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Section 1: Laws and Policies
1008.33 Authority to enforce public school improvement.--

(1) The State Board of Education shall comply with the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. ss. 6301 et seq., and its implementing regulations. The State Board of Education is authorized to adopt rules in compliance with the ESEA and, after evaluating and determining that the ESEA and its implementing regulations are consistent with the statements of purpose set forth in the ESEA (2002), may adopt rules to maintain compliance with the ESEA.

(2)(a) Pursuant to subsection (1) and ss. 1008.34, 1008.345, and 1008.385, the State Board of Education shall hold all school districts and public schools accountable for student performance. The state board is responsible for a state system of school improvement and education accountability that assesses student performance by school, identifies schools in which students are not making adequate progress toward state standards, and institutes appropriate measures for enforcing improvement.

(b) The state system of school improvement and education accountability must provide for uniform accountability standards, provide assistance of escalating intensity to low-performing schools, direct support to schools in order to improve and sustain performance, focus on the performance of student subgroups, and enhance student performance.

(c) School districts must be held accountable for improving the academic achievement of all students and for identifying and turning around low-performing schools.

(3)(a) The academic performance of all students has a significant effect on the state school system. Pursuant to Art. IX of the State Constitution, which prescribes the duty of the State Board of Education to supervise Florida’s public school system, the State Board of Education shall equitably enforce the accountability requirements of the state school system and may impose state requirements on school districts in order to improve the academic performance of all districts, schools, and students based upon the provisions of the Florida K-20 Education Code, chapters 1000-1013, and the federal Elementary and Secondary Education Act, 20 U.S.C. ss. 6301 et seq., and its implementing regulations.

(b) For the purpose of determining whether a public school requires action to achieve a sufficient level of school improvement, the Department of Education shall annually categorize a public school in one of six categories based on the school's grade, pursuant to s. 1008.34, and the level and rate of change in student performance in the areas of reading and mathematics, disaggregated into student subgroups as described in the federal Elementary and Secondary Education Act, 20 U.S.C. ss. 6311(b)(2)(C)(v)(II).
(c) Appropriate intervention and support strategies shall be applied to schools that require action to achieve a sufficient level of improvement as described in paragraph (b). The intervention and support strategies must address student performance, including, but not limited to, improvement planning, leadership quality improvement, educator quality improvement, professional development, curriculum alignment and pacing, and the use of continuous improvement and monitoring plans and processes. The State Board of Education may prescribe reporting requirements to review and monitor the progress of the schools.

(4) The Department of Education shall create a matrix that reflects intervention and support strategies to address the particular needs of schools in each category.

(a) Intervention and support strategies shall be applied to schools based upon the school categorization. The Department of Education shall apply the most intense intervention strategies to the lowest-performing schools. For all but the lowest category and "F" schools in the second lowest category, the intervention and support strategies shall be administered solely by the districts and the schools.

(b) The lowest-performing schools are schools that have received:

1. A grade of "F" in the most recent school year and in 4 of the last 6 years; or
2. A grade of "D" or "F" in the most recent school year and meet at least three of the following criteria:
   a. The percentage of students who are not proficient in reading has increased when compared to measurements taken 5 years previously;
   b. The percentage of students who are not proficient in mathematics has increased when compared to measurements taken 5 years previously;
   c. At least 65 percent of the school's students are not proficient in reading; or
   d. At least 65 percent of the school's students are not proficient in mathematics.

(5)(a) In the school year after a school is initially identified as a school in the lowest-performing category, the school district must submit a plan, which is subject to approval by the State Board of Education, for implementing one of the following options at the beginning of the next school year. The plan must be implemented unless the school moves from the lowest-performing category:

1. Convert the school to a district-managed turnaround school by means that include implementing a turnaround plan approved by the Commissioner of Education which shall become the school's improvement plan;
2. Reassign students to another school and monitor the progress of each reassigned student;
3. Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness; or

4. Contract with an outside entity that has a demonstrated record of effectiveness to operate the school.

(b) If a school does not move from the lowest-performing category during the initial year of implementing one of the options in paragraph (a), the school district must submit a plan, which is subject to approval by the State Board of Education, for implementing a different option in paragraph (a) at the beginning of the next school year, unless the State Board of Education determines that the school is likely to move from the lowest-performing category if additional time is provided to implement intervention and support strategies. The State Board of Education shall determine whether a school district may continue to implement an option beyond 1 year while a school remains in the lowest-performing category.

(6) In order to advance to a higher category, a school must make significant progress by improving its school grade and by increasing student performance in mathematics and reading. Student performance must be evaluated for each student subgroup as set forth in paragraph (3)(b).

(7) Beginning July 1, 2009, the Department of Education shall commence its duties under this section.

(8) By July 1, 2010, the State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section. The state board shall consult with education stakeholders in developing the rules.

responsible for final decisionmaking at the school relating to implementation of ss. 1001.42(18) and 1008.345. A majority of the members of each school advisory council must be persons who are not employed by the school district. Each advisory council shall be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Career center and high school advisory councils shall include students, and middle and junior high school advisory councils may include students. School advisory councils of career centers and adult education centers are not required to include parents as members. Council members representing teachers, education support employees, students, and parents shall be elected by their respective peer groups at the school in a fair and equitable manner as follows:

1. Teachers shall be elected by teachers.
2. Education support employees shall be elected by education support employees.
3. Students shall be elected by students.
4. Parents shall be elected by parents.

The district school board shall establish procedures to be used by schools in selecting business and community members that include means of ensuring wide notice of vacancies and of taking input on possible members from local business, chambers of commerce, community and civic organizations and groups, and the public at large. The district school board shall review the membership composition of each advisory council. If the district school board determines that the membership elected by the school is not representative of the ethnic, racial, and economic community served by the school, the district school board shall appoint additional members to achieve proper representation. The commissioner shall determine if schools have maximized their efforts to include on their advisory councils minority persons and persons of lower socioeconomic status. Although schools are strongly encouraged to establish school advisory councils, the district school board of any school district that has a student population of 10,000 or fewer may establish a district advisory council which includes at least one duly elected teacher from each school in the district. For the purposes of school advisory councils and district advisory councils, the term "teacher" includes classroom teachers, certified student services personnel, and media specialists. For purposes of this paragraph, "education support employee" means any person employed by a school who is not defined as instructional or administrative personnel pursuant to s. 1012.01 and whose duties require 20 or more hours in each normal working week.

(b) The district school board may establish a district advisory council representative of the district and composed of teachers, students, parents, and other citizens or a
district advisory council that may be comprised of representatives of each school advisory council. Recognized schoolwide support groups that meet all criteria established by law or rule may function as school advisory councils.

(c) For those schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, district school boards may establish a district advisory council with appropriate representatives for the purpose of developing and monitoring a district school improvement plan that encompasses all such schools in the district, pursuant to s. 1001.42(18)(a).

(d) Each school advisory council shall adopt bylaws establishing procedures for:

1. Requiring a quorum to be present before a vote may be taken by the school advisory council. A majority of the membership of the council constitutes a quorum.

2. Requiring at least 3 days' advance notice in writing to all members of the advisory council of any matter that is scheduled to come before the council for a vote.

3. Scheduling meetings when parents, students, teachers, businesspersons, and members of the community can attend.

4. Replacing any member who has two unexcused consecutive absences from a school advisory council meeting that is noticed according to the procedures in the bylaws.

5. Recording minutes of meetings.

The district school board may review all proposed bylaws of a school advisory council and shall maintain a record of minutes of council meetings.

(2) DUTIES.--Each advisory council shall perform functions prescribed by regulations of the district school board; however, no advisory council shall have any of the powers and duties now reserved by law to the district school board. Each school advisory council shall assist in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(18). With technical assistance from the Department of Education, each school advisory council shall assist in the preparation of the school's annual budget and plan as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.

History.--s. 1, ch. 2002-49; s. 59, ch. 2002-387; s. 73, ch. 2004-357; s. 10, ch. 2008-108; s. 5, ch. 2008-235.
1001.42 Powers and duties of district school board.—

The district school board, acting as a board, shall exercise all powers and perform all duties listed below:

(18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.--Maintain a state system of school improvement and education accountability as provided by statute and State Board of Education rule. This system of school improvement and education accountability shall be consistent with, and implemented through, the district's continuing system of planning and budgeting required by this section and ss. 1008.385, 1010.01, and 1011.01. This system of school improvement and education accountability shall comply with the provisions of ss. 1008.33, 1008.34, 1008.345, and 1008.385 and include the following:

(a) School improvement plans.--The district school board shall annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district.

(b) Public disclosure.--The district school board shall provide information regarding the performance of students and educational programs as required pursuant to ss. 1008.22 and 1008.385 and implement a system of school reports as required by statute and State Board of Education rule which shall include schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, and for those schools, report on the elements specified in s. 1003.52(19). Annual public disclosure reports shall be in an easy-to-read report card format and shall include the school's grade, high school graduation rate calculated without GED tests, disaggregated by student ethnicity, and performance data as specified in state board rule.

(c) School improvement funds.--The district school board shall provide funds to schools for developing and implementing school improvement plans. Such funds shall include those funds appropriated for the purpose of school improvement pursuant to s. 24.121(5)(c).

1008.36 Florida School Recognition Program.--

(1) The Legislature finds that there is a need for a performance incentive program for outstanding faculty and staff in highly productive schools. The Legislature further finds that performance-based incentives are commonplace in the private sector and should be infused into the public sector as a reward for productivity.

(2) The Florida School Recognition Program is created to provide financial awards to public schools that:

(a) Sustain high performance by receiving a school grade of "A," making excellent progress; or

(b) Demonstrate exemplary improvement due to innovation and effort by improving at least one letter grade or by improving more than one letter grade and sustaining the improvement the following school year.

(3) All public schools, including charter schools, that receive a school grade pursuant to s. 1008.34 are eligible to participate in the program.

(4) All selected schools shall receive financial awards depending on the availability of funds appropriated and the number and size of schools selected to receive an award. Funds must be distributed to the school's fiscal agent and placed in the school's account and must be used for purposes listed in subsection (5) as determined jointly by the school's staff and school advisory council. If school staff and the school advisory council cannot reach agreement by November 1, the awards must be equally distributed to all classroom teachers currently teaching in the school.

(5) School recognition awards must be used for the following:

(a) Nonrecurring bonuses to the faculty and staff;

(b) Nonrecurring expenditures for educational equipment or materials to assist in maintaining and improving student performance; or

(c) Temporary personnel for the school to assist in maintaining and improving student performance.

Notwithstanding statutory provisions to the contrary, incentive awards are not subject to collective bargaining.

History.--s. 381, ch. 2002-387; s. 24, ch. 2008-235.
SCHOOL-COMMUNITY RELATIONS
POLICIES NUMBER 809

SCHOOL ADVISORY COUNCILS

The Volusia County School Board supports and encourages increased participation by parents, community, and staff members in the development of plans to improve students’ achievement.

Each school shall establish a School Advisory Council, composed of teachers, education support employees, students, parents, and other citizens who are representative of the ethnic, racial, and economic community served by the school.

For the purposes of this policy the term “teacher” shall include classroom teachers, certified student services personnel, and media specialists. For purposes of this policy, “education support personnel” means any person employed by a school who is not defined as instructional or administrative personnel pursuant to Section 1012.01 Florida Statutes, and whose duties require twenty (20) or more hours in each normal work week.

For purposes of this policy, “parent” includes a stepparent or a legal guardian or any relative with whom the child maintains residence for purposes of pupil assignment under Policy 203. If the parents of any child do not reside together, under circumstances where by written agreement or court order of one parent is primary custodian, the custodial parent shall be entitled to vote and to be elected to the School Advisory Council. Where parents who do not reside together have shared custody by written agreement or court order, both parents are entitled to vote and to be elected to the School Advisory Council. Each school shall use the list of names of parents as shown in district records for purposes of eligibility to vote and qualification for candidacy, unless a parent provides corrective information under this paragraph to the principal at least seven days prior to the closing of the period for nominations.

Purpose

A. The primary purpose of a School Advisory Council is to assist in the preparation of a plan to improve student performance. The plan shall be based on an analysis of student achievement and other school performance data. The School Advisory Council shall be responsible for the final decision making at the school relating to the school improvement process and plan.

B. The School Advisory Council shall perform such functions as are prescribed by regulation of the School Board and state law; however, no School Advisory Council shall have the powers and duties now reserved by law to the School Board. The School Advisory Council may seek a waiver of school district policies under the procedure set out in the Charter School District contract or School Board Policy 107. The School Advisory Council may also submit a request, with its school improvement plan, that the School Board originate a request for a waiver from a statute or state regulation.
Duties

A. Each School Advisory Council shall assist in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(16) and shall assist in the preparation of the annual budget and plan as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by the School Advisory Council must be used for implementing the school improvement plan.

B. The school improvement plan shall be designed to achieve the state education priorities and student proficiency on the Sunshine State Standards. Each plan shall address student achievement goals and strategies based on state and school district proficiency standards. The plan may also address issues relative to other academic related matters as determined by district school board policy and shall include an accurate, data-based analysis of student achievement and other student performance data.

C. Each school plan must include a redesign component. For each school in the district that earns a school grade of “C” or below, or is required to have a school improvement plan under federal law, the school improvement plan must, at a minimum, also include:

1. Professional development that supports enhanced or differentiated instructional strategies to improve teaching and learning.

2. Continuous use of disaggregated student achievement data to determine effectiveness of instructional strategies.

3. Ongoing formal and informal assessments to monitor individual student progress, including progress toward mastery of the Sunshine State Standards, and to redesign instruction if needed.

4. Alternative instructional delivery methods to support remediation, acceleration, and enrichment strategies.

D. The School Advisory Council shall participate in the waiver process under the charter school district agreement between the School Board and the State Board of Education.

E. SHOULD THE SCHOOL QUALIFY FOR SCHOOL RECOGNITION FUNDS, THE SCHOOL ADVISORY COUNCIL SHALL PARTICIPATE IN THE DETERMINATION OF HOW THESE FUNDS WILL BE DISTRIBUTED IN ACCORDANCE WITH FLORIDA STATUTE 1008.36 OR ANY APPROVED WAIVER IN ACCORDANCE WITH THE CHARTER DISTRICT AGREEMENT.

F. Each School Advisory Council shall adopt bylaws that establish procedures for:

1. Requiring a quorum to be present before a vote may be taken. A quorum shall be a majority of the membership of the School Advisory Council.
2. Requiring at least 3 days advance written notice of any matter that is scheduled for a School Advisory Council vote.

3. Scheduling meetings at times when parents, students, teachers, business partners, and members of the community can attend.

4. Replacing any member who has 2 consecutive unexcused absences from school advisory council meetings that have been noticed according to the procedures outlined in the bylaws.

G. Copies of minutes of School Advisory Council meetings and copies of the by-laws shall be forwarded to the Superintendent/designee.

Membership

A. The School Advisory Council shall consist of the principal, parents, teachers, education support personnel, other business and community citizens, and students. At least fifty-one percent (51%) of the School Advisory Council shall be parents and community representatives not employed by the school district.

B. Each member of the School Advisory Council shall be appointed by the School Board from nominees submitted by the school as follows:

1. Teachers shall be elected by teachers;

2. Educational support employees shall be elected by educational support employees;

3. Students shall be elected by students. School Advisory Council in high schools shall include students. School Advisory Councils in middle and elementary schools may include students at the discretion of the principal;

4. Parents shall be elected by parents; and

5. Business and other community members shall be selected by the principal with the advice and consent of the School Advisory Council. The Superintendent shall establish procedures for use by schools in selecting business and community members that include means of ensuring wide notice of vacancies and of taking input on possible members from local business, chambers of commerce, community and civic organizations and groups, and the public at large.

C. Members shall serve on the School Advisory Council for a period of two (2) years, with half of the appointments being for a one year term.

D. The School Board shall review the membership composition of each School Advisory Council in October, January, and May. Should the School Board determine, on the recommendation of the principal, following input from the School Advisory Council, that the membership elected by the school is not
representative of the ethnic, racial, and economic community served by the school, the Board shall appoint additional members to achieve proper representation.

E. The School Board may remove a member of a School Advisory Council for nonfeasance, misfeasance, or other good cause.

IV. Training and Support

Training and support shall be available for School Advisory Council members.

V. The office of the Volunteer/Partnership Programs shall coordinate efforts to identify and recruit community members and business partners for School Advisory Council membership.

(No sunset recommended.)

Legal Authority:
Sections 1001.41, 1001.42; Florida Statutes

Law Implemented:
Section 1001.452; Florida Statutes

History:
(Adopted -- June 23, 1992)

(Revised -- July 1, 1992; September 14, 1993; January 18, 1994; January 13, 1998; June 15, 1999; August 17, 1999; July 26, 2005; November 2, 2006; September 16, 2008)

(Effective Date -- September 16, 2008)
SUNSHINE LAW

http://legal.firn.edu/sunshine

Florida's Government-in-the-Sunshine law provides a right of access to governmental proceedings at both the state and local levels. It applies to elected and appointed boards and applies to any gathering of two or more members of the same board to discuss some matter which will foreseeably come before that board for action. There is also a constitutionally guaranteed right of access. [Taken from the Florida Attorney General (Sunshine Law) web-site]

TRANSLATION

- All SAC meetings are advertised publicly well in advance (date, time, location)
- There can be no discussion of topics that will be coming up for a vote outside the meeting
  (ex. Mr. Brown and Mrs. Green leave the SAC meeting together after a lengthy discussion during the meeting about how to use the SAC funds this year. Mrs. Green thinks the 4th grade technology proposal is interesting and deserves more investigation, but is not sure that so much of the available SAC funds should go to one grade level. Mr. Brown is very excited about the new proposal for buying new computers for the 4th grade at the school since his son will be in the 4th grade this year. He shares his enthusiasm and all the positives he sees for the technology proposal with Mrs. Green. They both leave the parking lot enchanted with the idea of the improvements that will be coming in the fourth grade. At the next SAC meeting, a vote is taken regarding the distribution of SAC funds. Fourth grade received a greater percentage of funds than was originally proposed.)
- Use a dated sign in sheet to keep an accurate record of attendance at each meeting.
- Minutes must be taken at each meeting. Following the meeting, minutes must be published, available for viewing, and a copy emailed to the district school improvement office. The intent is to allow all interested people access to the process.
ELECTION PROCESS

Checklist:

- Remember that ONLY parents, teachers, students and support staff can go through the election process.
- Obtain official list of authorized voters (ex. 9 day count from MIS; MIS reports: STD 0263 – Student Master List, STD 037 organized by student and then parent, and STD 042 organized by parent and then student; class rosters; teacher roster)
- Establish time and place for elections
  * Can be held on campus or at an alternative site
  * Evening hours are recommended for parents
- Have each candidate complete the School Advisory Council Candidacy Request Form
- Develop the three ballots: Parent Ballot, Teacher Ballot, and Staff Ballot
- Ensure:
  - 51% of the SAC are family and community members not employed by the school district
  - Membership reflects the racial, ethnic, and economic diversity of your school community
- Establish the committee to oversee the election
- Submit the SAC Membership Elections Results Form (Membership Letter) to the district School Improvement Office to be presented to the School Board for approval

PLEASE NOTE:

The term for the new SAC Committee does not begin until July 1st.

After elections the initial SAC membership and all changes must be approved by the School Board. If your SAC gains or loses members throughout the year, send a completed School Advisory Council Membership Monitoring Form to the district School Improvement office. The specialist will make sure it gets to the Board for approval. If you don't have a form, the specialist can send one to you.

Refer to Appendix A for direction on how to access the complete election packet.
School Improvement Services  
SCHOOL ADVISORY COUNCIL MEMBERSHIP MONITORING FORM

**SCHOOL:** SCHOOL NAME  
**DATE:** xx/xx/xxxx

Please check one.

_____ The School Advisory Council membership has not changed.

_____ The following additions and/or deletions were made to our School Advisory Council.

**Additions**

<table>
<thead>
<tr>
<th>NAME</th>
<th>REPRESENTATIVE GROUP</th>
<th>Effective Date</th>
<th>TERM LENGTH</th>
</tr>
</thead>
<tbody>
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</table>

Members added through appointment should be listed under the this section of your SAC Membership Roster UNLESS the member went through elections and you are simply changing name or representative group.

**Deletions**

<table>
<thead>
<tr>
<th>NAME</th>
<th>REPRESENTATIVE GROUP</th>
<th>EFFECTIVE DATE</th>
<th>TERM LENGTH</th>
<th>Reason</th>
</tr>
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</table>

Our School Advisory Council membership represents the ethnic, racial, and economic community served by our school. At least 51% of the SAC are parents and community members NOT employed by the District of Volusia County.

**Principal’s Signature**

**SAC Chairperson’s Signature**

PLEASE FOLLOW THESE IMPORTANT GUIDELINES

- **The effective date MUST** coincide with the SAC meeting in which the member was appointed and approved by the SAC. This **MUST be noted** in your SAC minutes!
- **The DATE of submittal CANNOT** be before the effective date of the appointments or deletions.
- **Add** additional rows by **tabbing** through the fields.
- **For deletions:** Be sure the name, representative group and term length matches what was on your SAC roster.
- **You MUST** submit this SIGNED form to the SIP office every time a change is made to your SAC Membership. In addition, you will need to email a current SAC Membership Roster reflecting the changes being made with the Additions/Deletions Form.

**REMOVE EVERYTHING IN RED BEFORE SUBMITTING**
**PUBLIC INPUT**

The purpose of public input time is to present the draft of goals and objectives of the school improvement plan to interested members of the school community and solicit all suggestions. There may be more than one session, but consideration must be given to the schedules of the community. You may find it helpful to hold a daytime meeting as well and an evening one.

Public input time is designed for SAC members and non-SAC members to share constructive suggestions and observations regarding the operation of the school and the School Improvement Plan (SIP). Since this is not an official SAC meeting, it is not necessary to develop an agenda, however, sign in procedures are recommended and minutes should still be taken.

There are no prescribed methods for public input. The following are suggestions that have had success.

- Invite the school community to an open forum to solicit input from participants.
- As persons enter the school, the information is shared and they are invited to give their input (orally or written) to be shared with the SAC.
- A moderator leads a brainstorming session during which any and all ideas are recorded and considered by the SAC.
- When stakeholders arrived each was given a copy of the goals and objectives and a card identifying one of the objectives. The participant then proceeds to the area corresponding to the objective on the card. Then all participated in the discussion of the identified objective. At the end of the session, all groups reconvene to share. Any additional input is welcomed.
Section 2: School Advisory Council
Section 2: School Advisory Council

**CONDUCTING A SAC MEETING**

**Planning**
- ✓ Establish the place and time
  - ✓ Time
    - Early morning (following student drop off)
    - Noon (during lunch hours)
    - After school (following student pick up)
    - Dinner Hour (5 or 6)
    - Early evening (7 or 7:30)
  - ✓ Places – Some SACs move location each time to allow members to become familiar with the entire facility
    - Meeting places within the facility
      - Conference Room
      - Auditorium
      - Cafeteria
      - Media Center
      - Classroom
- ✓ Create the agenda from topics identified at the previous meeting
- ✓ Order food/snacks (if you provide refreshments)
- ✓ Prepare handouts: Curriculum Guides (Sunshine State Standards), test data, recent articles (newspapers, professional journals, magazines), district communications, survey results, legislative issues, Florida School, Board Association (FSBA) Bulletins, interoffice memorandums, future meeting schedule, copy of SIP, copy of the minutes of the previous meeting, pencil or pen. It may be helpful to provide each SAC member with a notebook or folder to organize the materials.
- ✓ Set up the room, making sure you have any equipment you will need (overhead projector, projector for PowerPoint presentation).

**Conducting the Meeting**

Although there are a wide variety of styles used to conduct a meeting, certain components are necessary.

- Sign in sheets
- Agenda
  - Introduction of new members / guests
  - **Read / Approve minutes**
  - Budget update
  - Confirm time, date, location of next meeting
  - Create agenda for following meeting
- **Take minutes – a copy must be sent via email to the SIP office for school board monitoring and audit purposes.**
- Method of agreement (consensus, brainstorming, etc.)
- **Voting procedure – refer to Robert’s Rules of Order in Tab 5.**
School Advisory Council Meeting  
Sample ABC Elementary  

September 8, 2010  
2:30 – 4:00 PM  
Multi Purpose Room  

Agenda  

1. Welcome.................................................................................................................. SAC Chair  
2. Review/Approve SAC minutes – August 2, 2010...................................................... Secretary  
3. SAC Membership..................................................................................................... SAC Chair  
   • Inform members of any deletions. New members can only be appointed with the  
     approval of the SAC – remember to submit an Additions/Deletions Form  
     reflecting any changes to your membership.  
4. Title I Monthly Updates (Required for all Title I Schools)...............................Principal  
   • Project Update  
   • Budget Update  
   • Parent Input/Remarks  
5. SAC Budget Review..........................................................................................Secretary  
   • Include School Improvement Budget information  
6. SAC Funds Requests...........................................................................................Teachers  
   • You may have a process for teachers to request SAC funds – this would be the  
     time to either allow teachers to present their requests or time to discuss requests  
7. Principal’s Report.................................................................................................Principal  
   • Might include updates on new projects, events, data, progress of the SIP, etc.  
8. District Advisory Council Update......................................................................DAC Rep  
   • Quick review of last DAC meeting by DAC Representative  
9. SAC Training.......................................................................................................SAC Chair  
   • Each meeting may include some form of training (ie. new member training*,  
     collaborative partnering*, shared decision-making*, new program training, etc.)  
   *Required for 5 Star  
10. SAC Sub-Committee Updates.......................................................................Sub Committee Chair  
    • If you have sub committees you will need to allow time for updates  
11. Public Input (required on every agenda)..............................................................Public  
12. Open Discussion/Issues/Concerns....................................................................All  
13. Adjournment......................................................................................................SAC Chair  

Dates to Remember  
• Open House – September 16th (6:30 – 8:00 PM) – Help needed at SAC table  
• Next SAC Meeting – October 15th (2:30 – 3:30 PM) – Multi Purpose RM  

Great discoveries and improvements invariably involve the cooperation of many minds.  
- Alexander Graham Bell
School Advisory Council Meeting
Sample ABC Elementary

September 8, 2010 2:30 – 4:00 PM
Multi Purpose Room

Attendees: Sheri Eye, Don Johnson, Lola Leadership, Jerry Helper, Rodney Sun, Jon Sanders, Matty Swift, Connie Beach, Donald High, Wanda Little
Guests: Kirk Holdup, Tina Ray, Nadia Giggle
Non-Attendees: Ben Sick

Minutes

1. Welcome
   • Sheri Eye, chairperson, called the meeting to order at 2:30 PM

2. Review/Approve SAC minutes – August 2, 2010
   • Don Johnson, secretary, reviewed the August meeting minutes.
   • Minutes were unanimously approved by the committee.

3. SAC Membership
   • Sheri Eye indicated that Lori Gone can no longer participate in SAC because she is moving. Sheri will be deleted from the membership beginning 9/8/10.
   • Nadia Giggle, parent, expressed a desire to serve on SAC.
     □ Don Johnson motions to approve the appointment of Nadia.
     □ Matty Swift seconds the motion.
     □ Motion to appoint Nadia Giggle was unanimously approved.

4. Title I Monthly Updates
   • Project Update: Lola Leadership shared the Title I Budget (handout).
   • Budget Update: Currently most of the funds are being used for instructional support positions - Math Intervention Teacher, Reading Interventions Teacher and Academic Coach.
   • Parent Input: Parent surveys indicate a desire for more tutoring. Administration is meeting with leadership team to establish a plan for increased tutoring.

5. SAC Budget Review
   • Don Johnson, secretary, reviewed the SAC budget (handout).

6. SAC Funds Request
   • Tina Ray, Kindergarten Chair, presented a proposal to purchase math manipulatives. These would be used for math center activities and hands on practice of math skills.
     □ Jon Sanders asked if all of the kindergarten teachers would have access to the materials.
     □ Tina explained that each teacher would receive their own set for classroom use.
   • Sheri Eye thanked Tina and explained that the committee would review the request which would come to the table for a vote at the next SAC meeting.

7. Principal’s Report
   • Lola Leadership, principal, shared the new Reading Starts software being used by primary teachers. This program is designed to assist low performing student in strengthening their reading skills. Program is set to begin in October. Additional information will be provided as data is accumulated.
   • Jerry Helper, assistant principal, provided information on the new lunch procedures. The goal is to decrease noise while still providing students with socialization time.
     □ Rodney Sun asked if incentives would be given to students who follow new process.
     □ Jerry Helper indicated that incentives would be given and the school is in the process of organizing all of the logistics.
8. District Advisory Council Update
   - Matty Swift, DAC Rep, indicated that the August DAC meeting was cancelled. The next meeting will be held September 30th.

9. SAC Training
   - New SAC Member Training: Handout
     ▪ Sheri Eye reviewed the new SAC Member training manual. She explained the policies and procedures of meetings, statutory requirements, the SIP, and SAC Members responsibilities.
       ▪ Connie Beach asked what would happen if she missed a few meetings.
       ▪ Sheri Eye - Please be sure to let the school know if you are unable to attend a meeting. However, the SAC is a very important part of our school improvement process. It is very important that you try to attend all meetings. We must have quorum for any item put forward for a vote. In addition, we are a 5 Star school and part of the designation relies on consistent participation of all SAC committee members.
     ▪ Sheri Eye reviewed the current SAC Bylaws (handout – provided to members prior to meeting for review). Sheri indicated the areas that are statutory requirements: 51% members not employed by district, Replace members with two consecutive unexcused absences, meeting schedules, advanced notice for items up for vote, quorum and minutes must be recorded.
     ▪ Discussion/Vote Bylaws
       ▪ Donald High would like to make a motion to accept the bylaws as presented.
       ▪ Wanda Little seconded the motion.
       ▪ Motion moved forward unanimously.

10. SAC Sub-Committee Updates
    - No sub-committee updates at this time

11. Public Input
    - Kirk Holdup, representative from Pizza Hut, wanted to thank the committee for a successful Parent & Pizza Night. Provided committee with coupons to use as incentives for students.

12. Open Discussion/Issues/Concerns
    - No new business

13. Adjournment
    - Sheri Eye thanked everyone for their attendance and adjourned the meeting at 4:15 PM.

Minutes recorded and submitted by: Sheri Eye on 9/8/11
Minutes approved by Committee: October 15, 2011
Meeting Styles

There is no required style. The method chosen should meet the needs of your SAC.

Style 1  Whole group meeting - Roberts Rules of Order – For information please visit the following web sites.
www.calweb.com/laredo/p/parl09.htm
www.constitution.org/rror/errar--00.htm

Style 2  The SAC meeting begins with the whole group approving the minutes from the previous meeting and taking care of any outstanding business. Members then adjourn to their assigned sub-committees for a work session. All members reconvene at the end of the meeting for sharing, establishing the next meeting’s agenda and assignment of tasks.

Style 3  Whole group meeting – open forum.

Style 4  Facilitative Leadership – Facilitative Leadership is a structured method for conducting a problem-solving meeting. In order to use this process, training is required. A typical agenda follows.
**TEAM BUILDING**

The payoff for team building comes throughout the year in the most unusual ways. You must understand that at the beginning of the year, the SAC is a group of unconnected individuals and you must find ways to bring them all together for a common purpose.

Team building can occur through scheduled activities as well as delivery style. Examples of both follow.

**Atmosphere Enhancers**
- Brain Kisses – Give a Hershey’s Chocolate Kiss for sharing an idea.
- Mood Music – Soft background music to calming effect or more lively music to encourage participation.
- You Look Marvelous – Handshaking activity makes everyone laugh and breaks the ice.
- Breaking Bread together breaks the ice. (Chocolate cures all!)
- Lighting – Bright lights if there’s work to be done
  - Twinkle lights with room lights dimmed for brainstorming (especially effective with soft music and a small group)
- Friendly Competition – Relays and races
- Goodies – Give each SAC member goodies with the school’s name on it. (Ex. Mugs, t-shirts, pens, pads, etc.)
- Recognition – Display a framed picture of the SAC in the front office. Include a photo of the SAC in the school yearbook and school newsletter. Use the phone master system to notify all school families of who the SAC members are.

**Paper/Pencil Activities**
- SAC Bingo – getting to know SAC members
- Wacky Wordies -Write your most outstanding school memory in the level of this SAC (elementary, middle, high)
- Compliment Cards – each SAC member writes a positive comment about the other members at your table. This helps repair any hurt feelings following hearted discussions.
- Term Search – Pin SAC terms to each member’s back. The members travel to other members and ask questions about the term until the member knows what the term is.
**RECORD KEEPING**

You must keep documents related to SAC for audit purposes for a period of five years. Archive materials MUST include but are not limited to the following:

SAC Meeting Agendas, SAC Meeting Minutes, Sign in Sheets, Complete SIP, Student Achievement Data, SAC Calendar, Mission & Belief Statements, Election documents (ballots, advertisements, official check off list), Surveys, SAC Bylaws, Membership Roster and Monitoring Forms

**Methods of Keeping Records Organized**

- Loose-leaf Binder for SAC Chair
  - Divide by Sections: Ex. By month
  - By objective
  - By topics: (ex. agenda, minutes, timeline, SIP, goals and objectives, Student achievement data, SAC Calendar, mission and beliefs, legislation, elections, surveys)

- File folders labeled with topics (see above)
- File folders kept in file cabinet or milk crate
- Organize the SAC information in the accreditation categories

**NETWORKING**

- Articulation meetings with feeder schools
- District training for new SAC members
- District school improvement training
- SAC Chair support meetings
- District Advisory Council (DAC)

**BYLAWS (SAMPLE TEMPLATE CAN BE ACCESSED ON THE SAC WEBSITE)**

Bylaws are required by state statute. Many schools have found that having bylaws have made their meetings more effective. Bylaws provide a structure through which meetings can be conducted. The use of bylaws can ensure that no one person dominates a meeting and everyone has an opportunity to share. A copy of the SAC bylaws must be on file in the district school improvement office. **Bylaws should be reviewed and accepted by the SAC at the beginning of each school year!** This should be noted in your minutes and a copy sent to the district SIP office.

State Statute requires the following provisions in every SAC bylaws.

1. A quorum must be present for the SAC to conduct business. A majority of the SAC constitutes a quorum.
2. Three (3) days advance written notice must be provided to all SAC members on any matter that is to come before the SAC for a vote.
3. Meetings must be scheduled when parents, students, teachers, businesspersons, and members of the community can attend.
4. Any member who has 2 consecutive, unexcused absences must be replaced.
5. Minutes **must** be recorded and a copy sent to the district school improvement office. (Must include school name, date of meeting, etc.)
**CHILD CARE**

**Pros**
- Higher attendance rate of parents with small children
- Punctuality of parents
- Public relations perception
- Opportunity to provide an educational experience to young children
- Opportunity to increase the positive feelings young children have about the school
- Decrease of the opportunity of a parent to leave early
- Gives service opportunity to older children

**Cons**
- Finding consistent / reliable sitters
- Is an adult always present
- Prior sign up for daycare may not be an accurate count of how many children actually come
- Appropriate environment
- Planned activities for a wide variety of ages
- Noise
- Meeting disruption
- Health issues could arise (lack of appropriate immunizations)
- Is a fee charged?
To make your meetings run smoothly, it is good to review your SAC bylaws and have some ground rules. Here is a sample:

**GROUND RULES**

- We’re all stakeholders—let’s respect each other.

- It’s okay to disagree.

- Listen as an ally—“Let’s work together. It’s me and you working for the children.”

- Everyone participates, no one person dominates.

- Honor time limits.
Section 3: School Improvement Plan
Section 3: School Improvement Plan

GATHERING DATA

Conduct a comprehensive self-evaluation. Some examples of data to review follow.

- Best Practices
  - Teacher Program Evaluation
  - Prioritizing Needs Survey

- Climate Survey

- Student Achievement

- Community Demographics

- Discipline Referrals

- School Safety

- Attendance

- Budget

- Special Needs Populations

- Parent Involvement

- Volunteer Programs

- Percent of Students on Free/Reduced Lunch

- Faculty Demographics
SURVEYS
In order to establish an informational base for the creation of the SIP, the following types of surveys may be helpful.

- **All levels**
  - Parent Climate Survey
  - Student Climate Survey
  - Teacher Climate Survey
  - Support Staff Climate Survey

- **Elementary**
  - 5th Grade exit survey

- **Middle**
  - 8th Grade exit survey

- **High**
  - 9th grade mid-year transition survey
  - senior exit survey

In addition to the relevant student achievement data, the surveys supply the perceived feelings of the school and its functioning. These needs must be addressed as they may impede or encourage greater student achievement. For example, if Mrs. Brown perceives that a field trip for her 7th grade student is just a “play day”, then she is just as likely to keep her child home that day instead to making sure the child attends the educational field trip for the day. In doing so, an educational opportunity is lost. The surveys will easily demonstrate what the perception of various activities is among all stakeholders.

**Results**
Survey results should be easily viewed and understood by using organizers such as bar graphs, number lines, and narratives. It is necessary to ensure that when the results of the survey are being shared, each member has the survey in hand so they may easily reference the specific item being addressed. **Please note: make sure that the number of responses is shared so that the results can be put in context.** Anecdotal comments must be shared in the exact manner that they are received including all misspellings or other errors to ensure that no misrepresentation of a comment occurs.
**SIP TEMPLATE**

Beginning SY 2010-2011, we will use the State online School Improvement (SIP) template. Complete instructions on how to access the state website can be found on the SAC Website.

In addition, schools will be required to complete the SIP Reflection template (This is the historical piece of the old SIP and it is intended to be a BRIEF reflection.) The SIP Reflection template can be accessed via the SAC website.

**DIRECTIONS TO SAC WEBSITE**

► Go to the VCS Blackboard Homepage
► Click the Department tab at the top of the page
► Under Instructional Services (at the right of the screen) scroll down and click on School Advisory Council
► Click on SIP Plan Support
SMART OBJECTIVES

S Specific
M Measurable
A Achievable/Aligned
R Relevant &/or Realistic
T Time-Specific

Strategic Plan objectives should be SMART objectives.

Additional support with SMART Objectives can be found on the SAC Website.

DIRECTIONS TO SAC WEBSITE

► Go to the VCS Blackboard Homepage
► Click the Department tab at the top of the page
► Under Instructional Services (at the right of the screen) scroll down and click on School Advisory Council
Section 4:
TIMELINES & DATES TO REMEMBER
AUGUST

- Meet with instructional personnel & SAC to share data
- Share the suggestions made by the SAC
- Develop the complete list of strategies, methods of monitoring
- Begin the rough draft of the plan
- **Review/Revise SAC Bylaws with members and revise as needed.** Note in the minutes approval by SAC.
- Invite new parents to participate in SAC (though principal appointment w/ SAC approval- vote to approve must be noted in the SAC Minutes)

**Important Reminders**

- Email official SAC meeting minutes for the month to Debbie Lookingbill, ext. 50767
- **ALL schools must monitor the composition of the SAC Membership and complete an Additions/Deletions Form representing any changes made to the school board approved membership for the current school year.**

SEPTEMBER

- Sharing of finalized SIP for the year
- Sharing of the data
- Team building activities
- Tour of school
- Discussion of expectations of SAC membership
- Agreement of the schedule of meetings (frequency, time, place)
- Introduction of the budget and budget issues
- Introduction of school staff representation
- **Beginning of the year SAC Membership Monitoring: Submit an accurate SAC membership Roster and a signed Additions/Deletions Monitoring Form reflecting any changes on your SAC membership roster since the May SAC elections to Leticia Roman, School Improvement @ OLSON Center**

**Important Reminders**

- Email copy of official SAC meeting minutes for the month to Debbie Lookingbill, ext. 50767

OCTOBER / NOVEMBER

- Introduction of legislative issues
- SAC training topics: monitoring the goals, district training sessions for new SAC members
- Decide on survey timeline and which survey to use
- Final approval of SIP by school board

**Important Reminders**

- Email official SAC meeting minutes for the month to Debbie Lookingbill, ext. 50767
- **Send, in county mail, the signed Additions/Deletions Monitoring Form to reflect any changes on your SAC membership roster to Leticia Roman, School Improvement @ OLSON Center**
DECEMBER
- Many schools do not meet in December due to holiday events. However, if you meet be sure to email your approved minutes to Debbie Lookingbill
- **Mid-Year Monitoring:** All schools must complete the SAC Membership monitoring form – submit Additions/Deletions Form & SAC Membership Letter to Leticia Roman, School Improvement @ OLSON Center

**Important Reminders**
- **Send, in county mail,** the **signed** Additions/Deletions Monitoring Form to reflect any changes on your SAC membership roster to Leticia Roman, School Improvement @ OLSON Center

JANUARY
- Mid year progress report on goal status
- Discussion of the correlation between the goals and FCAT

**Important Reminders**
- **Email** official SAC meeting minutes for the month to Debbie Lookingbill, ext. 50767
- **Send, in county mail,** the **signed** Additions/Deletions Monitoring Form to reflect any changes on your SAC membership roster to Leticia Roman, School Improvement @ OLSON Center

FEBRUARY / MARCH
- Hold the first public input night to get general ideas for the direction for the SIP
- SAC training topics: FCAT, technology, communication, new curriculum programs, understanding VIPS, hot topics such as School Way Café, transportation, and/or local issues
- Begin planning for Climate Survey

**Important Reminders**
- **Email** official SAC meeting minutes for the month to Debbie Lookingbill, ext. 50767
- **Send, in county mail,** the **signed** Additions/Deletions Monitoring Form to reflect any changes on your SAC membership roster to Leticia Roman, School Improvement @ OLSON Center

APRIL / MAY
- Complete Climate Survey and report results to SAC
- Complete Title 1 Parent Survey (Title 1 school ONLY)
- Report on how FCAT testing went
- Evaluate current objectives
- Establish the summer meeting schedule
- Summarize the year & celebrate successes
- Address any other outstanding issues
- Final budget report

**Important Reminders**
- **Conduct SAC Elections:** Once elections are completed send in your NEW signed SAC Membership roster reflecting outcome of the elections. The new SAC membership term begins July 1st.
- **Email** official SAC meeting minutes for the month to Debbie Lookingbill, ext. 50767
- **Send, in county mail,** the **signed** Additions/Deletions Monitoring Form to reflect any changes on your SAC membership roster to Leticia Roman, School Improvement @ OLSON Center
June

- Examine test data
- Look for trends
- Look for correlation(s) with survey results
- Brainstorm possible goals for following year’s SIP

Important Reminders

- Email official SAC meeting minutes for the month to Debbie Lookingbill, ext. 50767
- Send, in county mail, the signed Additions/Deletions Monitoring Form to reflect any changes on your SAC membership roster to Leticia Roman, School Improvement @ OLSON Center

July

- Solidify objectives
- Tweak the wording of the objectives
- Gather suggestions for strategies

Important Reminders

- Email official SAC meeting minutes for the month to Debbie Lookingbill, ext. 50767
- Send, in county mail, the signed Additions/Deletions Monitoring Form to reflect any changes on your SAC membership roster to Leticia Roman, School Improvement @ OLSON Center

August

- Meet with instructional personnel
- Share the suggestions made by the SAC
- Develop the complete list of strategies, methods of monitoring
- Begin the rough draft of the plan
- Invite new parents to participate in SAC (though principal appointment w/ SAC approval)

Important Reminders

- Email official SAC meeting minutes for the month to Debbie Lookingbill, ext. 50767
- Send, in county mail, the signed Additions/Deletions Monitoring Form to reflect any changes on your SAC membership roster to Leticia Roman, School Improvement @ OLSON Center

*SAC Chair Support Meetings are designed to provide you with important updates, review specific SAC requirements and answer any questions. It is important that the SAC Chair or Designee attend these meetings.*
<table>
<thead>
<tr>
<th>DATE(S) ACTIVITY</th>
<th>VITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2011</td>
<td>New 2011/2012 SAC Committee begins duties and responsibilities.</td>
</tr>
<tr>
<td>July-August 2011</td>
<td>Evaluate success of previous year’s strategies, review budget expenditures, plan first 2011/2012 SAC Meeting, schedule all SAC Meetings for 11/12, schedule Public Input dates.</td>
</tr>
<tr>
<td>August 15-26, 2011</td>
<td>Invite new parents, community members, business partners and any other members needed to complete the statutory diversity and membership policy to join SAC through principal appointment with input and approval of the SAC. <strong>Must have first SAC meeting to approve appointments no later than August 30, 2011.</strong></td>
</tr>
<tr>
<td>August 18, 2011</td>
<td><strong>SAC Chair Training Session:</strong> SAC Chair &amp; Administrator must attend – Hurst Support Center 3:00-5:00 PM (See flyer for more details)</td>
</tr>
<tr>
<td>August 22-26, 2011</td>
<td>SAC Election Window for those schools given an extension. <strong>Elections Results Form with signatures due to Leticia Roman via email by 12:00 PM on August 31st.</strong></td>
</tr>
<tr>
<td>August 30, 2011</td>
<td><strong>Annual Adequate Appraisal &amp; School Improvement Training (See Flyer for Info)</strong></td>
</tr>
<tr>
<td>August 31- Sept. 21, 2011</td>
<td>Present data to all stakeholders, develop SIP based upon input from SAC, and allow time for public review, input from all stakeholders, and revisions.</td>
</tr>
<tr>
<td>September 1, 2011</td>
<td>Hand deliver SAC Membership Letter &amp; Additions/Deletions Monitoring Form <strong>(with signatures)</strong> to reflect any changes to your 2011-2012 SAC membership to Leticia Roman @ General Principal’s Meeting.</td>
</tr>
<tr>
<td>September 1, 2011</td>
<td><strong>SIP Template Support Session</strong> following the Principal’s Meeting at Hurst from 1:00 – 4:00 PM</td>
</tr>
<tr>
<td>September 12-16, 2011</td>
<td><strong>SIP Tech Support</strong> – details to follow</td>
</tr>
<tr>
<td>September 22, 2011</td>
<td><strong>Peer SIP Review</strong> – Hurst Support Center 2:00-4:00 PM – details to follow</td>
</tr>
<tr>
<td>September 23-27, 2011</td>
<td><strong>District/Area Superintendent SIP Review</strong> – Feedback to schools by 4:00 PM September 27th</td>
</tr>
<tr>
<td>September 27, 2011</td>
<td>School Board review of 2011-2012 SAC Membership and Extended Election Results.</td>
</tr>
<tr>
<td>September 28-30, 2011</td>
<td>Schools work on SIP revisions.</td>
</tr>
<tr>
<td>September 30, 2011</td>
<td><strong>Final SIP saved on state website by 4:00 PM</strong> (Include all applicable uploads: PIP, DA Checklist &amp; NCLB Letters) <strong>Final SIP Reflection Report-SY 10/11 EMAILED</strong> to Leticia Roman by 4:00 PM.</td>
</tr>
<tr>
<td>October 14, 2011</td>
<td>Copies of SIPs delivered to the School Board Members.</td>
</tr>
<tr>
<td>October 25, 2011</td>
<td><strong>School Board action on 2011-2012 SIPS</strong></td>
</tr>
<tr>
<td>Oct. 1-June 2012</td>
<td>Monitor student achievement and SIP implementation</td>
</tr>
</tbody>
</table>
| December 9, 2011  | **Mid Year 2011-2012 SAC Membership Monitoring**  
| | **Email** SAC membership letter to Leticia Roman  
| | **Send in county mail** Additions/Deletions Monitoring Form **(with signatures)** to reflect no changes or any changes to your SAC membership to Leticia Roman, EDC @ OLSON Center. **Both forms must be in SIP office by December 9th.** This document will go before the School Board for approval. |
| January 5, 2012   | **Principals** receive procedures for **Mid Year SIP Action Plan Monitoring** at Principals Meeting. |
| January 24, 2012  | School Board mid-year review of SAC membership |
| February 3, 2012  | **Mid Year Monitoring of SIP Action Plans** emailed to Leticia Roman by 12:00 PM |
| March 6, 2012     | School Board mid-year monitoring of SIP Action Plans. |
| March – April 2012 | Complete Climate Surveys. Share results with stakeholders. |
| April 13, 2012    | **End of Year 2011-2011 SAC Membership Monitoring**  
| | **Email** SAC membership letter to Leticia Roman  
| | **Send in county mail** Additions/Deletions Monitoring Form **(with signatures)** to reflect no changes or any changes to your SAC membership to Leticia Roman, EDC @ OLSON Center. **Both forms must be in SIP office no later than April 8th.** This document will go before the School Board for approval. |
| April 30-May 18, 2012 | SAC Elections window for 2012-2013 SAC Membership |
| May 8, 2012       | School Board end of year review of SAC membership |
| May 23, 2012      | **Elections Results Form due to Leticia Roman via email by 12:00 PM.** |
| June 26, 2012     | School Board review of Election Results for 2012-2013 SAC Membership. |
| July 2012         | Begin next cycle |

Created: 5/4/11
## SAC Chairman Training Session, 2011

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
<th>AGENDA TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 18th</td>
<td>3:00 - 5:00 PM</td>
<td>Hurst Support Center</td>
<td>SAC Handbook Review, Policy 809, New member Training, Minutes &amp; Important Updates</td>
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**SAC Chairs & Administrator must attend the above session!**

## State SIP Template Support Session, 2011

<table>
<thead>
<tr>
<th>DATE</th>
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<th>AGENDA TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1st</td>
<td>1:00 – 4:00 PM</td>
<td>Hurst Support Center</td>
<td>We will be available for questions and to provide additional support needed concerning the SIP Template, data analysis, etc.</td>
</tr>
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</table>

## SIP Technical Support Sessions, 2011

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
<th>AGENDA TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 12th</td>
<td>8 AM – 4 PM</td>
<td>Atlantic HS/EDC Lab</td>
<td>Technical support for completing your School Improvement Plan</td>
</tr>
<tr>
<td>Tuesday, September 13th</td>
<td>8 AM – 4 PM</td>
<td>Blue Lake ES Lab</td>
<td></td>
</tr>
<tr>
<td>Wednesday, September 14th</td>
<td>8 AM – 4 PM</td>
<td>Atlantic HS/EDC Lab</td>
<td></td>
</tr>
<tr>
<td>Thursday, September 15th</td>
<td>8 AM – 4 PM</td>
<td>Blue Lake ES Lab</td>
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**We will be on hand in the lab to support you most of the day!**

## SAC Chairman Support Meeting, 2011-2012

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<th>AGENDA TOPICS</th>
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</thead>
<tbody>
<tr>
<td>October 17, 2011</td>
<td>4:00-5:00 PM</td>
<td>Deland Board Room</td>
<td>Running your SIP Meetings: bylaws, budget, Robert's Rules of Order, Website, waivers</td>
</tr>
<tr>
<td>November 29, 2011</td>
<td>4:00-5:00 PM</td>
<td>Olson Trg Rm 1</td>
<td>Implementation/Monitoring of the SIP, Mid Year Monitoring of Membership and Action Plan</td>
</tr>
<tr>
<td>January 23, 2012</td>
<td>4:00-5:00 PM</td>
<td>Deland Board Room</td>
<td>Climate Surveys &amp; Mid Year Monitoring of Membership &amp; Action Plans</td>
</tr>
<tr>
<td>April 2, 2012</td>
<td>4:00-5:00 PM</td>
<td>Olson Trg Rm 1</td>
<td>Elections &amp; Elections Results Form End of Year Debriefing of 10-11</td>
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These support meetings address important SAC issues and attendance is encouraged!

## NEW SAC Member Training, 2011

### ENGLISH SESSIONS

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>October 10, 2011</td>
<td>3:00-4:00 PM</td>
<td>Deland Board Room</td>
</tr>
<tr>
<td>October 12, 2011</td>
<td>5:00-6:00 PM</td>
<td>Mainland</td>
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### SPANISH SESSION

<table>
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<tr>
<th>DATE</th>
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<tr>
<td>October 13, 2011</td>
<td>5:00-6:00 PM</td>
<td>George Marks Elementary</td>
</tr>
</tbody>
</table>
## District Advisory Committee

**Amy Nowell, Chairman**  
Office: (386) 428-1161  
Cell: (386) 679-9041  
amy@tireswing.net

**Gayle Giacobbe, Vice-Chairman**  
Office: (386) 677-2010  
Cell: (386) 795-1130  
gkgia@aol.com

## 2011-2012 Schedule of Meetings

All meetings begin at 5:15 p.m.

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
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<tbody>
<tr>
<td>September 7</td>
<td>Mainland High</td>
</tr>
<tr>
<td>October 5</td>
<td>Deltona High</td>
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<tr>
<td>November 2</td>
<td>Mainland High</td>
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<tr>
<td><strong>No December Meeting</strong></td>
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<tr>
<td>January 4</td>
<td>Deltona High</td>
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<tr>
<td>February 1</td>
<td>Mainland High</td>
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<tr>
<td>March 7</td>
<td>Deltona High</td>
</tr>
<tr>
<td>April 4</td>
<td>Mainland High</td>
</tr>
<tr>
<td>May 2</td>
<td>Deltona High</td>
</tr>
</tbody>
</table>

Nancy Wait, District Advisory Committee liaison, nhwait@volusia.k12.fl.us  
DeLand (386) 734-7190, Daytona Beach (386) 255-6475,  
New Smyrna Beach (386) 427-5223, Osteen (386) 860-3322, extension 20230
Section 5: SAC MEMBER TRAINING
Section 5: SAC MEMBER TRAINING

Roberts Rules, full text (1915 version)
Introduction to Robert's Rules
Quick Chart of Motions
Chart of Motions in Arabic

Robert's Rules of Order - Summary Version
For Fair and Orderly Meetings & Conventions

Provides common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of ALL business is controlled by the general will of the whole membership - the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate - to act according to its considered judgment AFTER a full and fair "working through" of the issues involved. Robert's Rules provides for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies requires all questions to be thoroughly discussed before taking action!

The assembly rules - they have the final say on everything!
Silence means consent!

- Obtain the floor (the right to speak) by being the first to stand when the person speaking has finished; state Mr./Madam Chairman. Raising your hand means nothing, and standing while another has the floor is out of order! Must be recognized by the Chair before speaking!
- Debate can not begin until the Chair has stated the motion or resolution and asked "are you ready for the question?" If no one rises, the chair calls for the vote!
- Before the motion is stated by the Chair (the question) members may suggest modification of the motion; the mover can modify as he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The "immediately pending question" is the last question stated by the Chair!
- Motion/Resolution - Amendment - Motion to Postpone
- The member moving the "immediately pending question" is entitled to preference to the floor!
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once!
- All remarks must be directed to the Chair. Remarks must be courteous in language and deportment - avoid all personalities, never allude to others by name or to motives!
- The agenda and all committee reports are merely recommendations! When presented to the assembly and the question is stated, debate begins and changes occur!
The Rules

- **Point of Privilege:** Pertains to noise, personal comfort, etc. - may interrupt only if necessary!

- **Parliamentary Inquiry:** Inquire as to the correct motion - to accomplish a desired result, or raise a point of order

- **Point of Information:** Generally applies to information desired from the speaker: "I should like to ask the (speaker) a question."

- **Orders of the Day** (Agenda): A call to adhere to the agenda (a deviation from the agenda requires Suspending the Rules)

- **Point of Order:** Infraction of the rules, or improper decorum in speaking. Must be raised immediately after the error is made

- **Main Motion:** Brings new business (the next item on the agenda) before the assembly

- **Divide the Question:** Divides a motion into two or more separate motions (must be able to stand on their own)

- **Consider by Paragraph:** Adoption of paper is held until all paragraphs are debated and amended and entire paper is satisfactory; after all paragraphs are considered, the entire paper is then open to amendment, and paragraphs may be further amended. Any Preamble can not be considered until debate on the body of the paper has ceased.

- **Amend:** Inserting or striking out words or paragraphs, or substituting whole paragraphs or resolutions

- **Withdraw/Modify Motion:** Applies only after question is stated; mover can accept an amendment without obtaining the floor

- **Commit /Refer/Recommit to Committee:** State the committee to receive the question or resolution; if no committee exists include size of committee desired and method of selecting the members (election or appointment).

- **Extend Debate:** Applies only to the immediately pending question; extends until a certain time or for a certain period of time

- **Limit Debate:** Closing debate at a certain time, or limiting to a certain period of time

- **Postpone to a Certain Time:** State the time the motion or agenda item will be resumed

- **Object to Consideration:** Objection must be stated before discussion or another motion is stated

- **Lay on the Table:** Temporarily suspends further consideration/action on pending question; may be made after motion to close debate has carried or is pending

- **Take from the Table:** Resumes consideration of item previously "laid on the table" - state the motion to take from the table
- **Reconsider**: Can be made only by one on the prevailing side who has changed position or view

- **Postpone Indefinitely**: Kills the question/resolution for this session - exception: the motion to reconsider can be made this session

- **Previous Question**: Closes debate if successful - may be moved to "Close Debate" if preferred

- **Informal Consideration**: Move that the assembly go into "Committee of the Whole" - informal debate as if in committee; this committee may limit number or length of speeches or close debate by other means by a 2/3 vote. All votes, however, are formal.

- **Appeal Decision of the Chair**: Appeal for the assembly to decide - must be made before other business is resumed; NOT debatable if relates to decorum, violation of rules or order of business

- **Suspend the Rules**: Allows a violation of the assembly's own rules (except Constitution); the object of the suspension must be specified

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More information can be found at: [http://www.robertsrules.org/](http://www.robertsrules.org/)
Introduction to Robert's Rules of Order

1. **What is Parliamentary Procedure?**
   
   It is a set of rules for conduct at meetings, which allows everyone to be heard and to make decisions without confusion.

2. **Why is Parliamentary Procedure Important?**
   
   Because it's a time tested method of conducting business at meetings and public gatherings. It can be adapted to fit the needs of any organization. Today, Robert's Rules of Order newly revised is the basic handbook of operation for most clubs, organizations and other groups. So it's important that everyone know these basic rules!

Organizations using parliamentary procedure usually follow a fixed order of business. Below is a typical example:

1. Call to order.
2. Roll call of members present.
3. Reading of minutes of last meeting.
4. Officers’ reports.
5. Committee reports.
6. Special orders --- Important business previously designated for consideration at this meeting.
7. Unfinished business.
9. Announcements.
10. Adjournment.

The method used by members to express themselves is in the form of moving motions. A motion is a proposal that the entire membership take action or a stand on an issue. Individual members can:
1. Call to order.
2. Second motions.
3. Debate motions.
4. Vote on motions.

**There are four Basic Types of Motions:**

1. **Main Motions:** The purpose of a main motion is to introduce items to the membership for their consideration. They cannot be made when any other motion is on the floor, and yield to privileged, subsidiary, and incidental motions.

2. **Subsidiary Motions:** Their purpose is to change or affect how a main motion is handled, and is voted on before a main motion.

3. **Privileged Motions:** Their purpose is to bring up items that are urgent about special or important matters unrelated to pending business.

4. **Incidental Motions:** Their purpose is to provide a means of questioning procedure concerning other motions and must be considered before the other motion.

How are Motions Presented?

1. **Obtaining the floor**
   a. Wait until the last speaker has finished.
   b. Rise and address the Chairman by saying, "Mr. Chairman, or Mr. President."
   c. Wait until the Chairman recognizes you.

2. **Make Your Motion**
   a. Speak in a clear and concise manner.
   b. Always state a motion affirmatively. Say, "I move that we ..." rather than, "I move that we do not ...".
   c. Avoid personalities and stay on your subject.

3. **Wait for Someone to Second Your Motion**

4. Another member will second your motion or the Chairman will call for a second.

5. If there is no second to your motion it is lost.

6. **The Chairman States Your Motion**
   a. The Chairman will say, "it has been moved and seconded that we ..." Thus placing your motion before the membership for consideration and action.
   b. The membership then either debates your motion, or may move directly to a vote.
c. Once your motion is presented to the membership by the chairman it becomes "assembly property", and cannot be changed by you without the consent of the members.

7. Expanding on Your Motion
   a. The time for you to speak in favor of your motion is at this point in time, rather than at the time you present it.
   b. The mover is always allowed to speak first.
   c. All comments and debate must be directed to the chairman.
   d. Keep to the time limit for speaking that has been established.
   e. The mover may speak again only after other speakers are finished, unless called upon by the Chairman.

8. Putting the Question to the Membership
   a. The Chairman asks, "Are you ready to vote on the question?"
   b. If there is no more discussion, a vote is taken.
   c. On a motion to move the previous question may be adapted.

**Voting on a Motion:**
The method of vote on any motion depends on the situation and the by-laws of policy of your organization. There are five methods used to vote by most organizations, they are:

1. By Voice -- The Chairman asks those in favor to say, "aye", those opposed to say "no". Any member may move for an exact count.

2. By Roll Call -- Each member answers "yes" or "no" as his name is called. This method is used when a record of each person's vote is required.

3. By General Consent -- When a motion is not likely to be opposed, the Chairman says, "if there is no objection..." The membership shows agreement by their silence, however if one member says, "I object," the item must be put to a vote.

4. By Division -- This is a slight verification of a voice vote. It does not require a count unless the chairman so desires. Members raise their hands or stand.

5. By Ballot -- Members write their vote on a slip of paper, this method is
There are two other motions that are commonly used that relate to voting.

1. Motion to Table -- This motion is often used in the attempt to "kill" a motion. The option is always present, however, to "take from the table", for reconsideration by the membership.

2. Motion to Postpone Indefinitely -- This is often used as a means of parliamentary strategy and allows opponents of motion to test their strength without an actual vote being taken. Also, debate is once again open on the main motion.

Parliamentary Procedure is the best way to get things done at your meetings. But, it will only work if you use it properly.

1. Allow motions that are in order.

2. Have members obtain the floor properly.

3. Speak clearly and concisely.

4. Obey the rules of debate.
   Most importantly, BE COURTEOUS.
Robert's Rules of Order Motions Chart
Based on *Robert's Rules of Order Newly Revised (10th Edition)*

**Part 1, Main Motions.** These motions are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion. § indicates the section from Robert's Rules.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>§21</td>
<td>Close meeting</td>
<td>I move to adjourn</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>§20</td>
<td>Take break</td>
<td>I move to recess for ...</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§19</td>
<td>Register complaint</td>
<td>I rise to a question of privilege</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>§18</td>
<td>Make follow agenda</td>
<td>I call for the orders of the day</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>§17</td>
<td>Lay aside temporarily</td>
<td>I move to lay the question on the table</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>§16</td>
<td>Close debate</td>
<td>I move the previous question</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
</tr>
<tr>
<td>§15</td>
<td>Limit or extend debate</td>
<td>I move that debate be limited to ...</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>2/3</td>
</tr>
<tr>
<td>§14</td>
<td>Postpone to a certain time</td>
<td>I move to postpone the motion to ...</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§13</td>
<td>Refer to committee</td>
<td>I move to refer the motion to ...</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§12</td>
<td>Modify wording of motion</td>
<td>I move to amend the motion by ...</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§11</td>
<td>Kill main motion</td>
<td>I move that the motion be postponed indefinitely</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>§10</td>
<td>Bring business before assembly (a main motion)</td>
<td>I move that [or “to”] ...</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
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<td>-------</td>
</tr>
<tr>
<td>§23</td>
<td>Enforce rules</td>
<td>Point of Order</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>§24</td>
<td>Submit matter to assembly</td>
<td>I appeal from the decision of the chair</td>
<td>Yes</td>
<td>Yes</td>
<td>Varies</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>§25</td>
<td>Suspend rules</td>
<td>I move to suspend the rules</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
</tr>
<tr>
<td>§26</td>
<td>Avoid main motion altogether</td>
<td>I object to the consideration of the question</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
</tr>
<tr>
<td>§27</td>
<td>Divide motion</td>
<td>I move to divide the question</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§29</td>
<td>Demand a rising vote</td>
<td>I move for a rising vote</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>§33</td>
<td>Parliamentary law question</td>
<td>Parliamentary inquiry</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>§33</td>
<td>Request for information</td>
<td>Point of information</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
</tr>
</tbody>
</table>

**Part 3, Motions That Bring a Question Again Before the Assembly.**
No order of precedence. Introduce only when nothing else is pending.

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</thead>
<tbody>
<tr>
<td>§34</td>
<td>Take matter from table</td>
<td>I move to take from the table ...</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>§35</td>
<td>Cancel previous action</td>
<td>I move to rescind ...</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2/3 or Majority with notice</td>
</tr>
<tr>
<td>§37</td>
<td>Reconsider motion</td>
<td>I move to reconsider ...</td>
<td>No</td>
<td>Yes</td>
<td>Varies</td>
<td>No</td>
<td>Majority</td>
</tr>
</tbody>
</table>
**Five Star School Award**

Volunteer/Partnership Programs

**VOLUSIA COUNTY SCHOOLS**

**OBJECTIVE**
To recognize schools who have shown evidence of exemplary community involvement.

**QUALIFICATIONS/Criteria**
Schools must achieve 100 percent of the Five Star School Award criteria in the categories of Business Partnership, Family Involvement, Volunteers, Student Community Service, and School Advisory Councils. Criteria are listed on the reverse of this page. We are proud to recognize 52 Five Star Schools for the 2009-2010 school year.

**PROCEDURE**
Coordinators/chairpersons of the community involvement areas of business partners, volunteers, family involvement, guidance, and school advisory council should review the criteria. The school compiles a portfolio documenting successful completion of all criteria and submits the official Five Star School Award application and the portfolio to the Volunteer/Partnership Programs Department at EDC. A district designee will review the portfolio for completeness and submit acceptable applications to the Florida Department of Education. The portfolios are returned to the school and should remain on campus for any possible audit.

**RECOGNITION**
The Five Star School Award (flags and plaques) are presented annually by the Volusia County School Board. Recognition is also given to Five Star Schools at all volunteer recognition events. Statewide recognition is provided by the Florida Department of Education and the Florida Council for Community Involvement in Education.

**CONTACT:**
Volunteer/Partnership Programs
Volusia County Schools
1250-A Reed Canal Road, Port Orange, FL 32129

(386) 255-6475, 734-7190, 427-5223, or 860-3322
Extensions: 38379, 38381
**FIVE STAR SCHOOL**

A school must have a grade of “C” or above to qualify for the Five Star School Award.

I. Community/Business Partnership
   a. Each Community/business/agency signs an annual, jointly developed plan of partnership activities.
   b. Community/business/agency maintains an ongoing, active relationship with school.
   c. Community/business/agency is involved in development and implementation of School Improvement Plan.
   d. Community/business/agency partnership supports teaching and learning through the donation of human resources and goods/services or financial resources.
   e. School designates a community/business partnership coordinator.
   f. School provides opportunities for community/business partners to receive orientation and training.
   g. Community/business partnership coordinator and school staff receive training during the year on effective use of services by business partners.
   h. School provides recognition of community/business partners.

II. Family Involvement
   a. Active parent organization (PTA, PTO, Boosters, etc.)
   b. Education opportunities offered to families (i.e. Sunshine State Standards, literacy, career planning, parenting, homework assistance, etc.)
   c. Focus/discussion/support groups offered to families (parenting, drug awareness, safety, and violence prevention, etc.)
   d. Joint parent and student training (i.e. academic skills, family reading, violence prevention, financial aid, etc.)
   e. Family outreach activities offered through collaborative or facilitated activities (neighborhood meetings, tutorial services, off-site programs, etc.)
   f. A minimum of 60% of families are involved in a positive way in the school more than once during the year.
   g. Evidence of a variety of communication techniques with families by teachers and school staff.
   h. Ensure that welcome signage is near the entrance and any other interaction with parents creates a climate in which parents feel valued and welcome.
   i. Provide parents with current information regarding school policies, practices and both school and student performance.

III. Volunteers
   *Meets criteria of Golden School Award. These include:*
   a. A minimum of 80% of the school staff have participated in school based volunteer training during the school year.
   b. School volunteer coordinator has been designated to provide leadership for the school volunteer program through recruitment, placement, training, and supervision of participants.
   c. Total number of hours in volunteer service equals twice the number of students enrolled in the school. (Any volunteer activity that contributes to student improvement may be counted.)
   d. School provides recognition of volunteers.
IV. Student Community Service
a. School provides opportunities to students for service learning that focus on an identified community needs (i.e. renovating a park, working at election polls, feeding homeless, etc.)
b. A minimum of 50% of students are involved in community activities (i.e. pen pals to shut-ins, food drives, cross school tutoring activities, etc.).

V. School Advisory Councils

School Advisory Councils/School Decision Making
a. Minimum of 8 meetings per year. Average 80% attendance of members.
b. Annual presentation of School Improvement Plan to school community after public notice to all stakeholders (school marquee, flyers, etc.).
c. Evidence of ongoing training and/or development of the School Advisory Council.
d. School Improvement Plan reflects one new idea that involves the community in its implementation.
e. School Advisory Council participated in the development and/or interpretation of the needs assessment data.
f. Provide training for staff and SAC members on collaborative partnering and shared decision-making.
Section 6: Frequently Asked Questions & Contacts
Section 6: Frequently Asked Questions & Contacts

1. What is the NCLB SPAR?
The NCLB SPAR is the No Child Left Behind School Public Accountability Report and is generated by the state. The NCLB SPAR includes a summary of the data of your school. It is designed to inform parents and community members of the progress of your school is making toward Volusia County’s educational goals. This report is a valuable tool for your SAC to use in targeting areas in need of improvement. The NCLB SPAR is required to be distributed to each family at the beginning of the school year.

2. What part does SAC play in achieving the 5 STAR award?
FIVE STAR SCHOOL AWARD CRITERIA for School Advisory Councils

School Advisory Councils/School Decision Making
a. Minimum of 8 meetings per year. Average 80% attendance of members.
b. Annual presentation of School Improvement Plan to school community after public notice to all stakeholders (school marquee, flyers, etc.).
c. Evidence of ongoing training and/or development of the School Advisory Council.
d. School Improvement Plan reflects one new idea that involves the community in its implementation.
e. School Advisory Council participated in the development and/or interpretation of the needs assessment data.
f. Provide training for staff and SAC members on collaborative partnering and shared decision-making.

3. What is the Charter School District initiative?
Charter School District status is granted by the state upon approval of a contract between the state and the district which has been submitted by the school district. The mission of the Charter School District of Volusia County is to accelerate student achievement by removing burdensome rules and regulations from the schools and district. For further information on the Charter School District, you may wish to visit the following web-site.
www.volusia.k12.fl.us/charter

4. What do all these terms mean?
There is a glossary of acronyms and terms in Appendix E to help.

5. Who can I call if I have questions?
You can always contact the School Improvement office at extensions 50767, 50768, or 50774. In addition, a list of Who’s Who in Volusia County Schools is on the next page.
School Advisory Councils
Frequently Asked Questions

What is a School Advisory Council (SAC)?
The School Advisory Council is a school-based group intended to represent the school, the community and those persons closest to the students. The group shares responsibility for guiding the school toward continuous improvement. The district school board is responsible, by Florida law, for establishing an advisory council for each school in the district and shall develop procedures for the election and appointment of advisory council members. Each School Advisory Council shall include in its name the words "school advisory council."

What is the role of the School Advisory Council?
The School Advisory Council is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan. Each School Advisory Council assists in the annual preparation and evaluation of the School Improvement Plan (SIP) and in the preparation of the school's annual budget.

Who serves on the School Advisory Council?
Beginning July 1, 2008, a majority of the members of each School Advisory Council had to be persons who were not employed by the school district. Each advisory council should be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Certain members are elected by their peers, while business and community members are appointed, and the principal automatically serves. Only students in secondary schools serve on a SAC.

How are business and community members selected?
The district school board is responsible for establishing procedures, for use by schools in selecting business and community members, that include a means of ensuring wide notice of vacancies and seeking input on possible members from local businesses, chambers of commerce, community and civic organizations, and the public at large.

How are elections conducted?
Each chairperson is responsible for overseeing the elections. Each SAC must represent teachers, education support employees, parents, and students who are elected by their respective peer groups at the school in a fair and equitable manner as follows:

• Teachers shall be elected by teachers.
• Education support employees shall be elected by education support employees.
• Parents shall be elected by parents.
• Students shall be elected by students.

Voting can occur at meetings or by mail, using written ballots or show of hands. Ballots are counted, recorded, and retained. Ballots and voting records should be kept by a SAC officer, and the results are reflected in the official SAC minutes.

**Do elections have to be recorded?**
Elections can be by written, signed or computerized ballots as long as the ballots are recorded officially for auditing purposes. Elections must be open and fair.

**Does the law require the composition of School Advisory Councils to reflect the racial balance of the student population attending the school?**
No. An opinion (AGO 2008-16) from the Florida Attorney General’s Office issued on April 8, 2008, indicates that the composition of the SAC must reflect the ethnic, racial and economic community in the geographic area served by the school (rather than the district at large or the actual student population attending the school). For further information, please see: http://myfloridalegal.com/ago.nsf/Opinions/5634E57A908E25D8852574250071E799

**Who serves as Chair of the School Advisory Council?**
Any member can be elected to serve as Chair. We recommend that neither a principal (in order to invite greater shareholder involvement) nor a student (due to lack of experience and maturity) fills this role. Some schools elect co-chairs so that a parent/community member and a school-based member can lead jointly.

**Are persons serving as a School Advisory Council member required to be screened?**
No. If the SAC member is a parent or business volunteer, no screening is required. However, districts are required to check volunteers’ names with the sexual offender/predator database. For further information, please see Section 943.04351, Florida Statutes http://www.flsenate.gov/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=943.04351&URL=CH0943/Sec04351.HTM

**What is a quorum?**
A majority of the membership of the council (more than half) constitutes a quorum. (Section 1001.453(1)(d)1, Florida Statutes)

**Who develops the bylaws?**
Each School Advisory Council adopts its own bylaws. The district may require procedures, policies, sample by-laws or a uniform template for all School Advisory Councils in their district. (Section 1001.453(1)(d), Florida Statutes)
How much money is allotted to each SAC?
For the last several years, each SAC has received $10.00 per student. On July 1, 2008, the SAC allocation dropped to $5.00 per unweighted FTE student. The amount for 2009 is up to $5.00 per unweighted student and could be prorated depending on availability of funds. A portion of the funds provided in the annual General Appropriations Act for use by School Advisory Councils must be used for implementing the School Improvement Plan. The money is sent by DOE to each district, which forwards allocations to each local school SAC. Expenditures are reported to the State and are subject to annual audit. (For further information, please see Section 1001.42(18)(f), F.S. and Section 24.121(5)(c), F.S.)

How much notice is given to School Advisory Council members for agenda items?
The law states that each school is required to give at least three business days advance notice in writing to all members of the SAC of any matter that is scheduled to come before the council for a vote. (Section 1001.453(1)(d)2, Florida Statutes) Meeting dates can be posted on school Web sites, marquees or bulletin boards, published in newsletters, announcements or local newspapers, or broadcast on TV.

When are SAC meetings scheduled?
SAC meetings are to be scheduled when parents, students, teachers, businesspersons, and members of the community are able to attend. Location and time of day are important considerations for promoting attendance and participation. (Section 1001.453(1)(d)3, Florida Statutes)

Can members who have been absent be replaced?
Yes. When replacing any member who has two or more consecutive unexcused absences from school advisory council meetings, the SAC follows procedures in its bylaws or in district policies. (Section 1001.453(1)(d)4, Florida Statutes)

Are meeting minutes required?
Yes. Minutes should be written or tape recorded and kept for one to three years. (For further information, please see Section 1001.453(1)(d)5, Florida Statutes, and Florida’s current records retention schedule for local government)

When is the best time to start the school improvement planning process?
Even though the school improvement planning process is ongoing, it is useful to start the evaluation and needs assessment processes in the spring. Districts select planning cycles that accommodate local needs.

Is a charter school required to have a School Advisory Council?
Yes. However, charter schools are sometimes are able to have their governing body serve as their SAC. Refer to agreements in the charter contract on a school-by-school basis.
Does a charter school need to have a School Improvement Plan (SIP)?
Yes. It is a public school; therefore it must have a school improvement plan approved by the district or, if stated in the terms of its contract agreement, it may substitute its charter contract and annual report as the annual SIP.

Are DJJ programs required to have a School Improvement Plan?
Yes. According to HB 991 passed in the 2009 Legislative Session, each DJJ program must have a School Improvement Plan.

Are schools required to include their dropout prevention and academic intervention programs in their School Improvement Plan?
Yes, according to Section 1003.53(2)(b), Florida Statutes, schools must “reflect” those programs in their SIPs. Response to Intervention (RtI) is among the academic interventions which should be reflected in the SIP. For further information, please see: http://leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch1003/SEC53.HTM&Title=.2008-Ch1003-Section%2053#1003.53

Do SAC meetings fall under the Sunshine Law?
Yes. According to Chapter 286, Florida Statutes, all meetings of any board or commission of any state agency or authority or of any agency or authority of any county, municipal corporation, or political subdivision, except as otherwise provided in the Constitution, at which official acts are to be taken are declared to be public meetings open to the public at all times. No resolution, rule, or formal action shall be considered binding except as taken or made at such meetings. The board or commission must provide reasonable notice of all such meetings. For further information, please see: http://myfloridalegal.com/ago.nsf/Opinions/69EDFFAEB2FE3C8C85256B27005F4371

Are SACs allowed to sponsor fundraisers?
It is generally preferable to have the PTA, PTSO, Education Foundation, or another group conduct school fundraisers in order to keep SAC allocations separate. Consult with your local district office about school board policy.

If SAC funds are left over at the end of the school year, can they be carried over to the following year?
The intent of the Legislature is to have funds used during the school year in which they are awarded. A school board might allow funds to be carried forward, but always check with your District Finance Director first, and consult with your local district office about school board policy.

Can funds be used to pay stipends for members?
No. The Florida Attorney General has written an opinion that funds may not be used to pay a stipend to any member since a School Advisory Council is not a “project” or “program.” For further information, please see: http://www.fldoe.org/ogc/opinions/2000/00-03.asp
**Who provides training for new SAC members?**
The district office is responsible for training. Some education consortia also provide training. *(Section 1001.42(19), Florida Statutes)*

**What topics are typically covered in SAC training?**
- Structure, Purpose and Role
- Parent Involvement
- Way of Work
- Needs Assessments
  - Data collection and analysis
    - Local demographic data
    - School test scores
    - DOE reports: [http://www.fldoe.org/evaluation/](http://www.fldoe.org/evaluation/)
  - School Climate Surveys (optional)
- Developing and Communicating the SIP to shareholders
- Evaluation of the SIP

**How can a school obtain a Five Star rating?**
The Five Star School Award was created by the Florida Department of Education, Commissioner’s Community Involvement Council and is presented annually to those schools that have shown evidence of exemplary community involvement.

In order to earn Five Star school recognition, a school must show documentation that it has achieved 100% of the established criteria in the categories of:
- *Business partnerships,*
- *Family Involvement,*
- *Volunteerism,*
- *Student Community Service,* and
- *School Advisory Councils.*

Obtain guidelines, application forms and information from your District Volunteer Coordinator. Application forms are located at:
WHO'S WHO IN VOLUSIA COUNTY SCHOOLS
2011-2012

SUPERINTENDENT OF SCHOOLS: MARGARET SMITH 20208

DEPUTY SUPERINTENDENT FOR INSTRUCTIONAL AND SCHOOL IMPROVEMENT SERVICES: ALLENE DUPONT – INTERIM DEPARTMENT HEAD 20657

DEPUTY SUPERINTENDENT FOR FINANCIAL & BUSINESS SERVICES: ROBERT MOLL 20387

AREA SUPERINTENDENTS:
- TOM RUSSELL – AREA I 20777
- ANNETTE MARTINSON – AREA II 20237

ASSISTANT SUPERINTENDENT, HUMAN RESOURCES: PEROMNIA GRANT 20163

DIRECTOR COMMUNITY INVOLVEMENT & STUDENT SERVICES: NANCY WAIT 20232

DIRECTOR K-12 CURRICULUM: ALLENE DUPONT 20657

DIRECTOR EXCEPTIONAL STUDENT EDUCATION AND STUDENT SERVICES: BARBARA BUSH 20443

DIRECTOR TITLE I AND GRANTS: CAROLYNN GARDINIER 33218

DIRECTOR ALTERNATIVE PROGRAMS, ATHLETICS, AND SECURITY: GARY MARKS 20653

DIRECTOR PROFESSIONAL STANDARDS: SANDY HOVIS 20257

DIRECTOR MAINTENANCE AND OPERATIONS: RUSSTYSINGER 50764

DIRECTOR SITE ACQUISITION AND INTERGOVERNMENTAL COORDINATION: SARALEE MORRISSEY 50772

DIRECTOR TRANSPORTATION: GREG AKIN 50544

EXECUTIVE DIRECTOR TECHNOLOGY SERVICES (MIS): DON BOULWARE 20114

SCHOOL IMPROVEMENT:
- LETICIA ROMAN (COORDINATOR) 50768
- LYNDI GOEPFERT 50774

DISTRICT ACCREDITATION:
- LETICIA ROMAN (COORDINATOR) 50768
- LYNDI GOEPFERT 50774
ART
Susie Preston  20685

CAREER/TECHNICAL EDUCATION
Tom Besaw  20641

APEX & ODYSSEY LABS
Carol Downing  38375

ELEMENTARY EDUCATION
Leticia Roman (Coordinator)  50768
Lyndi Goepfert  50774

EXCEPTIONAL STUDENT EDUCATION
Barbara Bush (Director)  20443
Monica Campbell  50785

ESOL/WORLD LANGUAGES
Sylvia Garcia-Wolff (Coordinator)  20570
Joanne McCall (Staff Development)  20638
Nancy Gonzalez (District Translator)  20546
Ellie Messmer  20566
Bethzaidia Sotomayor  20596

GRANTS DEVELOPMENT
Bernetta Brown  33223

GUIDANCE
Amy Hall  20658

HEALTH/PHYSICAL EDUCATION K-12
Cookie Grafton  38384

HIGH SCHOOL EDUCATION
Deb Drawdy (Coordinator)  38386

K-12 CURRICULUM
Mary Diez  20662

LANGUAGE ARTS / READING
Elementary
Amy Cervantes (Specialist)  33230
Patty Phelan  33233
Barbara Poole  33234
Anita Watson  33235
Jennie Nord  33232

Secondary
Sue Schilsly (Specialist)  20687
Tracy Blinn  20683
Anita McDonald  20672

MATHEMATICS
K-12
Margaret Bambrick (Specialist)  20667

Elementary
Gary Elkins  20675
Kelly Mahaffey  20680

Middle School
Gail Burton  20669

MEDIA SERVICES
Mary Ellis  46513

MIDDLE SCHOOL EDUCATION
Deb Drawdy (Coordinator)  38386

MIGRANT EDUCATION
Leticia Roman (Coordinator)  50768

MUSIC, DANCE, AND DRAMA
Monty Musgrave  20682
APPENDICES

A. Election Packet
B. SIP Template
C. AdvancEd Standards for Quality Schools
D. 2008-2013 District Goals
E. Bylaws Sample
F. Glossary of Acronyms and Terms
G. Recommended School Recognition A+ Process
H. School Advisory Training Packet
APPENDIX A
Election Packets
(English and Spanish)

Available on the SAC Website

**DIRECTIONS TO SAC WEBSITE**

► Go to the VCS Blackboard Homepage
► Click the Department tab at the top of the page
► Under Instructional Services (at the right of the screen) scroll down
  and click on School Advisory Council
► Click on (SIP) Plan Support
APPENDIX B

SIP Template

Directions for accessing the State SIP Template and the SIP Refection Report are located on the VCS School Advisory Council Website.

DIRECTIONS TO SAC WEBSITE

► Go to the VCS Blackboard Homepage
► Click the Department tab at the top of the page
► Under Instructional Services (at the right of the screen) scroll down and click on School Advisory Council
► Click on (SIP) Plan Support
APPENDIX C

ADVANCED STANDARDS, INDICATORS, AND IMPACT STATEMENTS FOR QUALITY SCHOOLS
Standard 1: Vision and Purpose
The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

QUALITY SCHOOL INDICATORS
1.1 Establishes a vision for the school in collaboration with its stakeholders
1.2 Communicates the vision and purpose to build stakeholder understanding and support
1.3 Identifies goals to advance the vision
1.4 Develops and continuously maintains a profile of the school, its students, and the community
1.5 Ensures that the school’s vision and purpose guide the teaching and learning process
1.6 Reviews its vision and purpose systematically and revises them when appropriate

IMPACT STATEMENT
A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school’s vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school’s vision guides allocations of time and human, material, and fiscal resources.

Standard 2: Governance and Leadership
The school provides governance and leadership that promote student performance and school effectiveness.

GOVERNANCE - QUALITY SCHOOL INDICATORS
2.1 Establishes policies and procedures that provide for the effective operation of the school
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations

LEADERSHIP - QUALITY SCHOOL INDICATORS
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.8 Controls curricular and extracurricular activities that are sponsored by the school
2.9 Responds to community expectations and stakeholder satisfaction
2.10 Implements an evaluation system that provides for the professional growth of all personnel

IMPACT STATEMENT
A school is successful in meeting this standard when it has leaders who are advocates for the school’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared
responsibility for school improvement among stakeholders. The school’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 3: Teaching and Learning
The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

QUALITY SCHOOL INDICATORS
3.1 Develops and implements curriculum based on clearly-defined expectations for student learning
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.6 Allocates and protects instructional time to support student learning
3.7 Provides for articulation and alignment between and among all levels of schools
3.8 Implements interventions to help students meet expectations for student learning
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
3.10 Provides comprehensive information and media services that support the curricular and instructional programs
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program

IMPACT STATEMENT
A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 4: Documenting and Using Results
The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

QUALITY SCHOOL INDICATORS
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
4.5 Communicates the results of student performance and school effectiveness to all stakeholders
4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
4.7 Demonstrates verifiable growth in student performance
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

**IMPACT STATEMENT**

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

**Standard 5: Resources and Support Systems**

_The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students._

**QUALITY SCHOOL INDICATORS**

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
5.3 Ensures that all staff participate in a continuous program of professional development
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
5.10 Provides appropriate support for students with special needs

**IMPACT STATEMENT**

A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs
and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Standard 6: Stakeholder Communication and Relationships

*The school fosters effective communications and relationships with and among its stakeholders.*

**QUALITY SCHOOL INDICATORS**

6.1 Fosters collaboration with community stakeholders to support student learning
6.2 Has formal channels to listen to and communicate with stakeholders
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders

**IMPACT STATEMENT**

A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Standard 7: Commitment to Continuous Improvement

*The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.*

**QUALITY SCHOOL INDICATORS**

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)
7.2 Engages stakeholders in the processes of continuous improvement
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations or student learning
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
7.5 Monitors and communicates the results of improvement efforts to stakeholders
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement

**IMPACT STATEMENT**

A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.
APPENDIX D

SCHOOL DISTRICT OF VOLUSIA COUNTY
2008-2013 GOALS
School District of Volusia County
2008-2013 Goals
(School Board approved June 24, 2008)

**Academic Excellence**

Goal 1  We will continue to support and implement a comprehensive curriculum, which incorporates the arts, foreign language, health education and physical education, language arts, mathematics, science, social studies, career and technical education, character education, technology, and social development.

Goal 2  We will promote responsible citizenship and prepare all students for work, post-secondary education, and adult living.

Goal 3  We will increase achievement for each and every student as measured by rigorous national, state, and local standards.

**Access and Equity**

Goal 4  We will meet the diverse educational needs of all students.

Goal 5  We will ensure effective access to rigorous programs for all students.

Goal 6  While continuing to raise all student academic performance, we will close the achievement gap between identified sub-populations and the general population as a whole.

**High Performing Instructional and Non-Instructional Staff**

Goal 7  We will be strong advocates for public education.

Goal 8  We will continue to recruit, retain, develop, and support high performing personnel.

Goal 9  We will continue to foster a climate that promotes professional development for instructional and non-instructional staff.

Goal 10 We will maximize efforts to protect instructional time.
Involved Family and Community

Goal 11 We will continue to provide and encourage a climate in which the involvement of families and community members from diverse cultural backgrounds is valued and welcomed.

Goal 12 We will increase our commitment to family and community partnerships to provide resources and programs to maximize student achievement.

Goal 13 We will involve families and the community in our proactive efforts to provide a safe, orderly, and well-disciplined environment in our schools and during school activities.

Goal 14 We will communicate district expectations and work collaboratively to support the family’s responsibility to foster academic achievement and appropriate behavior for all students.

Safe and Orderly Environment

Goal 15 We will promote an emotionally, intellectually, and physically safe environment for all students and staff.

Effective Operations

Goal 16 We will focus on excellence in individual and organizational performance.

Goal 17 We will maximize and allocate federal, state, and local resources to implement the District’s Strategic Plan.

Goal 18 We will continue to improve managerial and operational efficiency and effectiveness.

Goal 19 We will foster a climate for all students and personnel that promotes open communication, ethical behavior, shared responsibility, accountability, mutual respect, and lifelong learning.
APPENDIX E
Bylaws Sample
SCHOOL NAME

BYLAWS

Article I.  Name

The name of this organization shall be the School Name School Advisory Council, hereafter referred to as the SAC.

Article II.  Purpose

Section 1:  The primary purpose of a SAC is to assist in the preparation of the school improvement plan to improve student performance. The plan shall be based on an analysis of student achievement and other school performance data. The SAC shall be responsible for the final decision making at the school relating to the school improvement process and plan.

Section 2:  The SAC shall perform such functions as are prescribed by regulation of the School Board and state law.

Article III.  Members

Section 1:  Each school shall establish a SAC, composed of teachers, students, parents, and other citizens who are representative of the ethnic, racial, and economic community served by the school.

Section 2:  The SAC shall consist of the principal, parents, teachers, education support personnel, other business and community citizens, and students, as appropriate. At least fifty-one percent (51%) of the SAC shall be parents and community representatives not employed by the school district.

Section 3:  Members shall serve on the SAC for a period of one (1) or two (2) years.

Section 4:  The SAC shall replace any member who has two unexcused, consecutive absences from SAC meetings that are noticed according to the procedures set out in these bylaws.

Section 5:  All changes to the SAC membership will be sent to the Superintendent/designee to be presented to the School Board for final approval.
**Article IV. Duties**

Section 1: The SAC shall assist in the preparation and evaluation of the school improvement plan and the annual school budget.

Section 2: The SAC shall have total authority to determine how the school improvement funds are disbursed. A portion of funds provided in the annual General Appropriations Act for use by the SAC must be used for implementing the school improvement plan.

Section 3: The SAC may seek a waiver from state statute, district policy and/or procedure, and/or school procedure by invoking the Charter School District deregulation waiver process.

**Article V. Officers**

**Article VI. Meetings**

Section 1: Meetings will be scheduled at times when parents, students, teachers, business partners, and members of the community can attend.

Section 2: There will be at least 3 days advance written notice of any matter that is scheduled for a SAC vote.

Section 3: A quorum must be present before a vote may be taken. A quorum shall be a majority of the membership of the SAC.

Section 4: Minutes will be recorded at each SAC meeting and copies shall be forwarded to the Superintendent/designee.

**Article VII. Committees**

**Article VIII. Parliamentary Authority**

Roberts Rules of Order shall govern the SAC in all cases where they are not in conflict with these bylaws. Said rules may be suspended by a majority vote of the SAC providing a quorum is present.

**Article IX. Amendment of Bylaws**

These bylaws may be amended at any regular meeting of the SAC by a majority vote of the SAC providing a quorum is present.
APPENDIX F
Glossary of Acronyms and Terms
Glossary of Acronyms and Terms 2011-2012

- **Accelerated Reader** - A reading motivational program that is computer based.
- **Accommodation** - changes in course, standard, test preparation, location, timing, scheduling, expectations, student response, and other attributes which provide access for a student with disability to participate in a course, standard or test, which DOES NOT fundamentally alter or lower the standard or expectation of the course, standard, or test.
- **ACT** – a standardized assessment of the English, mathematics, reading, science, and writing skills students need to be successful in college - used for college admissions and placement
- **ADA** – Average Daily Attendance; average student attendance over a specified period of time.
- **ADA** - Americans with Disability Act
- **AD(H)D** – Attention Deficit (Hyperactivity) Disorder; condition where student has extreme difficulty focusing and staying on task.
- **AP** – Advanced Placement; class/program wherein students receive an advanced/accelerated level of instruction in academic courses. Course has additional quality point weighting.
- **AP** - Assistant Principal
- **AR** – At-Risk; students who are considered to be at-risk of failure in their current educational setting; conditions/problems vary.
- **ASD** - Autism Spectrum Disorder
- **ATC** – Advanced Technology Center; a technology center created through a partnership among Volusia County Schools, Flagler County Schools, and Daytona State College.
- **AVID** – Advancement via Individual Determination – an elective class in middle and high schools designed to provide a rigorous curriculum so that students with a 2.0 – 3.5 GPA are eligible to enter a four-year college.
- **AWI** – Agency for Workforce Innovation
- **AYP** - Adequate Yearly Progress
- **BCU** - Bethune Cookman University
- **BDI** – Broad Diagnostic Inventory-the components of FAIR that include comprehension and vocabulary assessment.
- **BEAMS** - Blending Educational Approaches in Middle School
- **BEG** - Refers to CELLA English language level-Beginning
- **BIP** – Behavior Intervention Plan
- **Blackboard** – Learning Management System website that includes communication and learning tools for the district and school. (view at http://myvolusiaschools.com)
- **BP/QA** – Best Practices/Quality Assurance
- **BRI** – Basic Reading Inventory; an assessment used to identify a student’s reading level.
- **CAI** – Computer-Assisted Instruction
- **CARS** – Counseling as a Related Service
- **CBA** - Curriculum Based Assessment.
- **CBM** – Curriculum Based Measurement
- **CCC** – Computer Curriculum Corporation; computer coursework.
- **CCSS** – Common Core State Standards
- **CEC** – Council for Exceptional Children; organization which supports exceptional student education programs.
- **CELLA** – Comprehensive English Language Learning Assessment
- **CFA** – Common Formative Assessments
- **CHS** - Children's Home Society
• CIEP – Computerized Individual Education Plan; a computerized version of the plan required for every student who receives Exceptional Student Education (ESE) services
• Co-Teaching – Two teachers in one classroom who are teaming together in the planning, instruction, and assessment of their students.
• CPT – College Placement Test
• CRISS – Creating Independence through Student Owned Strategies; this is an instructional training program to promote reading and writing strategies across the curriculum.
• DA – Differentiated Accountability
• DAC – Deland Administrative Complex
• DAR – Diagnostic Assessment of Reading
• DD – Developmentally Delayed; student is behind grade level and/or chronological age in his/her mental development.
• Detention – Morning, lunchtime, or after school hours student detention for violation of a school/classroom rule.
• D/HH – Deaf, or Hard of Hearing.
• Differentiated Instruction – Matching instruction to meet the different needs of learners in a given classroom.
• DJJ - Department of Juvenile Justice
• DOE - Department of Education
• DOP – Drop-Out Prevention; program where remedial courses are taught to students who are at-risk of dropping out of school
• DRA – Developmental Reading Assessment used in K-2
• DSC – Daytona State College
• DSI – Dual-Sensory delayed; student is impaired in two of his/her senses
• DSS – Developmental Scale Score (also called the FCAT score), a score from 86 – 3008 used to measure annual progress in FCAT Reading and Mathematics
• E3 - Empowering Educators for Excellence
• EBD – Emotional/Behavioral Disabilities
• EBD/SC – Emotionally/Behaviorally Disabilities/Self Contained-students with severe emotional behavioral issues
• EL/CFV – Early Learning Coalition of Flagler and Volusia Counties (also ELC)
• ELL – English Language Learner – native language is not English
• EP – Educational Plan for Gifted Students
• ERAU - Embry-Riddle Aeronautical University
• ERDA – Early Reading Diagnostic Assessment
• ERIC - Educational Resource Information Center
• ESE – Exceptional Student Education (Special and/or Gifted Education); there are many exceptionalities and categories/levels therein.
• ESE/SS – Exceptional Student Education/Student Services
• ESE Matrix – Rating scale, level 1-6, of student ESE level of support needed based on specific mental and/or physical disabilities. Level 1 is the lowest or most mild level of services needed, and level 6 is the highest level of need based on disability. The levels are funded according to severity of student rating/placement within the matrix.
• ESEA – Elementary and Secondary Education Act; now called “Improving America’s Schools Act;” program directed at improving education for America’s poor and disadvantaged students.
• ESL – English as a Second Language; native language is not English.
• ESOL – English for Speakers of Other Languages, Categorizes students who are learning the English language in the school setting
• FAIR – Florida Assessment for Instruction in Reading
• FBA – Functional Behavior Assessment
• FCAT 2.0 – Florida Comprehensive Assessment Test; student assessment test used to measure student ability and growth in the academic subject areas. The current testing evaluates student knowledge and skills in Reading, Mathematics, Science and Writing
• FCRR – Florida Center for Reading Research
• FDLRS - Florida Diagnostic and Learning Resources System
• FEFP - Florida Education Finance Program
• FIN - Florida Inclusion Network
• FCAT Writing – Writing component in the state’s FCAT student assessment test. Students are rated at a level between 1 and 6 (6 being best) according to their written response to a test prompt.
• FLAG - Florida Association for the Gifted
• FLKRS - Florida Kindergarten Readiness Screener
• FSP – FCAT Success Probability, FAIR percentile score representing predicted success on FCAT in grades 3-10
• FSS – Full-Service School; community center school.
• FTE – Full-Time Equivalency Student; student enrollment.
• FY - Fiscal Year
• GED – General Educational Developments exam; high school equivalency test. GED diploma = high school graduation requirements.
• GPA – Grade Point Average
• Graphic Organizers – A visual representation to document information or a thinking process.
• HI - Hearing Impaired
• HIN - Refers to CELLA English language level-High Intermediate
• Honors – Courses that require a greater in-depth study and include an additional ½ credit quality point.
• HS – High School
• IB – International Baccalaureate
• ID – Intellectual Disabilities
• IDEA – Individuals with Disabilities Act; Public law 94-142; guarantees a free and appropriate education for eligible children and youth with disabilities.
• IEP – Individualized Education Plan; a plan written by the student’s team teachers to accommodate the ESE student’s instructional learning needs – required for all ESE students.
• Inclusion – Including students with physical, mental, and developmental disabilities in the regular classroom setting on a full-time basis.
• Internet – The Internet of computer networks; a worldwide information and communications system.
• Intranet – A network of computers that is closed to anyone outside the network.
• ISE – In-service Education
• ISN – Interactive Student Notebook
• ISS – In-school suspension; student is isolated to complete schoolwork for one or more school days, for violation of the school discipline.
• IST – Instructional Support Teacher
• ITV – Instructional TV; Distance learning through the medium of television/broadcasts.
• Just Read, Florida! (JRF) – Statewide reading initiative involving parents, educators, businesses, and the community to ensure all children can read at or above grade level by 2012 and to create reading as a core value for every Floridian.
• LA - Language Arts; name for subject/also referred to as English
• LEA - Local Education agent
- **LD** – Learning Disability (short for SLD)
- **LEP** – Limited English Proficiency; students whose first, or native, language is other than English.
- **Level II and Above** – Students scoring at or above the second level on the FCAT.
- **Level III and Above** – Students scoring at proficiency or above the third level of proficiency on the FCAT.
- **LI** - Language Impaired
- **LIN** - Refers to CELLA English language level-Low Intermediate
- **LRE** – Least Restrictive Environment; the learning environment that is determined to be least restrictive and most suitable for ESE student learning as stated in the student’s IEP (see ESE and IEP definitions).
- **Magnet School/Program** – Specialized school program that focuses on a particular area of study.
- **MEP** – Migrant Education Program
- **MIS** - Management Information Systems
- **Modification** – changes in course, standard, test preparation, location, timing, scheduling, expectations, student response, and other attributes which provides access for a student with disability to participate in a course, standard or test, which DOES fundamentally alter or lower the standard or expectation of the course, standard, or test.
- **MS** - Middle School
- **Multi-disciplinary Curriculum/Instruction** – Includes several disciplines or areas of study, in the teaching/learning/exploring of the same topic.
- **Multimedia** – Combination of textbooks, pictures, sound, voice, animation, and video that make up a CD-ROM-(computerized) or other presentation.
- **Multi-VE** - Multi-handicapped, Varying Exceptionalities
- **NASP** – National Association of School Psychologists
- **NAT** – National Achievement Test; national student assessment test, compares student test scores with national level averages.
- **NCLB** – No Child Left Behind Act
- **NEA** - National Education Association
- **NGSSS** – Next Generation Sunshine State Standards
- **NIMAS** - National Instructional Materials Accessibility Standard
- **OBE** – Outcome-Based Education; proponents say that the amount of time spent on teaching a specific skill should depend on the outcome to be achieved. Outcome should be fixed and time should be variable.
- **OHI** – Other Health Impaired; student is impaired by a condition not inclusive in other specified categories.
- **OLSAT** – Otis Lennon School Ability Test, a brief assessment used in VCS for gifted screening in grade 2.
- **OPDS** – Office of Professional Development and Support
- **OPM** – Ongoing progress monitoring
- **ORF** – Oral Reading Fluency
- **OSS** – Out-of-school student suspension (also called OCS= Off-campus suspension), for severe violations of the school discipline code.
- **OT** – Occupational Therapy; services for physically impaired students.
- **PAR** – Peer Assistance Review
- **PC** – Personal Computer
- **PD** – Professional Development
- **Percentage Rank** – Student test results ranking; ranks students in comparison with other students—percentage of students in the whole class/school/district population that he/she/entire school scored above.
• PERT – Post-Secondary Education Readiness Test – a placement test similar to the CPT
• PI - Physically Impaired
• PLC – Professional Learning Community
• PMP – Progress Monitoring Plan; a plan designed by teachers on the academic team to meet the needs of students who scored at a low level on standardized tests in reading, writing, or mathematics.
• PMRN – Progress Monitoring Reporting Network
• Pre-K - Prekindergarten
• PRF – refers to CELLA English language level - Proficient
• PROMISE – Partnership to Rejuvenate and Optimize Mathematics and Science Education in Florida
• PSAT/NMSQT – Preliminary SAT/National Merit Scholarship Qualifying Test
• PRS – Probability of Reading Success, FAIR percentile score representing the predicted success of K-2 students on an assessment such as SAT10
• PST – Volusia County Schools Problem Solving Teams (PST) are intervention driven/progress monitoring teams at each school which assists students, families and teachers in seeking positive solutions for all students.
• PT – Physical Therapy; services for physically impaired students.
• PTA – Parent Teacher Association
• PTO – Parent Teacher Organization
• PTSA – Parent Teacher Student Association
• Qualitative Research- Research that focuses on collecting information that is observed or heard.
• RC – Reading Counts; a motivational reading program that replaces Accelerated Reader
• Renaissance – A school program which recognizes student academic achievement, good behavior and student attendance.
• RSPM – Reporting Student Progress Manual
• RTI – Response to Intervention - the practice of providing quality instruction/intervention matched to student needs and using progress monitoring to make educational decisions.
• RtTT – Race To The Top
• Rubric- Descriptive evaluation tools used to assess student performance; not based on a percentage score, but rather a perceived level of mastery score. Can be designed by teacher or student.
• SAC – School Advisory Council; an advisory group made up of school staff, community members, parents, business partners and students at a given school whose primary function is to assist in the preparation and evaluation of the School Improvement Plan.
• SAT – (Scholastic Aptitude Test) standardized assessment of the critical reading, mathematical reasoning, and writing skills students need to be successful in college – used for college admission and placement
• SBM – Site-Based-Management – decisions are made on site by staff.
• SCANS Report – Secretary’s Commission on Achieving Necessary Skills report, issued by the U.S. Department of Labor, that attempts to identify the knowledge, skills, and abilities that entry-level employees (students) will need when they enter the work force.
• Section 504 – Section 504 of the Vocational Rehabilitation Act
• Service-learning - A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
• SI – Speech Impaired; student requires/receives speech therapy.
• SINI – Schools in Need of Improvement
- **SIP** – School Improvement Plan; annual plan developed by the SAC to set goals for school growth in all areas. This plan evaluates growth from the previous year, and establishes growth goals for the current and upcoming school year.
- **SLD** – Specific Learning Disability; specific placement for ESE students.
- **SLP** – Speech/Language Pathologist
- **SPP** - Student Progression Plan
- **SRD** - School Resource Deputy
- **SP&P** – Special Programs and Procedures
- **SSI** - Supplementary Security Income
- **Stanford Achievement Test, 10th Edition** – Standardized test to measure student achievement. Also referred to as the ‘SAT 10’.
- **SY** – School year
- **TA** – Teacher Assistant
- **TAC** - Teacher Advisory Council
- **TBI** – Traumatic Brain Injury
- **TDI** – Targeted Diagnostic Inventory, series of tasks which are part of FAIR in grades K-2
- **Technology Services** – Formally Management Information System (MIS)
- **TIP** – Teacher Induction Program; a mandatory support program for teachers new to Volusia County Schools
- **TIEP** - Transition Individual Education Plan
- **Title 1 (formerly Chapter 1)** – Part of the Improving America’s Schools Act of 1994; benefits poor, disadvantaged and at-risk students by providing funding for support services.
- **TMH** – Trainable Mentally Handicapped
- **TOA** – Teacher on Assignment; a teacher assigned, for a period of at least one year, can be a district or school-based position/assignment.
- **UCF** - University of Central Florida
- **VAATT** - Volusia Adaptive Assistive Technology Team
- **VE** - Varying Exceptionalities
- **VESA** – Volusia Educational Support Association; the support staff bargaining union.
- **VI**- Visually impaired; student’s vision condition requires modification in the learning environment to accommodate a vision deficit.
- **Vocational Education** – A component of education that deals with training students in a specific career area; usually hands-on-training.
- **VPK** – Voluntary Prekindergarten
- **VPM** – Volusia Proficiency Model
- **VSA** - VSA arts of Florida/Volusia County, formerly Very Special Arts Volusia, is an organization that provides opportunities for individuals with developmental disabilities, health related issues, at-risk youth and other challenges to participate in, learn through and enjoy the arts.
- **VTO** – Volusia Teacher’s Organization; the teacher’s bargaining union.
- **WOGI** – Working on Gifted Issues – A state of Florida grant that supports research and projects benefiting gifted students.
APPENDIX G
Recommended School Recognition
A+ Process
RECOMMENDED SCHOOL RECOGNITION PROCESS

In order to respond to requests from schools, and to help provide some consistency, the following process has been jointly developed by VTO, VESA, and AFSCME and the District to assist you:

I. Background Information

A. Florida Statute 1008.36 clearly intended that such money would be “infused into the public sector as a reward for productivity”. It further declared that “the school’s staff and the school advisory council (SAC) jointly make” the decision regarding distribution of such dollars.

B. The most recent version of the law indicated that if the Staff and SAC cannot reach agreement by November 1, the money shall be distributed evenly among “classroom teachers currently employed at the school”.

C. The law permits the money to be used for only four purposes, and lists them in this order:

1. Nonrecurring bonuses for staff and faculty
2. Nonrecurring expenditures for education equipment
3. Nonrecurring expenditures for materials and supplies
4. Temporary personnel

These limitations on the use of recognition funds apply to all schools receiving recognition dollars unless the limitations have been waived under the charter district process.

D. Had this money not been set aside for the School Recognition Program, it would be otherwise available to districts in pro rata share, and subject to bargaining.

E. While the law excludes the distribution of such funds from collective bargaining, there is no prohibition against establishing a district policy for a uniform and fair process to be used in determining that distribution.

II. Jointly Developed Process

A. Form a Staff Committee of elected representatives from all constituent groups of the staff. The Committee should be proportionately representative of the employees in each group and elected only by the members of each group. Logical groups include: Administrators,
Instructional Personnel, and the various support staff groups. The Staff Committee shall elect a chairperson.

B. Have the Staff Committee develop options, make recommendations, and conduct a secret ballot staff vote on those issues regarding “who” should share in any bonus distribution if a bonus is an option.

1. Which of the listed groups should share in the distribution?
2. Would distribution be restricted to those who were at the school during the year earned, those who are at the school now, or only those who meet both criteria?

C. The Staff Committee should develop options, make recommendations, and conduct a secret ballot staff vote on those issues regarding the percentage split between bonuses and other permitted uses of the funds. (Examples: 60%/40%, 80%/20%, 90%/10%, etc.)

D. If the percentage split includes bonuses, the Staff Committee should develop options, make recommendations, and conduct a secret ballot vote on the distribution of the bonuses.

E. Finally, the Staff Committee shall solicit input on the distribution of the remaining funds and develop recommendations for a staff vote.

F. Once the plan has been developed, the Staff Committee should prepare a report, outlining the procedures used, listing the exact dollar amounts allocated, and reflecting the staff vote on these issues. This report should be sent as a recommendation to the SAC. The SAC may accept, reject, or propose a revised plan.

Funds are placed in the School’s budget at the district level and spent in accordance with the district’s purchasing policies. It is recommended that funds be spent in the year awarded, but remaining funds are eligible for carryover. No interest will be earned on unencumbered balances.

In the event that a school chooses to deviate from this process, than a copy of that process shall be provided to all employees and to the area superintendent.
APPENDIX H

SAC Training Packet

English & Spanish Training Packets can be downloaded from the SAC website.

DIRECTIONS TO SAC WEBSITE

► Go to the VCS Blackboard Homepage
► Click the Department tab at the top of the page
► Under Instructional Services (at the right of the screen) scroll down and click on School Advisory Council