



School Accountability Committees and COVID-19

SAC Responsibilities and Considerations

Expectation	COVID-19 Consideration
Committee reports to the Principal or designee	Is this year especially challenging on the principal? Consider delegating responsibilities and brainstorm ways the leadership team can leverage SAC feedback throughout the year.
Meet at least quarterly	How can meetings be advertised and held virtually? Hybrid? Consider new times of day that may not have been possible before for some families.
Review budget and priorities	What are the impacts from COVID-19 on the budget and school priorities?
Review Unified Improvement Plan	In the absence of state assessment data, what should the planning team respond to? What existing challenges have been amplified? Should improvement strategies stay the course or be altered? Review this COVID-19 and UIP planning guidance.
Assist in implementation of the family engagement policy	How have family engagement activities changed, and what lessons have been learned? How can the SAC assist with communication, feedback, and engagement work to support school efforts?
Inform READ Plan, ICAP, Truancy as relevant	What updates need to be shared regarding implementation of schoolwide initiatives and changes/pauses for 2020-21?
Provide feedback to DAC on principal development plans	How can SACs help elevate the work of school administration to the district level?
If the school is implementing a Priority Improvement or Turnaround plan <ul style="list-style-type: none"> ○ Review UIP and make recommendations to the local board ○ Host a public hearing 	Notification and public hearing requirements are still in place . What is the school continuing to do to ensure that the reasons for state and federal identification are continuing to be addressed? How can the public hearing and feedback be done virtually?

How can the SAC help you in this time?

- SACs can provide a sense of normalcy, provide stakeholder ownership in school decision-making, and provide an opportunity for sharing experiences, problem solving and networking.
- Consider how SACs can be a sounding board for new policies, alterations to improvement strategies, or required shifts this year.
- How can SACs provide leadership within the community for managing expectations and communicating changes?

Committee Composition

- The principal or the principal’s designee
- At least one teacher who provides instruction in the school
- At least three parents of students enrolled in the school
- At least one adult member of a PTSA
- At least one community member

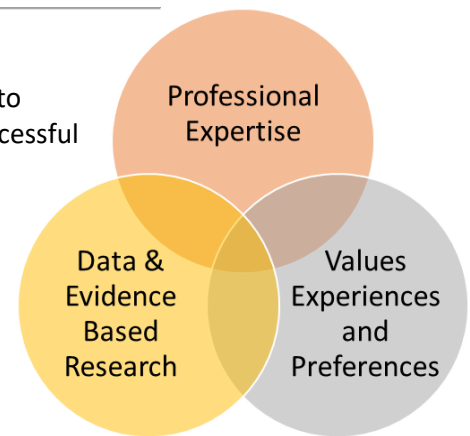
Representatives must:

- Reflect student population
- Not be employed by the district/school
- Have a chair or co-chair that is a parent

http://www.cde.state.co.us/uiip/sac_dac

Recruitment

- Survey data has shown that personal contact/invitations, back to school nights and family communication apps are the most successful ways to recruit members (CASE Survey 2020)
- How can direct reach outs ensure diverse voices are at the table? ([EE1: Create an Inclusive Culture](#))
 - Families bring a variety of values, experiences and preferences that balances against school staff expertise and available data



Group Cohesion and Successful Meetings

- Welcome new members ([EE 2: Build Trusting Relationships](#)).
 - Provide opportunities for groups to get to know each other, share stories, and participate in ice breakers
 - Help members find things in common
- Provide ongoing training for all members in different formats ([EE 3: Design Capacity Building Opportunities](#))
 - Orientation for new members
 - Mentorships
 - Resource-banks of tools, recorded webinars, and state resources
- Have a communication plan ([EE 4: Dedicate Necessary Resources](#))
 - Generate a group website or calendar
 - Use a group email/other tech to communicate outside the meeting (survey data shows text reminders to be valuable)
- Make the meetings a value-adding experience
 - What is the benefit for members? Is it to learn? To be a part of the school community? What makes it fun?

Ideas from Districts:

- Use this year to dig deeper into student, staff, and family survey or perception data (COVID19 or not)
- Leverage the online meeting format to invite more non-member participants as a learning opportunity
- Consider a mix of hybrid, remote and in person to maximize attendance
- Brainstorm alternative forms of data for planning (e.g., course variation, referrals)

Best Practices

Before	During	After
<ul style="list-style-type: none"> • Articulate the purpose of the work, decision or discussion • Describe the role of stakeholders • Provide resources to build background knowledge on implementation and related data that will be discussed during meetings 	<ul style="list-style-type: none"> • Invite unique perspectives • Provide a safe forum to ask questions, share information and confirm understandings • Use effective techniques for leading group discussion to ensure each voice is heard 	<ul style="list-style-type: none"> • Close the loop – communicate decisions and provide rationale • Identify areas of needed improvement and strategies for addressing those areas in a timely and effective manner