

SCHOOL ADVISORY COUNCIL

2006– 2007

HANDBOOK

DUVAL COUNTY PUBLIC SCHOOLS
Jacksonville, Florida

Joseph J. Wise Ed.D., Superintendent

**All material in the SAC
Handbook is
Reproducible. Feel free to make
copies for
Your SAC members.**

Directory

The Duval County School Advisory Handbook is a tool designed to help you in your work on your School Advisory Council. The suggested activities on each calendar page are merely there to give you ideas and suggestions to help you carry out the work of your School Advisory Council. The Dates to Remember are current as of the publication of this document, but are subject to change. Check with the Duval County School Board at 390-2000 to confirm dates and times.

SAC GOALS FOR THE YEAR

MISSION OF THE DUVAL COUNTY SCHOOL BOARD

The Duval County Public School System is committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a culturally diverse and technologically sophisticated world.

The Duval County School Board voted to adopt the following Core Beliefs and Commitments at their February 2006 regular meeting. These beliefs were established to solidify their commitment to student achievement. These beliefs serve as the foundation upon which the Board will rely to guide all policy decisions and actions.

Core Beliefs

- The academic success of **every** student in Duval County is the top priority of the Duval County School Board.
- The Duval County School Board believes that our greatest strength as a school district is the racial, gender, ethnic, and socio-economic diversity of our students and community.
- The achievement gap in Duval County can and must be eliminated.
- **All** DCPS children can be academically prepared to reach their dreams.
- **All** DCPS children can learn at grade level.
- Every school in Duval County can be a high-performing organization, both academically and operationally.
- High quality teachers, supported with high quality, on-going professional development, must drive our rigorous, intellectually and artistically challenging curriculum.
- Academic and operational resources can and must be adequately distributed throughout all DCPS schools.

- All schools can be safe learning environments where every student and adult is valued and respected.

Commitments

- The academic success of **every** student in Duval County will be the top priority of the Duval County School Board.
- The Duval County School Board will develop and celebrate the racial, gender, ethnic, and socio-economic diversity of our students and community.
- The achievement gap will be eliminated in Duval County.
- **All** DCPS children will be academically prepared to reach their dreams.
- **All** DCPS children will learn at grade level.
- Every school in Duval County will be a high-performing organization, both academically and operationally.
- High-quality teachers, supported with high-quality, on-going professional development, will drive our rigorous, intellectually and artistically challenging curriculum.
- Academic and operational resources will be adequately distributed throughout all DCPS schools.
- All schools will be safe learning environments where every student and adult is valued and respected.

SCHOOL ADVISORY COUNCILS AND STATE LAW

1001.452 District and school advisory councils.--

(1) ESTABLISHMENT.--

(a) The district school board shall establish 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." The school advisory council shall be the sole body responsible for final decision-making at the school relating to implementation of the provisions of ss. 1001.42(16) and 1008.345. A majority of the members of each school advisory council must be persons who are not employed by the school. **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.** Technical center and high school advisory councils shall include students, and middle and junior high school advisory councils may include students. School advisory councils of technical 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 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. 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 shall include 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" shall include 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 school wide 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(16)(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 such functions as are 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(16). 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.

1012.01 Definitions.--Specific definitions shall be as follows, and wherever such defined words or terms are used in the Florida K-20 Education Code, they shall be used as follows:

- (1) **SCHOOL OFFICERS.**--The officers of the state system of public education shall be the Commissioner of Education and the members of the State Board of Education; and, for each district school system, the officers shall be the district school superintendent and members of the district school board.
- (2) **INSTRUCTIONAL PERSONNEL.**--"Instructional personnel" means any staff member whose function includes the provision of direct instructional services to students. Instructional personnel also include personnel whose functions provide direct support in the learning process of students. Included in the classification of instructional personnel are:
 - (a) *Classroom teachers.*--Classroom teachers are staff members assigned the professional activity of instructing students in courses in classroom situations, including basic instruction, exceptional student education, career and technical education, and adult education, including substitute teachers.
 - (b) *Student personnel services.*--Student personnel services include staff members responsible for: advising students with regard to their abilities and aptitudes, educational and occupational opportunities, and personal and social adjustments; providing placement services; performing educational evaluations; and similar functions. Included in this classification are guidance counselors, social workers, occupational/placement specialists, and school psychologists.
 - (c) *Librarians/media specialists.*--Librarians/media specialists are staff members responsible for providing school library media services. These employees are responsible for evaluating, selecting, organizing, and managing media and technology resources, equipment, and related systems; facilitating access to information resources beyond the school; working with teachers to make resources available in the instructional programs; assisting teachers and students in media productions; and instructing students in the location and use of information resources.
 - (d) *Other instructional staff.*--Other instructional staff are staff members who are part of the instructional staff but are not classified in one of the categories specified in paragraphs (a)-(c). Included in this classification are primary specialists, learning resource specialists, instructional trainers, adjunct educators certified pursuant to s. 1012.57, and similar positions.
 - (e) *Education paraprofessionals.*--Education paraprofessionals are individuals who are under the direct supervision of an instructional staff member, aiding the instructional process. Included in this classification are classroom paraprofessionals in regular instruction, exceptional education paraprofessionals, career education paraprofessionals, adult education paraprofessionals, library paraprofessionals, physical education and playground paraprofessionals, and other school-level paraprofessionals.

(3) ADMINISTRATIVE PERSONNEL.--"Administrative personnel" includes personnel who perform management activities such as developing broad policies for the school district and executing those policies through the direction of personnel at all levels within the district. Administrative personnel are generally high-level, responsible personnel who have been assigned the responsibilities of system wide or school wide functions, such as district school superintendents, assistant superintendents, deputy superintendents, school principals, assistant principals, technical center directors, and others who perform management activities. Broad classifications of administrative personnel are as follows:

(a) *District-based instructional administrators*.--Included in this classification are persons with district-level administrative or policymaking duties who have broad authority for management policies and general school district operations related to the instructional program. Such personnel often report directly to the district school superintendent and supervise other administrative employees. This classification includes assistant, associate, or deputy superintendents and directors of major instructional areas, such as curriculum, federal programs such as Title I, specialized instructional program areas such as exceptional student education, career and technical education, and similar areas.

(b) *District-based noninstructional administrators*.--Included in this classification are persons with district-level administrative or policymaking duties who have broad authority for management policies and general school district operations related to the noninstructional program. Such personnel often report directly to the district school superintendent and supervise other administrative employees. This classification includes assistant, associate, or deputy superintendents and directors of major noninstructional areas, such as personnel, construction, facilities, transportation, data processing, and finance.

(c) *School administrators*.--Included in this classification are:

1. School principals or school directors who are staff members performing the assigned activities as the administrative head of a school and to whom have been delegated responsibility for the coordination and administrative direction of the instructional and noninstructional activities of the school. This classification also includes technical center directors.

2. Assistant principals who are staff members assisting the administrative head of the school. This classification also includes assistant principals for curriculum and administration.

(4) YEAR OF SERVICE.--The minimum time which may be recognized in administering the state program of education, not including retirement, as a year of service by a school employee shall be full-time actual service; and, beginning July 1963, such service shall also include sick leave and holidays for which compensation was received but shall exclude all other types of leave and holidays for a total of more than one-half of the number of days required for the normal contractual period of service for the position held, which shall be 196 days or longer, or the minimum required for the district to participate in the Florida Education Finance Program in the year service was rendered, or the equivalent for service performed on a daily or hourly basis; provided, further, that absence from duty after the date of beginning service

shall be covered by leave duly authorized and granted; further, the school board shall have authority to establish a different minimum for local district school purposes.

(5) SCHOOL VOLUNTEER.--A school volunteer is any nonpaid person who may be appointed by a district school board or its designee. School volunteers may include, but may not be limited to, parents, senior citizens, students, and others who assist the teacher or other members of the school staff.

(6) EDUCATIONAL SUPPORT EMPLOYEES.--"Educational support employees" means employees whose job functions are neither administrative nor instructional, yet whose work supports the educational process.

(a) Other professional staff or nonadministrative/noninstructional employees are staff members who perform professional job functions which are nonadministrative/noninstructional in nature and who are not otherwise classified in this section. Included in this classification are employees such as doctors, nurses, attorneys, certified public accountants, and others appropriate to the classification.

(b) Technicians are individuals whose occupations require a combination of knowledge and manual skill which can be obtained through about 2 years of post-high school education, such as is offered in many technical institutes and community colleges, or through equivalent on-the-job training.

(c) Clerical/secretarial workers are individuals whose job requires skills and training in clerical-type work, including activities such as preparing, transcribing, systematizing, or preserving written communications and reports or operating equipment performing those functions. Included in this classification are secretaries, bookkeepers, messengers, and office machine operators.

(d) Skilled crafts workers are individuals who perform jobs which require special manual skill and a thorough and comprehensive knowledge of the processes involved in the work which is acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Lead workers for the various skilled crafts areas shall be included in this classification.

(e) Service workers are staff members performing a service for which there are no formal qualifications, including those responsible for: cleaning the buildings, school plants, or supporting facilities; maintenance and operation of such equipment as heating and ventilation systems; preserving the security of school property; and keeping the school plant safe for occupancy and use. Lead workers in the various service areas shall be included in this broad classification.

(7) MANAGERS.--"Managers" includes those staff members who perform managerial and supervisory functions while usually also performing general operations functions. Managers may be either instructional or noninstructional in their responsibility. They may direct employees' work, plan the work schedule, control the flow and distribution of work or materials, train employees, handle complaints, authorize payments, and appraise productivity and efficiency of

employees. This classification includes coordinators and supervisors working under the general direction of those staff identified as district-based instructional or noninstructional administrators.

SCHOOL ADVISORY COUNCIL MEMBERSHIP IN DUVAL COUNTY

The principal shall assure that the membership of the school advisory council (SAC) shall be representative of the ethnic, racial and economic community served by the school. Councils shall include parents, teachers, education support employees, students (high schools and academies of technology/skill centers) and business and community members. The principal shall be a member of the SAC. It is recommended that the council consist of no more than 20 members with approximately 40 percent being school employees. The teachers should be representative of the faculty, i.e., by grade levels and/or subject areas. The council should be large enough to be representative and small enough to be productive. Care should be taken to ensure there are at least two members from each category of council membership (students, parents, staff and community). **A majority of the council (one-half the number of members plus one) must be persons who are not employed at the school.**

SELECTION

Peer election shall be used to select parent, teacher, student and educational support employees. Business and community members shall be selected by the principal who shall use school publications and other means to provide wide notice of vacancies and who shall receive input on possible members from local businesses, area chambers of commerce, community and civic organizations and the public at large.

TERM

The term of office for SAC members shall be established by the SAC as part of its bylaws.

VACANCIES

Schools from time to time will have a need to fill vacancies that may occur on the SAC. Vacancies shall be filled in the same manner as the original selection process.

APPROVAL

The membership of each school's SAC must be initially approved by the school board. After the initial approval of the school board, any modifications of a school's SAC must be verified for compliance by the office of Instructional Research and Accountability. If the 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 board shall appoint additional members to achieve proper representation.

RESPONSIBILITY / FUNCTIONS OF DUVAL COUNTY SCHOOL ADVISORY COUNCILS

The responsibility of the school advisory council is:

to provide parents, citizens, faculty, staff, and students an opportunity to participate in the development of educational priorities, assessment of a school's needs, and identification of local resources.

The functions of school advisory councils are:

- to assist in the preparation and evaluation of the school improvement plan.
- to assist in the preparation of the school budget.

Other broad functions of the school advisory councils:

- to participate in planning and monitoring of school buildings and grounds.
- to initiate activities or programs that generate greater cooperation between the community and the school;
- to assist in the development of educational goals and objectives.
- to review and provide input on curriculum issues.
- to recommend various support services and resources.
- to assist in the preparation of the accreditation report.
- to review the impact of property development and zoning changes in the vicinity of the school as they relate to the safety, welfare and educational opportunities of the students.
- to perform any such functions as are prescribed by regulations of the school board.
- to perform other functions as requested by the principal.

**SCHOOL ADVISORY COUNCILS ARE NOT ESTABLISHED TO ORGANIZE FUND
RAISING ACTIVITIES.**

DEFINITIONS

The school advisory council is a resource to the school and principal. The term “**advisory**” is intended to mean (1) inquiring, (2) informing, (3) suggesting, (4) recommending, and (5) evaluating.

The school advisory council, since it is advisory only, has some limitations: (1) it may not dictate school board or local school center policy, and (2) it must deal with issues rather than particular persons whether they are administrators, teachers, students, citizens, or parents.

OPERATIONAL PROCEDURES

- Each school advisory council shall develop bylaws.
- Each school advisory council shall maintain minutes of its meetings which shall be subject to public review. The minutes shall include copies of the notices of meetings, the agenda, and the sign-in sheet.
- The officers of a school advisory council shall include, but not be limited to, a chairperson, a vice-chairperson, and a secretary.
- The duties of officers shall be established by the school advisory council.
- Each school advisory council shall meet as often as is necessary to perform its duties, but no less than four times per school year. All advisory council meetings shall be open to the public.
- Vacancies on the council after the initial selection shall be filled in the same manner as the original selection process.
- Each school advisory council shall include the words “school advisory council” in their name.
- Each school advisory council shall be the final decision making body at the school relating to school improvement.

- Each school advisory council, beginning in 1999-2000, shall assist in the preparation of the school budget and school improvement plan that addresses budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by the school board.

ROLES OF SAC MEMBERS

The principal:

- serves as a resource providing information regarding the local school educational program.
- is not a passive resource person or a dominant figure.
- encourages leadership from within the council.
- assists in training members in leadership skills.
- arranges for presentations of interest to the council.
- keeps the SAC apprised of county policies, curriculum, etc.
- establishes, maintains, and regularly consults with the school advisory council, involving it in decisions in accordance with stated purposes and policies.
- develops, through positive actions, feelings of trust and understanding among SAC, community and staff.
- facilitates the distribution of SAC minutes and agendas.
- serves as the administrator in charge of the school with total responsibility to arrange all affairs of the school including general control and supervision of its employees.
- may be a voting member of SAC.

The chairperson:

- works closely with the principal and the council to plan each meeting and establish an agenda in time to notify the community of the purpose of each meeting.
- calls the meeting to order, maintains order, and sees that the meeting is properly adjourned.
- instructs the secretary and other officers in their duties.
- sees that minutes are taken, prepared, read, approved, and properly filed in the school.

- sees that business is ordered, considered, and disposed of properly.
- sees that the plan of a SAC vote is posted at least 3 days prior to vote.
- is an impartial, conscientious arbiter of discussion and debate, and insists on fairness in the actions and debate of the members.

The secretary:

- keeps accurate, complete minutes and files them for inspection. A copy of the minutes should be provided to the principal for the school file.
- keeps accurate records of council membership, attendance, duties and special assignments.
- prepares copies of the agenda and distributes to council members, along with minutes of the last meeting.

Parents and other community representatives:

- function as council members according to established procedures making suggestions and recommendations representative of the view of parents, citizens and community organizations of the school community
- participate regularly in SAC meetings and carry out council assignments.
- become knowledgeable about the personnel and material resources of the school and community and the school's educational program.
- act as resource persons for the SAC, especially in the solutions of community-related problems which affect the school and its pupils.
- assist in obtaining community resources to aid the school's educational program.
- serve as a communications link between the SAC, the community, and the school.
- participate in activities aimed at obtaining parent and community support and assistance for school-related programs.

Faculty and school staff representatives:

- function as members of the council to represent the views and interests of the school staff.
- participate regularly in SAC meetings and carry out council assignments.
- act as resource persons for the SAC by making available specialized information about the educational program, innovative ideas and available resource.
- assist in identifying community resources which can aid in the school's educational program.
- accept assigned responsibility for assisting in and coordinating the implementation of new programs.
- serve as a communication link between the SAC and the school staff, keeping the staff informed of actions and activities of the council.
- participate in efforts to encourage school staff support for goals and activities of the SAC.

Student representatives:

- serve as representatives of all students, securing suggestions and recommendations from members of the student body for consideration by the SAC.
- function as members of the SAC in accordance with established procedures.
- participate regularly in SAC meetings and carry out council assignments.
- assist in obtaining community resources to aid in the educational program.
- assist in securing the support of students in programs planned to deal with problems affecting students.
- serve as a communications line between the SAC, the community and the student body.
- participate in activities aimed at obtaining parent and community support for the school.
- are optional for elementary and middle grade schools.

ROLES OF SCHOOL BOARDS

- shall provide \$10 per student for school advisory council use.
- shall encourage maximum decision making at the school site.
- shall encourage waivers of state and district policy, and notify school advisory councils of waiver process.
- shall monitor school advisory council membership compliance.
- shall ensure that each school improvement plan addresses budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation.

SUNSHINE LAW

School Advisory Councils are required to operate under the Sunshine Law. This means that the date, time and place of all meetings must be publicized. SAC meetings are open to the public.

While the public is welcome to attend SAC meetings, they do not participate in the business of the SAC unless the SAC has voted to offer them that opportunity. Non-members do not vote.

AREA ADVISORY COUNCILS

Each school shall belong to an Area Advisory Council (AAC). Representatives to the Area Advisory Council shall be the principal and the SAC chair or their designees. AACs shall elect their own chairperson, vice-chairperson and secretary. AACs shall create their own set of bylaws and are governed by the Sunshine Law. The purpose of the AAC is to facilitate communication among the schools in each feeder pattern. The principal of the high school in the area SAC feeder pattern shall be responsible for assuring that the AAC is meeting the required quarterly minimum of meetings.

DISTRICT ADVISORY COUNCIL

The chairperson of each AAC shall represent their area on the District Advisory Council (DAC). The DAC shall elect its own chairperson and two vice-chairpersons. The DAC shall create its own set of bylaws and is governed by the Sunshine Law. The superintendent shall be a member of the DAC. The purpose of the DAC is to enhance communication among the superintendent, district staff, community and the local schools.

SUCCESSFUL SAC MEETINGS

The school advisory council should plan an organizational agenda for its first meeting of the school year. This meeting might be used to review this SAC Handbook, set goals, introduce members, assign responsibilities, set an agenda format, and determine what type of problem solving approach will be used by the council.

In order to maintain school advisory council interest and attendance at meetings, each meeting should be carefully planned. Planning strategies for a successful meeting are listed below.

- SAC chairperson and principal prepare an agenda (use input from previous meetings and current concerns).
- Send out minutes of the previous meeting and an agenda for the next meeting to all members at least five days before a meeting.
- Select an appropriate room for the meeting. Consider a central location, temperature, lighting, acoustics, size, and attractiveness.
- Arrange adult-size furniture for face-to-face contact – preferably tables and chairs arranged in a “U” or square. If tables are not available, arrange chairs in a circle or oval.
- Supply nametags and arrange name cards at tables.
- Have refreshments ready and easily accessible.
- Make arrangements for speakers, AV materials, or equipment if they will be utilized.
- Have necessary equipment and AV materials easily accessible and ready to use.
- Put an additional agenda, a supply of paper, and a pencil at each place.
- Plan to begin and end the meeting on time.

All SAC meetings should be conducted in a manner designed to bring about efficiency and clarity. The SAC chairperson will call the meeting to order, guide the members through the agenda items, and adjourn the meeting.

Topics to be addressed by a school advisory council should reflect the needs of the school in relation to the school’s philosophy, goals, and the role of the school within the community. Examples of topics for consideration are listed below:

- Standards Programs
- Programs for Marketing the School
- Programs for Parent Meetings
- Curriculum Study
- Safety Concerns
- Extended Day Programs
- School Goals and Needs

The effectiveness of the council will depend upon the rapport between the council and the school principal.

SAMPLE FORMAT FOR SCHOOL ADVISORY COUNCIL BYLAWS

“ABC” ELEMENTARY SCHOOL ADVISORY COUNCIL BYLAWS

ARTICLE I	–	NAME
ARTICLE II	–	PURPOSE
ARTICLE III	–	MEMBERSHIP
Section 1	–	Definition of members by category (such a parent, community person, etc.)
Section 2	–	Term of membership
Section 3	–	Voting privileges
Section 4	–	Vacancies
ARTICLE IV	–	OFFICERS
Section 1	–	Terms
Section 2	–	Vacancies
ARTICLE V	–	DUTIES
ARTICLE VI	–	COMMITTEES
ARTICLE VII	–	MEETINGS
ARTICLE VIII	–	AMENDMENTS TO BYLAWS
ARTICLE IX	–	RATIFICATION OF BYLAWS

**SCHOOL IMPROVEMENT PLAN
TIME LINE FOR 2006 – 2007 (Tentative)**

Date		District SIP	SINI	Corrective Action	Planned Restructuring	F and D former F	Repeating F School
Late May, 2006	2005-2006 FCAT results for Reading, Mathematics and Writing are sent to schools.	X	X	X	X	X	X
Late May, 2006	Schools receive Excel files containing FCAT Standards and Norm-referenced Subtest scores and FCAT Writing scores.	X	X	X	X	X	X
6/14/2006	School report cards from the Florida Department of Education accessible on FLDOE website.	X	X	X	X	X	X
6/19/2006	Prepare for community planning session and "Ribault Renaissance".						X
6/23/2006	F and double F school plans to administrative team for review and revision.					X	X
6/30/2006	Submit district and school action plans to FLDOE.					X	X
July, 2006	Refine plans with feedback from FLDOE.					X	X
July (TBD), 2006	Deadline for letter to FLDOE pledging agreement to comply with state action plan.					X	X
7/10/2006	School Board action to comply with state requirements to close Sojourner Truth and SOS High schools.						
7/30/2006	District Restructuring Plan for Repeating F schools due to FLDOE.						X
Late July, 2006	Schools receive AIDE/RESDAC files containing FCAT Sunshine State Standards (SSS) and Norm-referenced test (NRT) scores and FCAT Writing for repositioned students.	X	X	X	X	X	X
August (TBD), 2006	Letter of compliance to State Board of Education.					X	X
8/1/2006	Repeating F schools (F2) submit School Improvement Plans online to Florida Department of Education for Approval.						X
8/2/2006	Principals receive 2006-2007 School Improvement Plan template.	X	X	X	X	X	X
8/8/2006	School staffs begin the review of data for school improvement planning.	X	X	X	X	X	X
8/12/2006	Principals receive 2006-2007 SAC guidelines.	X	X	X	X	X	X
August, 2006	School staff develops 2006-2007 School Improvement Plans.	X	X	X	X	X	X

August, 2006	Schools receive updated needs assessment data.	X	X	X	X	X	X
End of August, 2006	School Advisory Councils review 2006-2007 School Improvement Plans.	X	X	X	X	X	X
9/1/2006	District Assistance and Intervention Plans (DAIPs) for F schools and D formerly F schools due to FLDOE.					X	
9/1/2006	Corrective Action Plans for 4 yr. NAYP SINIs due to FLDOE.			X			
9/1/2006	F schools (F1) and D formerly F schools submit School Improvement Plans online to Florida Department of Education for Approval.					X	
9/12/2006	2006-2007 SINI, Corrective Action and Planned Restructuring plans submitted to District (Cluster Chiefs) for review.		X	X	X		
September - October 15	2006-2007 School Improvement Plans presented for community review during advertised public meetings.	X	X	X	X	X	X
9/15/2006	School Advisory Council membership file, bylaws (if amended since last year), and meeting schedule are submitted electronically to Instructional Research and Accountability.	X	X	X	X	X	X
9/18/2006	SAC membership oversight committee reviews SAC memberships for compliance.	X	X	X	X	X	X
9/19/2006	Schools with non-compliant SAC memberships are notified and have until November 10 th to resubmit.	X	X	X	X	X	X
Quarterly, (TBD)	Community Oversight Committee reports submitted to FLDOE.						X
10/4/2006	Agenda item is submitted for the November 7 board meeting – School Advisory Council membership.	X	X	X	X	X	X
10/15/2006	All school improvement plans due to Cluster Chiefs.	X	X	X	X	X	X
10/25/2006	F, repeating F and D formerly F schools first progress report submitted to FLDOE online.					X	X
11/7/2006	School Advisory Council Memberships are approved by the Duval County School Board.	X	X	X	X	X	X
11/8/2006	Agenda item is submitted for December 5 board meeting – School Improvement Plans.	X	X	X	X	X	X
11/17/2006	Schools in Need of Improvement (SINIs), Corrective Action schools and Planned Restructuring schools FLDOE SIP submitted online. (Prior approval by the district).		X	X	X		

11/20/2006	2006-2007 School Improvement Plans are submitted in electronic format (Microsoft Word) to Instructional Research and Accountability.	X	X	X	X	X	X
11/22/2006	Instructional Research and Accountability publishes proposed School Improvement Plans on the intranet for School Board review.	X	X	X	X	X	X
12/5/2006	2006-2007 School Improvement Plans are approved by the Duval County School Board.	X	X	X	X	X	X
12/6/2006	2006-2007 School Improvement Plans are posted on Where Dreams Come True website.	X	X	X	X	X	X
12/6/2006	Instructional Research and Accountability notifies FLDOE of board approval of school improvement plans	X	X	X	X	X	X
1/3/2007	District mid-year review forms are distributed to schools.	X	X	X	X	X	X
1/5/2007	District Restructuring Plan for 5-yr. SINIs submitted to FLDOE.				X		
1/25/2007	Schools in Need of Improvement (SINIs) midyear report submitted electronically to FLDOE.		X	X	X		
1/25/2007	F, repeating F and D formerly F schools second progress report submitted to FLDOE online.					X	X
February, (TBD)	School Board mid-year compliance letter submitted to FLDOE.						X
2/2/2007	District mid-year review forms are submitted to District Office.	X	X	X	X	X	X
4/26/2007	F, repeating F and D formerly F schools third progress report submitted to FLDOE online.					X	X

Legend

SINI - School in Need of Improvement
 Corrective Action Schools
 Planned Restructuring School
 F and D, formerly F School
 Repeating F School

Title I School not making AYP for two or more years
 Title I School not making AYP for four consecutive years
 Title I School not making AYP for 5 consecutive years
 School with failing grade (A+ state accountability)
 School with failing grade for consecutive years

X in every column - that the particular deadline applies to schools in all categories
 X in SINI column - that deadline applies to SINI schools
 X in Corrective Action column - that deadline applies to corrective Action schools
 X in Planned Restructuring column - that deadline applies to the six schools in the planning year for restructuring
 X in F and D former F column - that deadline applies to Lake Forest
 X in the Repeating F School column - that deadline applies to Ribault High only

ADEQUATE YEARLY PROGRESS

- I. The SAC will examine *Adequate Yearly Progress* status, as outlined in the **No Child Left Behind** (NCLB) Act and adequate progress as it is defined in Florida's **A+ Accountability System**, as they relate to the SIP and to each objective in the SIP.

Adequate Progress	Adequate Yearly Progress
A+ Accountability	NCLB Accountability
Adequate progress	AYP
50% of the lowest performing readers (known as the bottom quartile) must make learning gains	Each NCLB identified subgroup must meet proficiency targets for that year in both reading and math

- II. SACs must make an overall judgment about school improvement plan progress by determining if specific progress has been made in the following areas:
- A. Goals
 - 1. Review data for each goal.
 - 2. Monitor targets.
 - B. Overall Plan
 - 1. Review performance on all the goals.
 - 2. Look for evidence of successful implementation of the action plans.
 - 3. Review other information that might have impacted the results.
- III. Timelines and Procedures
- A. Decisions on progress in specific areas are to occur as soon as all data are available. This will enable the SACs to review data that are reflective of the school's efforts for the entire year.
 - B. SACs must submit a mid-year review report to regional superintendents in February.

Improvement efforts will be considered sufficient when results show movement in the positive direction for each goal.

SCHOOL IMPROVEMENT FUNDS

Legislative Mandate

Florida Statute provides for the allocation of funds to schools for “development and implementation of School Improvement Plans...” The School Advisory Councils decide how the money will be spent. These monies may be expended only on programs or projects selected by the School Advisory Council.

Amount

\$10 per unweighted FTE Student

Disbursement

- Funds will be placed in a school improvement account located at each school.
- Schools are to keep a record of all expenditures for auditing purposes.

Use of Funds

- Funds can be used for School Improvement Plan development or implementation only.
- SACs must reference specific objectives and/or strategies in the Plan.
- The School Advisory Council decides on how the School Improvement Funds will be spent.
- The principal may not override the recommendations of the SAC.
- School Improvement Funds may not be used for capital improvements, such as, construction, renovation, remodeling, or site improvement.
- SACs are encouraged to use the funds to meet current needs rather than having the monies committed to recurring needs.

SCHOOL RECOGNITION FUNDS

Legislative Mandate

Florida Statute provides for the allocation of funds to schools for “a performance incentive program for outstanding faculty and staff in highly productive schools...” The school staff and the School Advisory Council will decide how the money will be spent. If no agreement is met by “November 1, the awards must be equally distributed to all classroom teachers currently teaching in the school.”

Amount

\$100 per unweighted FTE Student

Disbursement

- Funds will be placed into a school recognition account located at each school.
- A plan for disbursement of funds and a budget must be submitted to the district.
- Schools are to keep a record of all expenditures for auditing purposes.

Use of Funds

“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.”
s. 381, ch. 2002-387

AUGUST

Suggested Activities

1. Form a SAC Recruitment Committee and recruit members. Review racial, ethnic and socio-economic balance of SAC members. Be sure you are in compliance with the law.
2. Elect membership and officers.
3. Make copies of the School Improvement Plan for all staff members; discuss in faculty meeting.
4. SACs begin review of current School Improvement Plan.
5. Review School Improvement Plan Timeline.
6. Review new School Improvement Plan format.
7. Review FCAT scores, norm-referenced scores and FCAT writing scores. Suggest revisions to the School Improvement Plan.
8. Present current School Improvement Plan to the public.

Tips: Bylaws

Each SAC must have bylaws. August is a good time to be sure that your school has bylaws and that each SAC member has a copy of them. Appoint a bylaw committee of 3 people to review your bylaws to see if they need to be amended. A recommendation for amendments can be brought to the September SAC meeting for a vote.

Dates to Remember

- August 1 FDOE School Improvement Plans submitted online (F2 schools only)
- August 7 School Starts
- August 23 Early Dismissal Day
- August Review data for school improvement planning – begin SIP process
- End Aug. SAC reviews SIP

SEPTEMBER

Suggested Activities

1. Be sure School Improvement Plan has been approved by the SAC before submittal to Cluster Chiefs
2. Have membership list, bylaws and meeting schedule ready to publish.

Tips: Recruiting SAC Members

1. Prepare flyers on SAC and school improvement; post in grocery stores, community recreation centers, etc.
2. Solicit invitations to speak to community organizations, civic clubs, business organizations, etc.
3. Include an article on the SAC and school improvement in the first school newsletter, or as a take-home handout.
4. Ask teachers to solicit SAC members from among parents and friends within the community.
5. Submit membership, bylaws, and meeting schedule to Instructional Research and Accountability Office.

Dates to Remember

- September 1 FLDOE SIP F1 schools submitted online
- September 1 FDOE SIP (Corrective Action schools) submitted online (F1 schools)
- September 4 Labor Day –NO SCHOOL
- September 6 Early Dismissal Day
- September 15 Membership, bylaws (if amended since last year) and meeting schedule due to
 - Instructional Research and Accountability. (Electronic submission)
- September 12 2006-2007 SINI, Corrective Action and Planned Restructuring plans due to cluster chiefs
- September 20 Early Dismissal Day

OCTOBER

Suggested Activities

1. Continue review of current School Improvement Plan.
2. Adjustments to SAC membership will be made, if necessary, per directions from Cluster Chiefs.
3. Contact Instructional Research and Accountability (390-2976) for assistance in analyzing assessment data.

Tips: Conducting Effective Meetings

1. List specific desired outcomes of the meeting.
2. Develop an agenda that details the **who**, **how** and **time**.
3. Stick to the agenda and **to the time requirements**.
4. Establish ground rules (e.g., *Listen actively; Speak one at-a-time.*)
5. Create a “parking lot” for non-agenda issues (i.e., list on chart paper for later discussion.)
6. Arrange tables and chairs to form a U-shape or semi-circle.

Dates to Remember

- October 4 Early Dismissal Day
- October 15 All SIPs due to cluster chiefs
- October 16 Planning Day – NO SCHOOL
- October 18 Early Dismissal Day
- October 25 F (F1 and F2) schools first progress report submitted to FDOE online

NOVEMBER

Suggested Activities

1. Monitor SIP targets
2. Identify major areas of strengths and weaknesses.
3. Brainstorm strategies to improve weak areas.

Tips: Data Collection

1. Identify questions to be answered or information needed, related to progress toward reaching the school's mission/vision and to the SIP objectives/strategies.
2. Decide on appropriate data collection techniques.
3. Determine how the data will be analyzed and displayed.
4. Identify how the results will be used and what decisions may be based on data.

Dates to Remember

- November 1 Early Dismissal Day
- November 7 SAC memberships approved by school board
- November 10 Veteran's Day – NO SCHOOL
- November 16 Early Dismissal Day
- November 20 2005-06 SIPs submitted electronically to Instructional Research and Accountability
- November 23-24 No School – Thanksgiving Break
- November 28 Early Dismissal Day

DECEMBER

Suggested Activities

1. Monitor SIP targets.
2. Revisit school mission and vision. Is the mission statement a clear description of what the school community considers an ideal school? Is the vision a clear roadmap of how the school plans to achieve that ideal over the next five years? Do both mission and vision support the shared values of the school?
3. Brainstorm activities, strategies, etc, to further the achievement of the mission/vision.

Tips: The Process of Team Building **Conditions Required for Successful Team Building**

- Interdependence:** The team works on important problems in which each person has a stake.
Leadership: The leader will take risks improve group performance.
Joint Decisions: All members agree to participate.
Equal Influence: Each committee member has a chance to influence the agenda.
(Weisbord, M., Productive Workplaces: Organizing and Managing for Dignity, Meaning and Community, 1987)

Dates to Remember

- December 6 Early Dismissal Day
- December 5 SIPs approved by the board
- December 22-Jan 3 Winter Break

JANUARY 2005

Suggested Activities

1. Monitor SIP targets
2. Conduct mid-year review of current SIP implementations.
3. Suggest refinements in instructional strategies, if needed.
4. Prepare mid-year review.

Tips: Team Effectiveness

The Five Components of Team Effectiveness

Team Goals:	the team's sense of purpose and direction
Team Goals:	an understanding of the ways in which work is to be allocated
Team Processes/Procedures:	the way in which a team conducts its business
Team Relationships:	how the team members get along with one another
Team Leadership:	the capacity of the team to monitor and align the elements in each team-effectiveness. The relationship of each component to the others (Elledge and Phillips, Team Building for the Future, 1994)

Dates to Remember

- January 4-5 Planning Days
- January 8 Return to school
- January 10 Early Dismissal Day
- January 15 Martin Luther King, Jr. Birthday – NO SCHOOL
- January 24 Early Dismissal Day
- January 25 SINI midyear report submitted electronically to FDOE
- January 25 F(F1 and F2) schools second progress report submitted to FDOE online

FEBRUARY

Suggested Activities

1. Monitor SIP targets.

Tips: Monitoring/Assessing/Refining Implementation

Suggested Question to Be Asked When Assessing Implementation

1. What does this strategy/innovation look like when implemented? What do teachers do? Students? How often? With whom? How? What does an ideal implementation look like?
2. What are the most essential components? The least important?
3. What are staff members' current levels of implementation? (Utilize observations, surveys/questionnaires, and interviews to determine the ranges of practice that exist.)
4. What assistance do teachers need in order to be more successful?
5. What Safety Nets are being provided?

Dates to Remember

- February 2 Submit Mid-year Review to District Office
- February 14 Early Release Day
- February 19 President's Day – NO SCHOOL
- February 28 Early Release Day

MARCH

Suggested Activities

1. Complete refinement of current SIP.

Tips: Choosing an Innovation

Questions to Consider when Choosing a New Program or Innovation

1. What research/selection process was used to identify the program?
2. What percentage of the staff clearly supports the innovation?
3. Have specific activities been held to inform all stakeholders, including the community?
4. Have possible ramifications from the community been considered?
5. Does staff development precede implementation?
6. Are there clear standards with which to judge effectiveness? What data will be used?
7. How will mid-course corrections be handled? Who will monitor?

Dates to Remember

- March 14 Early Dismissal Day
- March 16 Planning Day
- March 19-23 Spring Break – NO SCHOOL
- March 26 Return from break
- March 28 Early Dismissal Day

APRIL

Suggested Activities

1. Review the SIP and decide if modifications need to be made.
2. Request a legislative update be presented at the SAC meeting in order to be up-to-dated on any changes.

Tips: Reviewing Team Effectiveness Symptoms of Trustless Teams

1. **Cliques:** subgroups of team members who exclude others
2. **Poor communication habits:** lack of openness, unwillingness to listen, reluctance to explore member's concerns
3. **Inflexibility:** members' sticking to their perceptions & beliefs, even in the face of contrary evidence
4. **Avoidance of conflict:** lack of interpersonal confrontation about legitimate concerns
5. **"End-arounds":** avoiding or eliminating someone who should legitimately be involved
6. **Poor Follow-through:** failure to keep commitments or to take agreed-upon actions
7. **Contradictory goals:** members heading in individually determined and different directions
8. **Inappropriate independence:** refusing to seek the input of other team members or to work toward consensus

(Elledge and Phillips, *Team Building for the Future*, 1994)

Dates to Remember

- April 6 Spring Holiday – NO SCHOOL
- April 11 Early Dismissal Day
- April 25 Early Dismissal Day
- April 26 F (f1 and F2) schools third progress report submitted to FDOE online

MAY

Suggested Activities

1. Plan an end of the year celebration to thank all stakeholders, including students, parents and community members.
2. Review the school year and discuss what actions were taken by the SAC to improve the school.
3. Write a letter of appreciation to each SAC member outlining his or her accomplishments for the current school year.
4. Publish the SAC's accomplishments in the school newsletter.

Tips: End of Year Activity

Purpose of Activity

- To bring a sense of closure to the team's activities.
- To give team members a chance to recognize and appreciate one another.
- To think about improvements for the next year.

Dates to Remember

- May 25 Last day for Students
- May 28 Memorial Day holiday
- May 30 Last day for Teachers

JUNE 2006

Suggested Activities

1. Sponsor a celebration for SIP and the year's accomplishments.
2. Send thank you notes to SAC members.
3. Form a Recruitment Committee.

Tips: Summer Vacation

Go to the beach.

Go on a picnic.

Sleep late.

Pamper yourself.

Rest.

Do nothing.

Have fun.

Read a book (or 25!).

ACRONYMS

AAC	Area Advisory Council	VE	Varying Exceptionalities
AIP	Academic Improvement Plan	VI	Visually Impaired
CST	Child Study Team		
DAC	District Advisory Council		
DCSB	Duval County School Board		
EH/SED	Emotionally Handicapped/Severely Emotionally Disturbed		
ESE	Exceptional Student Education		
ESOL	English for Speakers of Other Languages		
FASA	Florida Association of School Administrators		
FDOE	Florida Department of Education		
FEA	Florida Education Association		
FCAT	Florida Comprehensive Achievement Test		
FDLRS	Florida Diagnostic Learning Resources System		
FIRN	Florida Information Resource Network		
FTE	Full Time Equivalent		
FTP	Florida Teachers' Profession		
HI	Hearing Impaired		
HSCT	High School Competency Test		
IEP	Individual Education Plan		
LEP	Limited English Proficiency		
NEA	National Education Association		
PI	Physically Impaired		
SAC	School Advisory Council		
SAI	Supplemental Academic Improvement		
SAT9	Stanford Achievement Test 9		
SCANS	The Secretary's Commission on Achieving Necessary Skills		
SIMS	Student Information Management System		
SIP	School Improvement Plan		
SIT	School Improvement Team		
S/L	Speech and Language Impaired		
SLD	Specific Learning Disability		

Appendix A

Bylaws Guide

The bylaws form is designed to make your school advisory council bylaws easy to understand and easy to keep up-to-date. There are several blanks for you to fill in.

If you currently have bylaws, use them to help you fill out the bylaws form. Any items that are specific to your school that you feel absolutely must remain as a part of your bylaws can be added as an addendum. Instructions for doing an addendum are included below.

Remember that bylaws are supposed to give you some structure and guidelines for the operation of your SAC. Be careful not to make them too restrictive since that will hinder your ability to operate. For example, while you will want to say that your SAC will meet at least 4 times per year, you will NOT want to say that they will meet on the first Thursday of every month. Because then you are required to meet on the first Thursday of every month, even if you have no business to conduct, otherwise you are out of compliance with your bylaws.

** All items in the bylaws that are preceded by double stars (**) are items that are written into the state law and must be followed. These items may not be removed from or changed in the bylaws.

All items that are preceded by a pound sign are Duval County School Board Policy and cannot be removed or changed in the bylaws.

Addendum. You may add a page to your bylaws titled Addendum if you have items that you feel absolutely must remain a part of your bylaws and are not covered in the bylaws form. Simply insert a “* See Addendum” by the area where the new section would fit into the bylaws. On the addendum page, reference Article # and Section # and add your wording.

Article I: The name of your School Advisory Council.

Article II: Purpose of School Advisory Council

Article III: Membership

Section 7. You must determine a term of office for your members. It is suggested that members serve for one year. Members in good standing could then be re-elected to serve for two or three terms.

Section 9. It is suggested that you include the PTA president as a member of the SAC. It provides for continuity of information. If you do not want the PTA president to serve on the SAC, this section may be removed. If you do want them included, just strike the word optional.

Article IV: Responsibilities of SAC

Article V: Officers

Section 1. You will need at the least, a chair to run the meeting and a secretary to take the minutes which are required by law. You may choose to add vice president(s) or other officers. Parliamentarian, should you chose to have one, is addressed under Article X and should be an appointed position.

Article VI: Roles of Principal and SAC Members

Article VII: Committees

Article VIII: Meetings

Section 2. It is state law that a majority of the membership constitutes a quorum. Majority of the membership does NOT mean a majority of those present. It means a majority of your membership. Example: 20 members means a quorum of 11. Keep this in mind as you set the number of members you will have on your SAC. If you have a very large SAC, it may be hard to get enough people in attendance to achieve a quorum. It is also important that you fill any vacancies as soon as possible since it will affect your quorum.

Article IX: Amendments to Bylaws

Article X: Ratification of Bylaws

Article XI: Parliamentary Authority

Appendix B

SCHOOL ADVISORY COUNCIL BYLAWS

Article I: Name

The name of this organization is the _____ School Advisory Council.

Article II: Purpose

Section 1. the functions of the School Advisory Council are:

- a. assist in the preparation and evaluation of the school improvement plan
- b. assist in the preparation of educational improvement proposals for implementing an educational improvement grant

Section 2: Other board functions of the School Advisory Council are:

- a. participate in planning and monitoring of school buildings and grounds
- b. initiate activities or programs that generate greater cooperation between the community and the school
- c. assist in the development of educational goals and objectives
- d. recommend various support services in the school
- e. assist in the preparation of the accreditation report
- f. review the impact of property development and zoning changes in the vicinity of the school as they relate to the safety, welfare and educational opportunities of the students
- g. perform any such functions as prescribed by the regulation of the School board
- h. assist in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending, or continuing such school improvement plan as required by Florida Statutes
- i. review the budget to be sure it is aligned with the School Improvement Plan
- j. Perform other functions as requested by the principal

Article III: Membership

**Section 1. The principal shall assure that the membership shall be representative of the ethnic, racial and economic community served by the school.

**Section 2. This council shall include parents, teachers, education support employees, community members, and the principal. A majority of the membership shall be non-staff.

#Section 3. For purposes of SAC membership, parents shall be defined as anyone who has a student currently enrolled at the school.

**Section 4. The principal shall be the only member of that school's administration who is a member of the SAC.

Section 5.

**Peer election shall be used to select parent, education support staff, student and teacher members of the SAC.

#Such elections shall be held at the beginning of each school year (after the first day of school) such that the membership list is ready to submit to the office of Instructional Research and Accountability by September 15.

**Section 6. Community members shall be appointed by the principal.

#Section 7. Term of office for newly elected members shall be for a period of one year.

****Section 8. Members not attending for two consecutive meetings, without an excused absence, will be replaced. Vacancies for parents, teachers, educational support personnel and students will be filled by peer election. Elections to fill vacant positions may be held as necessary throughout the year.**

#Section 9. Membership in the SAC shall be limited to _____ voting members. SAC is a sunshine organization and non-members are encouraged to attend meetings but may not vote. Voting in SAC meetings shall be limited to duly elected/appointed school board approved members.

Section 10. The PTA president may be a member of the SAC. (optional)

Article IV: Responsibilities

**Section 1. The School Advisory Council is a resource to the school and the principal. The term "advisory" is intended to mean 1) inquiring, 2) informing, 3) suggesting, 4) recommending, and 5) evaluating.

**Section 2. The School Advisory Council, since it is advisory only, has some limitations. 1) It may not dictate school board or local school center policy, and 2) it must deal with issues rather than particular person, whether they are administrators, teachers, students, citizens, or parents.

Article V: Officers

Section 1. Officers and their election:

- a. The officers of the School Advisory Council shall be a chairperson, ____vice chairperson(s), and a secretary. All officers must be members of the SAC.
- b. #These officers shall be elected, by written ballot, at the first meeting of SAC at the beginning of the school year provided notice of election has been served.

Article VI: Roles of the Principal and SAC Members

Section 1. The Principal

- a. serves as a resource providing information regarding the local school education program
- b. appoints all non-elected SAC members
- c. maintains the appropriate statutory composition of the SAC
- d. notifies the office of Instructional Research and Accountability when modifications are necessary
- e. acts as an active resource
- f. encourages leadership from within the council
- g. assists in training members in leadership skills
- h. arranges for presentations of interest to the council
- i. keeps the SAC apprised of county policies, curriculum, etc. Establishes, maintains, and consults with the SAC on a regular basis involving it in decisions in accordance with state purposes and policies
- j. develops, through positive actions, feelings of trust and understanding among SAC, community and staff
- k. serves as the administrator in charge of the school with total responsibility to arrange all affairs of the school including general control and supervision of its employees

Section 2. The Chairperson

- a. works closely with the administrator and the council to plan each meeting and establish an agenda in time to notify the community of the purpose of each meeting
- b. calls the meetings to order, maintains order, and sees that the meeting is properly adjourned
- c. instructs the secretary and other officers in their duties
- d. sees that minutes are taken, prepared, read, approved and properly filed in the school
- e. sees that business is ordered, considered and disposed of properly
- f. is an impartial, conscientious arbiter of discussion and debate, and insists on fairness in the actions and debate of the members

Section 3. The Secretary

- a. **Keeps accurate and complete minutes and files them for inspection. A copy of the minutes should be provided to the principal for the school file.
- b. Keeps accurate records of council membership, attendance, duties and special assignments

Section 4. Parents and other community representatives

- a. act as a council member according to established procedures by making suggestions and recommendations representative of the views of parents, citizens and community organizations of the school community

- b. participate regularly in SAC meetings and carry out council assignments
- c. become knowledgeable about personnel and material resources of the school and community and the school's education program
- d. act as resource persons for the SAC, especially in the solutions of community-related problems which affect the school and its students
- e. assist in obtaining community resources to aid the school's education program
- f. serve as a communication link between SAC, the community and the school
- g. participate in activities aimed at obtaining parent and community support and assistance for school related programs

Section 5. Faculty and school staff representatives:

- a. act as members of the council to represent the views and interest of the school staff
- b. participate regularly in SAC meetings and carry out council assignments
- c. act a resource person for the SAC by making available specialized information about the educational programs, innovative ideas, and available resources
- d. assist in identifying community resources which can aid in the school's educational programs
- e. serve as a communication link between the SAC and the school staff, and keep the staff informed of actions can activities of the council
- f. participate in efforts to encourage school staff support for goals and activities of the School Advisory Council

Article VII: Committees

The SAC may create such committees as necessary to carry on the work of the council.

Article VIII: Meetings

Section 1. The SAC shall meet as often as necessary to perform its duties, but no less than ****four times per year**. The first meeting shall be held in August. ****Meetings must be scheduled when parents, students, teachers, education support personnel and community members can attend.**

****All meetings shall be open to the public.**

****Section 2. A quorum must be present to conduct business. A majority of the membership shall constitute a quorum.**

****Section 3. Three days written notice will be given to members concerning any item that will be voted on at the upcoming meeting.**

Article IX: Amendments to Bylaws

Section 1. These bylaws shall be amended at any regular meeting of the SAC by a majority of the membership.

Section 2. The amendment shall become effective immediately upon passage.

Article X: Ratification of Bylaws

The bylaws of the SAC will be ratified by a majority of if its members.

Article XI: Parliamentary Authority

Section 1. The rules contained in the current edition of “Robert’s Rules of Order, Newly Revised” shall govern the association in all cases in which they are applicable and in which they do not conflict with these bylaws.

Section 2. The chairperson has the option to appoint a member of SAC as a parliamentarian at any meeting deemed necessary.