



TRAINER GUIDE



Building Effective Collaborative School Committees (CSC): Policies, Purpose and Scope

Training title: Building Effective Collaborative School Committees (CSC): Policies, Purpose and Scope

Length of time: 90 min

Materials needed:

- PowerPoint on CSC Policies, Purpose and Scope (along with any necessary computer, projector, and AV equipment)
- A few blank flip chart sheets (or white board space) to write down ideas
- Copy of the most current CSC handbook for each participant
- Printed handouts
 - Colorado Revised Statute, 22-11-401 handout (or combined handout with 401–403)
 - Colorado Revised Statute, 22-11-402 handout (or combined handout with 401–403)
 - Colorado Revised Statute, 22-11-403 handout (or combined handout with 401–403)
 - CSC Membership Graphic (optional, in PowerPoint)
 - Sections of the DCTA agreement that apply to the CSC handout
 - Handouts with information on additional trainings

Set up

- The room should be arranged into tables that either make one large circle/square or in small groups, depending on available tables

TIME	FACILITATION PROCESS / CONTENT	HANDOUTS & MATERIALS
5 min	<p>Welcome and Introductions</p> <p><i>Trainer introduces him/herself and shares qualifications to train on this topic. Participants introduce themselves (recommended for trainer to suggest that participants share their: 1. Name, 2. School affiliation, 3. Role there and 4. Favorite thing you do that involves committees (even if it's just a family "committee").</i></p> <p>Logistics</p> <p><i>Trainers shares the following information:</i></p> <ul style="list-style-type: none"> • Location of bathrooms, exits, etc. • This training will last an hour and a half. There will not be any formal breaks, but please feel free to take care of your needs as they arise. • Other brief announcements as needed 	<p>PowerPoint slide 1</p> <p>PowerPoint slide 2</p>
5 min	<p>Overview of agenda</p>	

	<p>and voting process</p> <p><i>Trainer may wish to refer to Colorado Revised Statute, 22-11-401 handout for more information or to answer any specific questions participants have.</i></p> <p>-----</p> <p>Second, the Colorado Revised Statute 22-11-402 outlines both the school accountability committee’s powers and duties, as well as gives information on meetings. We will go through these duties in the scope section below, but it’s good to know that many come from this statute.</p> <p>Overall, 402 provides guidance, evaluation, and recommendations regarding the annual school budget:</p> <ul style="list-style-type: none"> • to insure its alignment with the UIP and the school's program design • to increase the level of parent engagement in the school <p><i>Trainer may wish to refer to Colorado Revised Statute, 22-11-402 handout for more information or to answer any specific questions participants have.</i></p> <p>-----</p> <p>Third, the Colorado Revised Statute 22-11-403 outlines how CSCs relate to one specific duty, advising the principal regarding the preparation and contents of the School Performance Plan. A school performance plan is designed to raise the academic performance of students and to ensure that the school attains a higher accreditation category (if not already at the highest level).</p> <p><i>Trainer may wish to refer to Colorado Revised Statute, 22-11-403 handout for more information or to answer any specific questions participants have.</i></p> <p>Fourth, Senate Bill 13-193 strengthens and increases the importance of parental engagement and expands duties of CSCs by requiring increased publicizing of opportunities and soliciting parents to serve on a CSC.</p> <ul style="list-style-type: none"> • Specifically, the bill solicits parent participation on school and district accountability committees (SACs and DACs), including parents that represent the student population. ▪ It also incorporates strategies on the Unified Improvement Plan to increase parent engagement in schools (Priority Improvement and Turnaround Schools). <p>-----</p>	<p>PowerPoint slide 8</p> <p>Trainer may wish to refer to Colorado Revised Statute, 22-11-402 handout</p> <p>PowerPoint slide 9</p> <p>Trainer may wish to refer to Colorado Revised Statute, 22-11-403 handout</p> <p>PowerPoint slide 10</p>
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**What are Multiple Measures? These are District-established indicators of individual school performance and data in the following areas: attendance, graduation- rate, school leadership, instructional quality, student respect, school safety, and other measures like the School Accountability Rating (SAR).*

***What is the school program design? Design of school programs in support of the school and District's goals and programs such as configuration of counseling services, inclusion of elective/special classes, and extra-curricular activities. This does not include District-mandated programs or Special Education.*

2. Annual school budget
 - a. The CSC should provide guidance, evaluation and recommendations for the annual school budget to ensure its alignment with the UIP and the school's program design
3. Uses district established indicators such as the School Performance Framework (SPF) to evaluate the UIP and the school program design
 - a. The CSC shall advise the principal concerning preparation of the school performance plan and make recommendations to the principal concerning its contents. The principal, with the approval of the Superintendent or his or her designee, shall create and adopt the plan, taking into account the advice and recommendations of the CSC.
 - b. The CSC should provide guidance, evaluation and recommendations for the use of the staffing allocations provided by the district as it relates to the UIP, school budget and school program design, including consultation regarding adjustments that may be made due to pupil-count issues
 - c. The CSC should make recommendations regarding any changes to the school design to the District Board of Education through the building principal
4. School and community engagement
 - a. The CSC should work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives and other community members
 - b. The CSC should establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input
5. Principal selection
 - a. The CSC should participate in the principal-selection process by interviewing candidates and recommending candidates to the Superintendent

	<ul style="list-style-type: none"> • Involve themselves in issues relating to individuals (staff, students or parents) within the school • Involve themselves in personnel issues (that’s the job of the personnel committee) <p><i>Trainer asks, Any questions?</i></p>	
15 min	<p>Summary activity</p> <p><i>Trainer explains, Now, let’s think about how you can take this material and put it in action. As I mentioned at the beginning of this training, I’d like you to think about what are the critical pieces of this training that you need to communicate to others at your school. Take 5 minutes to talk with your group, and identify the most essential pieces that you’ll need to share to with others to put a CSC in action.</i></p> <p><i>To practice consensus decision making, a key part of CSC meetings, please ensure that your essential pieces represent a group decision, supported (or at least accepted) by all group members, that is based on:</i></p> <ul style="list-style-type: none"> • <i>A thorough understanding of relevant information</i> • <i>Participation by all group members</i> • <i>An understanding of different perspectives, concerns, needs and recommendations (you have listened to others and they have listened to you)</i> • <i>Creative effort to accommodate different needs</i> • <i>A willingness to raise and understand disagreement and address the underlying needs manifested in disagreement</i> <p><i>At the end, you should support the decision as if it were your own.</i></p> <p><i>Each group will have 2 minute to share out (trainer can adjust as needed, depending on the number of groups/participants). Each group should identify one important thing (unique from what other groups shared). Continue repeating through groups until all “most important” ideas have been shared. Trainer writes key ideas on a flip chart.</i></p>	<p>Blank flip chart sheets to write key ideas</p> <p>PowerPoint slide 15</p>
5 min	<p>Additional trainings</p> <p><i>Trainer explains,</i></p> <p>This is a lot of information, but as I mentioned before, there are a number of other trainings that relate to the CSC. All together, they support the development of high functioning CSCs that operate in compliance with state and district policies.</p> <p>In addition to this training, you can also learn about:</p> <ol style="list-style-type: none"> 1. Membership, elections and meetings of the CSC, including about the consensus decision making process 2. The UIP, school budget and School Performance Framework 	<p>PowerPoint slide 16</p> <p>Handouts with information on additional trainings</p>

5 min	<p>Wrap up</p> <p><i>Trainer thanks participants for coming today.</i></p> <p><i>Trainer asks participants to share (round-robin style) one word that describes a positive takeaway from today's training.</i></p>	<p>PowerPoint slide 17</p> <p>PowerPoint slide 18</p>
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