132/d11org/anjxlc4evci3f4zpygz/AKB.pdf>

D11 Parent/Guardian Engagement Policy: <https://resources.finalsite.net/images/v1693227715/d11org/owjdn4yk0wotnsralbfr/KB.pdf>

D11 Parent/Guardian and Family Engagement in Title 1 Education Policy and Regulation: <https://resources.finalsite.net/images/v1693227717/d11org/uq3voix7ftei3ig55u8w/KBA2523.pdf>
<https://resources.finalsite.net/images/v1693227719/d11org/uq7p1skcdmj2y3wcfudw/KBA-R2523.pdf>

D-11 Family-School Partnerships – An Implementation Guide: <https://resources.finalsite.net/images/v1693225348/d11org/ds9syy3uflg0u2poonpx/FamilySchoolPartnershipsToolkit.pdf>

Parent/Community page with key links: <https://www.d11.org/families-community>

D-11 Technology and Library Tips for Families: Tips on technology and related resources used in every grade level – a great resource for SACs and parents:

<https://www.d11.org/departments/itls/technology-tips-for-families>

D-11 2024-24 Assessment Calendar:

[https://d11-](https://d11-my.sharepoint.com/:w:/g/personal/natasha_crouse_d11_org/EWLIV7SL7phOvjPZljAR8DAB9mqfxvy-bi4xDeolOWbAAw?e=KitMIJ)

[my.sharepoint.com/:w:/g/personal/natasha_crouse_d11_org/EWLIV7SL7phOvjPZljAR8DAB9mqfxvy-bi4xDeolOWbAAw?e=KitMIJ](https://d11-my.sharepoint.com/:w:/g/personal/natasha_crouse_d11_org/EWLIV7SL7phOvjPZljAR8DAB9mqfxvy-bi4xDeolOWbAAw?e=KitMIJ)

D-11 Financial Transparency: <https://www.d11.org/administration/financial-transparency/required>

D-11 School capacity model (all levels) and associated school utilization information:

<https://www.d11.org/administration/schools/capacity>

Schools by Area Superintendent
2024-2025 School Year

BRANDAN COMFORT Charter Schools			
355	Colorado Springs School of Technology (CSST)	Nathan Gorsch	660-7430
931	Comm Prep	Raj Solanki	227-8836
955	Academy ACL	Teresa Brown	434-6566
952	CIVA	Randy Zimmerman	633-1306
957	James Irwin	Kimberly Nabeta	302-9007
933	Eastlake HS	Cassandra Berry	300-8947
935	Orton Academy	Cindy Kanuch	313-9903
934	Thomas MacLaren	Mary Faith Hall	433-8647
902	Roosevelt	Katherine Boyce	637-0311

DARREN JOINER Northeast Area Schools			
351	Doherty HS	Hillary Heinton	328-6400
249	Jenkins MS	Tony Jackowski	328-5300
246	Russell MS	David Dubois	328-5200
247	Sabin MS	Christina Clayton	328-7000
106	Carver ES	Lisa Bizzell	328-7100
143	Freedom ES	Rochelle Williams	228-0800
110	Fremont ES	Tracy Squires	328-5600
118	Keller ES	Stacy Brisben	328-5900
119	King ES	Tammy Krueger	328-6000
122	Martinez ES	Katie Cincoski	328-6100
131	Rudy ES	Julie Fahey	328-7600
140	Scott ES	Thomas Copley	328-6200
475	Tesla	Jason Miller	328-3100

SHERRY KALBACH Southeast Area Schools			
352	Mitchell HS	George Smith	328-6600
250	Galileo MS	Julia Scott	328-2200
251	Swigert MS	Ré Cockrell	328-6900
102	Audubon ES	Aaron Ford	328-2600
111	Grant ES	Ryan Miller	328-5700
112	Henry ES	Ginger Ernst	328-7200
123	Madison ES	Derien Latimer	328-7300
142	McAuliffe ES	Brett Wiltz	228-0900
125	Monroe ES	Ashlynn Smith	328-7400
127	Penrose ES	Katie Schoolmaster	328-7500
138	Wilson ES	Sheridan Hirsch	328-7800
454	Odyssey	Stacy Miller	328-2030

DARIN SMITH West Area Schools			
350	Coronado HS	Addie Arnell	328-3600
242	Holmes MS	Anthony Karr	328-3800
248	West MS	Michael Anderson	328-4900
104	Bristol ES	Gabe Hammel	328-4000
105	Buena Vista ES	Angela Prochnow	328-4100
109	Chipeta ES	Tiffany Brown	328-5500
113	Howbert ES	Toby Lefere	328-4200
116	Jackson ES	Sara Miller	328-5800
124	Midland ES	Karen Newton	328-4500
139	Trailblazer ES	Kenneth Pfeil	328-6300
148	West ES	Michael Anderson	328-3902
461	Achieve/Digital	John Bailey	328-3012
464	SPARK Online	Emily Ray	328-4300

SARAH SCOTT Central Area Schools			
353	Palmer HS	Krista Burke	328-5000
244	Mann MS	Keri Lindaman	328-2300
245	North MS	Stephanie Leasure	328-2400
101	Adams ES	Carolyn Graham	328-2900
107	Columbia ES	Stephanie Atencio	328-2700
108	Edison ES	Robin Moore	328-2800
126	Queen Palmer ES	Christina Butcher	328-3200
129	Rogers ES	Jennifer Morrell	328-3300
132	Steele ES	Ryan Capp	328-4700
133	Stratton ES	Kyle Rudd	328-3400
134	Taylor ES	Kimberly Gilbert	328-3500
135	Twain ES	Felicia Boudreaux	328-7700
410	Adult/Family Ed	Wendy Swearingen	328-3001
470	Bijou	Mary Ruben-Clapper	328-2060

KRIS ODOM			
622	Athletics (626-MS)	Chris Noll	520-2690

LIZ TENCATE			
625	Career/Tech Ed	Duane Roberson	328-2041

AREA SUPERINTENDENTS OFFICE			
Katrina Adad, Executive Assistant for Area Superintendents			
719-520-2018			

Appendices

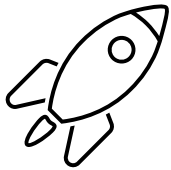
Appendix A: DAC Members

Category	Name	Affiliation/Location
Chair	Marion Clawson	Chair/Parent
Vice Chair (Membership Committee)	Lauren Blazis Walker	Vice Chair/Parent
Budget Subcommittee Co-Chairs	Carl Schuler (co-chair) Vicky McLaughlin (co-chair)	Community Community
Chair of the DAC Accreditation/ Achievement Committee	Courtney Hertner	Chair/Parent
Training & SAC Support Chair	Velvet Stepanek	Parent/Doherty HS
4 parents with students in District regular elementary schools	Michael Williams Amanda Duncan Cory Lemay Erin Sawyer	Parent/Keller ES Parent/Rogers ES Parent/McAuliffe ES Parent/ Audubon ES
1 parent with a student identified as GT	Nila Rickard	Parent/Palmer/Odyssey
1 parent with a student identified as Special Needs	Karyn Lee	Parent/
1 parent with a student identified as ELL	Cendy Angeles	Parent/Thomas MacLaren
2 parents with students in District regular middle schools	Jennifer McCall Jamil Aaron	Parent/Holmes MS Parent/Holmes MS & North MS

Category	Name	Affiliation/Location
2 parents with students in District regular high schools	Thom Moore	Parent/Doherty HS
	Alyssa Webb	Parent/Mitchell HS
1 parent with a student in a District Opportunity school	Vacant	Parent/
1 parent with a student in a District charter school	Katie Ross	Parent/
3 teachers (one elementary, one middle and one secondary)	Emily Owens	Teacher/McAuliffe ES
	Amanda Hawkins	Teacher/Jenkins MS
	Kristi Real	Teacher/Doherty HS
3 school administrators (one elementary, one middle and one secondary)	Toby Lefere	Principal/Howbert ES
	Cheri Kessler	AP/Swigert MS
	Vacant	
1 ESP representative	Cynthe Winebrenner	ESP Rep/North MS
4 community members living in the District without students in District schools	Lyman Kaiser	Community
	Jan Rennie	Community
	Rebecca Acevedo	Community ELL
	Kenderdine	
1 person involved in business or industry within the District's boundaries	John Gustafson	Business
1 person associated with the military community at Peterson AFB	Jackie Wickham	Military Liaison
1 person associated with Higher Education	Vacant	

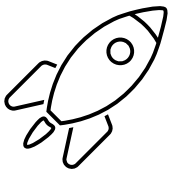
Category	Name	Affiliation/Location
Student Representative (s)	Carissa Rickard Raegan Kouri	Student/Odyssey ECCO-Palmer HS Student/ Odyssey ECCO-Palmer HS
Administrative Liaison (Appointed by the Superintendent) ex-officio, non-voting member	Brandan Comfort	Chief Resource Officer
Administrative Support (ex-officio, non-voting member)	Trudy Tool Kim Gilstrap	Executive Assistant Executive Assistant

Appendix B: Sample SAC Recruitment Letter



Together we are on a mission for student success. Just as a space launch relies on a team of people working together to plan and complete a mission, families, schools, and communities work together to launch children's learning. When families, schools, and communities work together throughout the year on their shared mission, student learning takes off.

One opportunity for families to contribute to this mission is to participate on the School Accountability Committee (SAC). The SAC gives the community the opportunity to have a monthly conversation with the principal about safety, student achievement, the learning environment, and spending priorities. The committee learns together about how students at our school are doing and what we can do as a community to support them on the mission. The SAC also gives input to the District Accountability Committee (DAC), who then advises the School Board. It's an opportunity for all to have their voice heard. Contact our principal if you're interested.



Juntos tenemos una misión para el éxito de los estudiantes. Así como un lanzamiento espacial depende de un equipo de personas que trabajan juntas para planificar y completar una misión, las familias, las escuelas y las comunidades trabajan juntas para impulsar el aprendizaje de los niños. Cuando las familias, las escuelas y las comunidades trabajan juntas durante todo el año en su misión compartida, el aprendizaje de los estudiantes despegue.

Una oportunidad para que las familias contribuyan a esta misión es participar en el Comité de Responsabilidad Escolar (SAC). El SAC le brinda a la comunidad la oportunidad de tener una conversación mensual con el director sobre la seguridad, el rendimiento estudiantil, el entorno de aprendizaje y las prioridades de gastos. El comité aprende juntos sobre cómo les está yendo a los estudiantes y qué podemos hacer como comunidad para apoyarlos en la misión. El SAC también brinda información al Comité de Responsabilidad del Distrito (DAC), quien luego asesora a la Junta Escolar. Es una oportunidad para que todos hagan oír su voz. Póngase en contacto con el director si está interesado.

Appendix C: Agenda Planning Guide

This guide is intended to give Principals and SAC Chairs a reference and reasonable flow for agenda topics and actions that meet the broad responsibilities of School District 11 SACs. SACs should tailor agendas appropriate to their school's needs and emphasis with a focus on instructional and social emotional challenges as identified in the school "One Plan"/Unified School Improvement Plan (USIP). Topics not considered in a given month should be considered for a subsequent month. Mandatory items/deadlines are noted where applicable.

AUGUST-if August meeting (Themes: Orientation and "One Plan"/USIP development)

- Elect SAC leadership (if not done in April/May-required by Sep 1st)
- Orientation of new SAC members
 - Review roles and responsibilities (See Regulation AE-R-2, SAC Bylaws)
 - Review membership status and guidelines
 - Review SAC Bylaws
- Detailed review of school "One Plan"/USIP status and instructional focus for 24-25 (Update drafts generated during spring 24 "One Plan" symposium based on spring state test results, e.g., CMAS, PSAT/SAT, SPF score, etc., and Administration feedback.) Discuss what data will be collected/monitored to assess progress toward goals.
- Review Social Emotional Learning (SEL) challenges and initiatives (e.g., student trauma-informed care and student re-engagement).
- Review PowerSchool updates for 24-25 and plans for training parents/teachers in effective use.
- Review/meet with PTA(PTO) leadership on school strategies for parent engagement. Be sure to look at the District Family Engagement Policy (See Policy KB).

SEPTEMBER (Theme Instructional Focus and USIP)

- SAC orientation (if not done in Aug.).
- Review SAC Handbook for school year 2024-25.
- If not done in Aug, review school "One Plan"/USIP status and instructional focus for 24 – 25. Update drafts generated during spring 24 "One Plan" symposium based on spring state test results, e.g., CMAS, PSAT/SAT, SPF score etc., and Administration feedback – finalize USIP for Oct 15, 2024, submission to CDE if needed.
- Review school "One Plan"/USIP monitoring and evaluation strategy (School planning teams should review and update Action Steps, Evidence and Artifacts at least monthly).
- Review District/state assessment plans/actions for school for 24-25.

OCTOBER (Theme: Instructional Focus)

- Review/discuss School Readiness plan for kindergarten and READ Act implementation, funding, and student status/results, e.g., DIBELS8 fall test results (ES only)
- Review school focus on Individual Career and Academic Plans (ICAPs).
- Review Fall District Benchmark and other progress monitoring data results (if available) and compare against "One Plan"/USIP goals.
- Review Early Warning System data since start of school and identify areas of concern in academics, discipline, and attendance.
- Encourage communication for parent 5 Essentials survey participation.
- Discuss status/success of school-wide discipline policies/plan and "safe learning environment".

NOVEMBER (Theme: Achievement Gaps)

- Review/discuss school approach to Response to Intervention (RTI)/Multi-tier Support System (MTSS) and SEL successes/challenges.
 - Differentiation, blended learning, tutoring, etc.
 - Instructional supports for RTI/MTSS Tier 2 and Tier 3 students including support to Gifted & Talented (GT) and English Language Learner (ELL) students.
- Review/discuss school's focus on parent strategies for individual student support (i.e., parent and teacher as partners in student learning, with focus on student technology device use and support)
- Review Fall Panorama Survey Data
- Review available progress monitoring data results and compare against "One Plan"/USIP goals.

DECEMBER (If meeting – Theme: Catch up and safe learning environment)

- If meeting, use time to complete items not addressed so far and prepare for future tasks.
- Review/discuss with principal the school's implementation of the educator evaluation system and alignment with instructional goals.
- Review/discuss safe learning environment (safety, discipline, attendance, student/staff satisfaction, Chicago 5E survey plans, etc.)
- Review available progress monitoring data results and compare against "One Plan"/USIP goals.

JANUARY (Theme: Budget and funding priorities for school year 2024-25)

- Review/discuss school budget alignment with "One Plan"/USIP goals and identify school funding shortfalls, e.g.:
 - Instructional resources to meet multiple learning environments and close COVID related learning gaps.
 - Technology resources needed for student learning/testing.

Note: Budget/funding recommendations must be submitted to DAC by Feb 1, 2025, to be considered for the school year 25-26 budget.

- Review results of available performance monitoring data, e.g., Winter District Benchmark and Middle of the Year (MOY) DIBELS8 data and compare to "One Plan"/USIP goals.

FEBRUARY (Theme: Mid-yr "One Plan"/USIP progress review)

- If not done in Jan, principal and teachers provide relevant 1st semester achievement data (including Winter District Benchmark, MOY DIBELS8, and ACCESS for ELLs test results) and compare against "One Plan"/USIP goals.
- Progress in reading, writing, math, social studies and science
- Progress on RTI/MTSS and associated achievement gap strategies
- Progress on SEL successes/challenges.
- Progress on student discipline and "safe learning environment" initiatives.
- Progress on parent engagement for student learning, including training in PowerSchool and supporting technology.

MARCH (Theme: "One Plan"/USIP updates-if needed, catch up on delayed topics)

- Review results of available performance monitoring data and compare to "One Plan"/USIP goals.

- Review/discuss possible “One Plan”/USIP adjustments (if needed)
- Catch up on delayed topics and/or school unique issues.

APRIL (Theme: Assessment/planning for next school year)

- If not done in March, principal/teachers provide relevant 3rd quarter data for progress monitoring. Review available District/state assessment results, including District Benchmark data for 3rd quarter (if available), and assessment challenges.
- Review 5 Essentials Data.
- Review Panorama Survey Data
- Elect/select SAC chair, secretary and other officers as appropriate for next school year.
- Set SAC meeting calendar for next school year.

MAY (If meeting – Theme: Continue planning for next school year)

- Review/discuss instructional focus and “One Plan” USIP goals for next year.
- Review progress on SEL successes/challenges, 5E successes and challenges, and parent engagement.
- Plan to participate in District Spring symposium for school development of 25-26 “One Plan”/USIP.

<School Name> SAC Meeting Agenda

04 SEPTEMBER 20XX / 6:00 PM / CONFERENCE ROOM

Agenda

- 1. Call to Order 1 minute
- 2. Good Things 5 minutes
- 3. Agenda Review 2 minutes
- 4. Approval of Minutes from last meeting 2 minutes
- 5. DAC Report 5 minutes
 - Topics from last meeting
 - Questions/feedback to the SAC from the DAC
 - Questions/feedback to the DAC from the SAC
- 6. Principal’s Report 20 minutes
 - Possible topics include updates on current enrollment, major changes, safety issues/concerns, project updates, etc.
- 7. Discussion Items 20 minutes
 - Old Business
 - New Business
 - Request for future agenda items
- 8. Adjournment

Pre-Reading Materials

- Please be sure to read attached materials prior to the meeting.
<include items needed here>

Appendix E: Example Minutes

Meeting minutes are written documentation about what was discussed and what happened during a meeting. The meeting minutes are generally taken during the meeting so that participants have a record of what happened during the meeting. Minutes should be published in a timely manner and distributed to the school and posted on the SAC website.

SAC Minutes Do's & Don'ts

Minute Do's:

- Do keep minutes at ALL meetings.
- Do list where the meeting takes place, along with date and time.
- Do include call to order start time.
- Do include adjournment time.
- Do list the number of attendees and whether a quorum is present.
- Do write down who attended the meeting.
- Do format your notes to follow the agenda.
- Do be concise - It's not necessary to go on at length in the minutes.
- Just record specific motions and votes, and key business.
- Just record the facts. Minutes should record what is done at meetings, not every word spoken.
- Identify and track action items and plans that are discussed including due dates.
- List items that are held over for future meetings.
- Mention any documentation handed out at the meeting. Store a copy in the same location as the minutes.

Minute Don'ts:

- Don't list the names of people who second motions.
- Don't include personal thoughts or observations.
- Don't repeat information that is already there.
- Don't list the vote count - outcome is enough (i.e., carried or did not carry).
- Don't be shy about asking for clarification during the meeting to get a point straight in your notes.
- Don't wait to type up the minutes from your notes. Do it the same day or the next day, while you still remember.

<School Name> SAC Meeting Minutes

04 SEPTEMBER 20XX / 6:00 PM / Conference Room

Attendees

Wendy Writer, Ronny Reader, Abby Author

Agenda

1. Call to Order

Meeting called to order at 10:00 am

2. Good Things

- Lorem ipsum dolor sit amet, consectetur adipiscing elit.

3. Agenda Review

- The agenda was agreed upon.

4. Approval of Minutes from Last Meeting

- Motion to approve minutes from August meeting and seconded. Minutes unanimously approved.

5. DAC Report

- Topics from last meeting
- Questions/feedback to the SAC from the DAC
- Questions/feedback to the DAC from the SAC

6. Principal's Report

- Possible topics include updates on current enrollment, major changes, safety issues/concerns, project updates, etc.

7. Discussion Items

- Old Business
- New Business
- Requests for future agenda items

8. Adjournment

- Meeting adjourned at 11:00 am

Appendix F: Sample SAC Bylaws

<School Name> SCHOOL ACCOUNTABILITY COMMITTEE (SAC)

ARTICLE I. NAME

The name of the organization shall be the <School Name> School Accountability Committee (SAC).

ARTICLE II. PURPOSE

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

- Adopt rules for its operation (by-laws) consistent with these organizational guidelines
- Request assistance from the school's DAC chair, vice chair, Training and SAC Support Subcommittee, and/or school representatives to the DAC as appropriate.
- 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].
- If a priority improvement plan or turnaround 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 Board of Education (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.]*
- In coordination with the principal, submit the school's plan to the DAC and District Superintendent (or designee) by the date specified by the Superintendent (or designee).
- Publicize the Board public hearing held to review the school's written Priority Improvement or Turnaround plan, if such a plan is required. Members of the SAC are encouraged to attend the public hearing.
- 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.
- Make recommendations to the principal on priorities for the expenditure of school funds with a focus on student academic growth and safety; 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 Board of Education not later than 1 February of each year.

- 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 Equity Policy AG.
- 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.
- Assist the District in implementing at the school the parent/guardian engagement policy adopted by the Board.
- Assist school personnel to increase parents'/guardians' engagement with teachers, including but not limited to parents'/guardians' engagement in creating students' Individual Career and Academic Plans, and in creating students' plans to address chronic absenteeism and/or habitually truant.
- Provide input and recommendations to the DAC and District administration, on an advisory basis, concerning school principal evaluation procedures and development plans.
- Develop additional SAC areas of study, as needed, which will address the educational needs of the school.

ARTICLE III. 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 membership year shall be the school year. 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 school Principal and/or chair will make recommendations for vacant positions for unexpired terms.

To the extent feasible, the SAC shall consist of *at least* seven (7) members to include, at a minimum:

- 3 parents or legal guardians of students in the school
- 1 adult representing the Sabin PTO, Sabin PTA, or other Sabin parent organization, if one exists. Any active member of the parent organization may fill this role; it need not be a separate person from those listed above.
- 1 teacher who instructs in the school
- The school principal or his/her designee
- 1 person from the local school community

The school Principal and Chairman, with advice from representative organization(s) of parents, teachers, and students, will make a good faith effort to meet the membership criteria but if it cannot be achieved, the school shall still 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.

Missing 25% of the meetings scheduled during a school year shall be grounds for recommendation to the committee for replacement with someone of like relationship to the school/district.

ARTICLE IV. OFFICERS, TERMS, AND DUTIES

A Chair and Secretary will be elected from the SAC membership. Optionally, a Vice Chair or Co- Chair may be elected. The term of office will be two years and may be renewed at the discretion of the SAC. The Chair, Co-Chair, and 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 Sept 1st of each year.

The Chair will preside at all SAC meetings, appoint subcommittee chairs as needed and, in general, conduct the business of the committee. The chair will 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.

The Vice Chair shall act as aide to the Chair and shall perform the duties of the Chair in the absence or inability of that officer to act.

The Secretary will take minutes of the meetings, record attendance and provide a written copy for the records. The Secretary shall also maintain a membership list and have a current copy of the by-laws.

ARTICLE V. 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. At least quarterly the SAC will assess, in coordination with the Principal, the achievements and challenges relating to successful implementation of the school's performance plan.

The SAC shall meet on the second Monday of each month, August through May, 6 pm to 7:30 pm, at the school. A future meeting may be cancelled or rescheduled by majority vote at the prior meeting or, on or prior to the day of the meeting, by the Chairman in the event of inclement weather or other special circumstance.

All meetings will be open to the public. Meeting notices and minutes will be posted in school buildings and on the SAC web site. Member notification will be by email or other electronic means where possible.

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 via phone, email, or written contact to all SAC members.

The members present at any properly announced meeting shall constitute a quorum.

All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.

The SAC, with at least two-thirds of the vote in favor of the members present at a regular SAC meeting, may approve a meeting or series of meetings to take place by video conferencing or other electronic means. The electronic means used shall allow the public to hear the comments made by SAC members participating by electronic means and allow those SAC members to hear all components of the meeting and vote on items as appropriate. A SAC member participating by electronic means will be recorded as attending the meeting. A SAC member has an obligation to ensure that the location from which he or she is participating is free of distractions and promotes clear, two-way conversations. Note: This paragraph will also apply to SAC Subcommittees.

ARTICLE VI. SUBCOMMITTEES

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

ARTICLE VII. BY-LAWS AND AMENDMENTS

By-laws will be adopted by the SAC which are consistent with minimum requirements as set forth in AE- R-2 Colorado Springs School District 11 Board of Education Board of Education **Regulation 2 to Policy AE**.

SAC By-Laws 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.

ORIGINALLY APPROVED: October 27, 2014

REVISION APPROVED: September 3, 2024

Appendix G: Sample SAC Member Norms

SCHOOL ACCOUNTABILITY COMMITTEE MEMBER NORMS:

- Members will make every effort to attend each meeting.
- Meetings will begin and end on time.
- Members will respect the opinions of others and be considerate of differing points of view.
- Only one person will speak at a time; no side conversations.
- Monitor personal technology (turn cell phones off/on vibrate, close laptops during discussion).
- Members will take care of personal needs at their own discretion.
- Discussion and decisions will be limited to topics that are within the scope of the SAC responsibilities and on the agenda.
- Each committee member will have an equal voice.

Appendix H: Engaging with the School Budget

Spending Priorities

It is a duty and power of SAC to recommend priorities for spending school moneys to the school principal. There are several possible ways in which SACs may be engaged in spending priority recommendations. Below is a non-exhaustive list; the listed ways are not necessarily mutually exclusive.

1. SAC reviews and responds to a detailed budget proposal for spending school funds and recommends specific priorities.
2. In advance of having specific budget information, SAC makes high level recommendations for spending priorities based on school values and goals.
3. SAC receives a current year spending plan and makes recommendations about future year spending.

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

- Are dollars allocated appropriately for student count?
- Are dollars from the district for SPED and GT spent on these items?
- Does the general budget support the goals of the school?
- How are PTO/PTA dollars being appropriated?
- What concerns, if any, does the SAC see with the current budget?
- What recommendations does the SAC have for budget items? (Document in minutes)

Examine your SAC's role in making recommendations about school spending priorities:

1. How do the above models compare to my SAC's role in making spending priority recommendations?
2. What were my SAC's recommendations this year? To what extent are those reflected in my school's budget?
3. How might my SAC change the way it makes spending priority recommendations?
4. How and when did SAC receive school budget information?
5. How were our recommendations informed by needs identified in our current improvement plan?
6. In what ways, if any, were our recommendations informed by anticipated needs relative to next year's improvement efforts?
7. How if at all did our SAC solicit input from other members of the community regarding school spending priority recommendations?
8. How and when did we inform other members of the community of our recommendations?
9. Did my SAC send a copy of its recommended spending priorities to the school district accountability committee and to the local school board as required by law?

Appendix I: Engaging with the UIP

Questions to start the SAC Discussion on UIP:

- Are there patterns in the performance framework data? (Achievement, Growth, Postsecondary Workforce Readiness)
- What is the school working on?
- What is the district working on?
- What are the future plans?

Appendix J: Supporting Family School Community Partnerships

This guide is meant to help families, educators, community members, and students to work together for student success:

[D11 Family School Partnership Guide](#)

Feedback about this manual

Comments, suggestions for revision, and other feedback about this manual and the issues addressed here should be sent to the DAC SAC Support and Training Subcommittee. Contact Velvet Stepanek at vstepanek@msn.com.