

# District Accountability Committee Responsibilities



Summary	Responsibilities (C.R.S. 22-11-302)
<b>Spending Priorities</b>	Recommending to its local school board priorities for spending school district moneys
<b>Unified Improvement Plan (UIP)</b>	Submitting recommendations to the local school board concerning preparation of the district’s Performance, Improvement, Priority Improvement or Turnaround plan (whichever is applicable)
<b>Review Charter Applications</b>	Reviewing any charter school applications received by the local school board and, if the local school board receives a charter school renewal application and upon request of the district and at the DAC’s option, reviewing any renewal application prior to consideration by the local school board
<b>Study and Make Recommendations to Local Board</b>	At least annually, cooperatively determining, with the local school board, areas and issues, in addition to budget issues, the DAC shall study and make recommendations upon
<b>Input on Evaluation Tools</b>	Providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations
<b>Align with Federal Activities</b>	For districts receiving ESSA funds, consulting with all required stakeholders with regard to federally funded activities
<b>Recruit Parents onto DAC</b>	Publicizing opportunities to serve and soliciting parents to serve on the DAC (per HB 15- 1321, small rural districts may waive this requirement)
<b>Review Family Engagement Policy</b>	Assisting the district in implementing the district’s family engagement policy (per HB 15- 1321, small rural districts may waive this state requirement; it should be noted that districts accepting Title I funds must still meet the Title I requirement in adopting a districtwide parent involvement policy)
<b>Increase Family Engagement</b>	Assisting school personnel to increase family engagement with educators, including families’ engagement in creating READ plans, Individual Career and Academic Plans, and plans to address habitual truancy (per HB 15-1321, small rural districts may waive this requirement)
<b>Quarterly Progress Monitoring of UIP</b>	Meet at least quarterly to discuss whether school district leadership, personnel, and infrastructure are advancing or impeding implementation of the school district’s performance, improvement, priority improvement or turnaround plan, whichever is applicable, or other progress pertinent to the school district’s accreditation contract (per HB 18-1355)