

# ENGAGING FAMILIES & REBUILDING TRUST

The Power of Site-based  
Governance Bodies

FEBRUARY 11, 2018

THE SCHOOL DISTRICT OF  
PHILADELPHIA OFFICE OF  
FAMILY & COMMUNITY  
ENGAGEMENT



# Introductions

hello

**School District of Philadelphia**  
Office of Family & Community  
Engagement (FACE)



**Jenna Monley, MBA**  
Executive Director

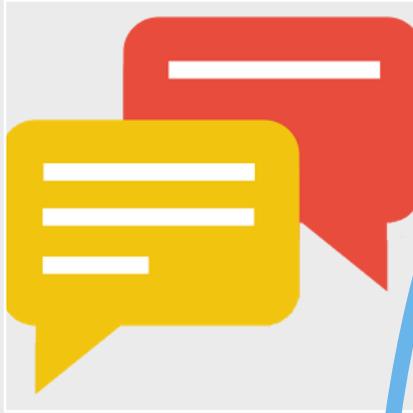


**Shannon O'Brien,**  
Program Specialist

Who's in  
the  
room?

PollEverywhere





SEND THIS CODE TO  
**22333:**

**SHANNONOBRIE678**



**ON A COMPUTER:** [https://PollEv.com/multiple choice polls/IRbFyiXEs5dHtxv/web](https://PollEv.com/multiple_choice_polls/IRbFyiXEs5dHtxv/web)

# Text A, B, C, D, or E to 22333

I am a(n)...

Teacher **A**

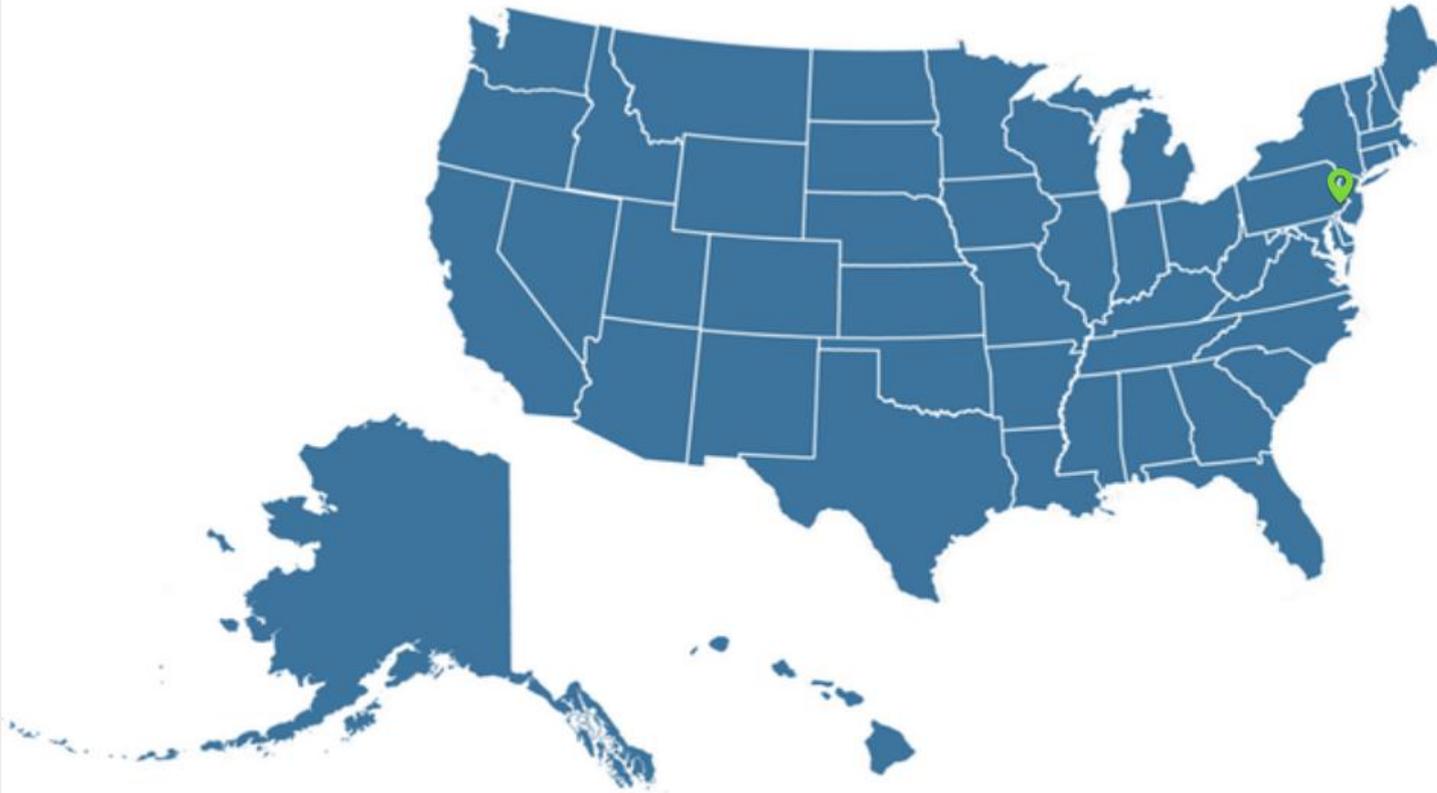
Principal **B**

Administrator **C**

Parent/Family  
Member **D**

Other **E**

# Where are you from?



# Do you have a site-based governance body program in your district or individual school?

Yes! **A**

Nope. **B**

I don't know... **C**

Why talk about

site-based  
governance  
bodies?

## Describe Your School BEFORE you had a School Advisory Council (SAC)...



<https://www.youtube.com/watch?v=67bq2MzV3tk>

## Describe Your School **AFTER** you created a School Advisory Council (SAC)...



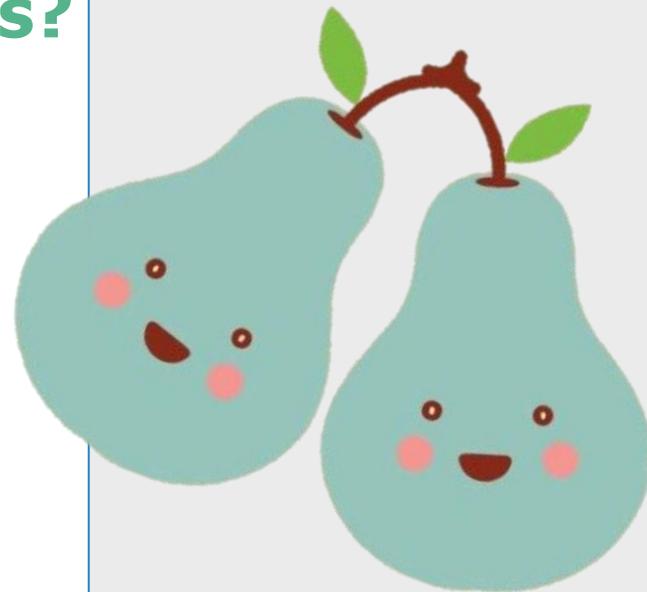
<https://www.youtube.com/watch?v=uJTHqIhGn6Y&t=5s>

# Team – Pair – Share

**What causes mistrust to build up between school staff and families?**

**1** Why do parents/family members mistrust principals and teachers?

**2** Why do principals and teachers mistrust parents/families?



# What causes mistrust to build up between school staff and families?

“lack of communication”

3 minutes ago

“no communication”

2 minutes ago

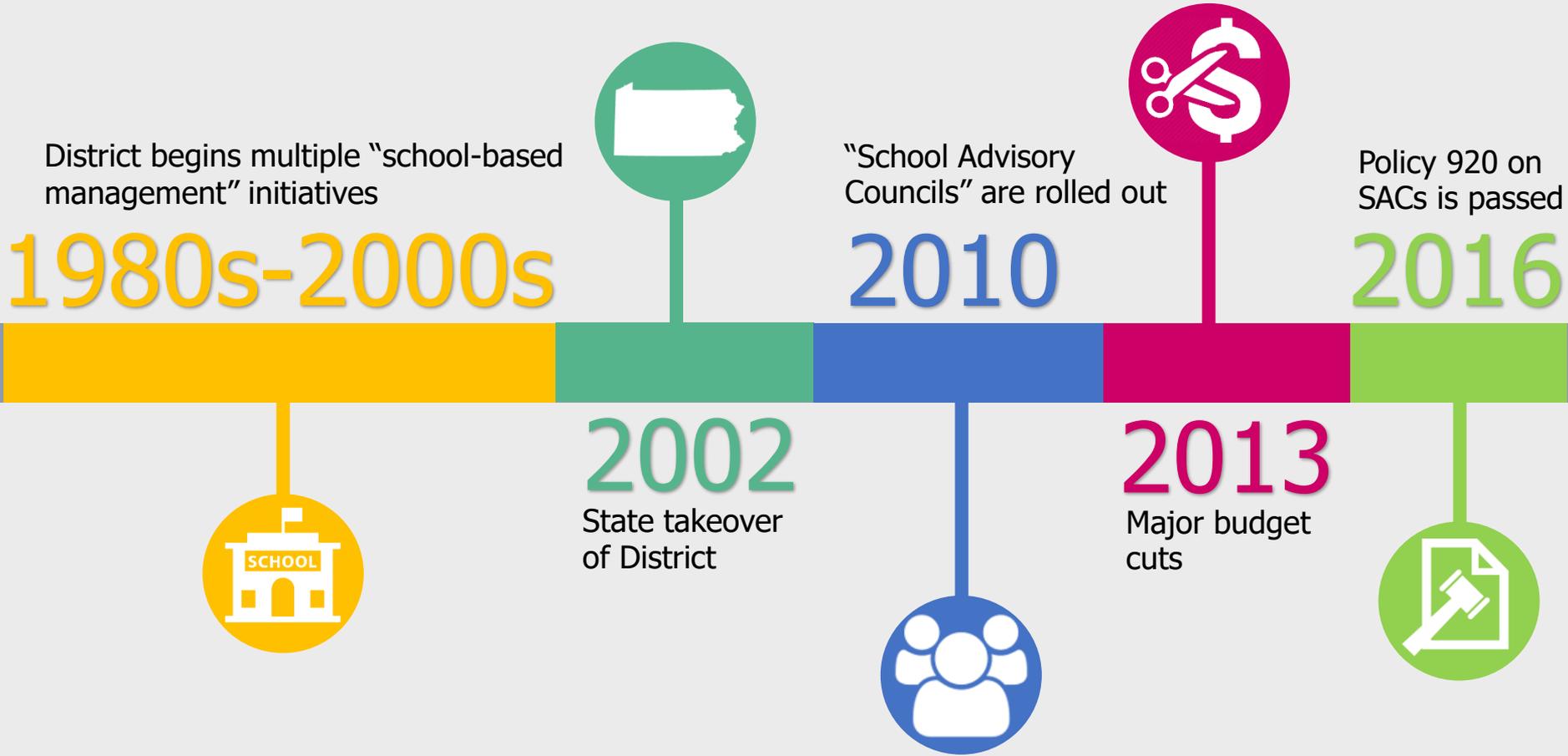


# A PHILADELPHIA STORY

## HOW SACS CAME INTO BEING IN OUR DISTRICT

ENGAGING FAMILIES AND REBUILDING  
TRUST: THE POWER OF SITE-BASED  
GOVERNANCE BODIES

# School Advisory Councils: A Philadelphia Story



# School Advisory Councils: A Philadelphia Story

District begins multiple "school-based management" initiatives

1980s-2000s



New initiative every few years, but nothing sticks

Theory of site-based governance does not carry over into practice

Families and staff alike lose confidence in site-based governance concept/model

# School Advisory Councils: A Philadelphia Story

District begins  
multiple "school-  
based management"  
initiatives

1980s-  
2000s



**2002**  
**State takeover  
of District**

Local School Board is  
dissolved

Dozens of schools are  
closed or converted to  
charters

Family and community  
voices are sidelined,  
causing feelings of  
disempowerment and  
disenfranchisement

# School Advisory Councils: A Philadelphia Story

## “School Advisory Councils” are rolled out 2010

District begins multiple “school-based management” initiatives

1980s-  
2000s



2002  
State takeover  
of District



SACs are branded as “accountability bodies”

Principals resent SACs; view them as “watchdog” groups

SACs are not widely adopted throughout the District

# School Advisory Councils: A Philadelphia Story

District begins  
multiple "school-  
based management"  
initiatives

1980s-  
2000s



"School Advisory  
Councils" are rolled  
out

2010



Staff are laid off;  
school resources  
are slim; District  
programs are cut

2002

State takeover  
of District



2013

**Major  
budget  
cuts**

SACs fall to  
the wayside

# School Advisory Councils: A Philadelphia Story

District begins  
 multiple "school-  
 based management"  
 initiatives  
 1980s-  
 2000s



"School Advisory  
 Councils" are rolled  
 out  
 2010



**Policy 920  
 on SACs is  
 passed!**

**2016**

Superintendent  
 makes SAC  
 expansion a  
 goal in the  
 District's  
 Action Plan

2002  
 State takeover  
 of District



2013  
 Major budget cuts



SACs are re-branded  
 as a "partnership-  
 building"  
 opportunity vs. a  
 combative parent  
 group

# School Advisory Councils: A Philadelphia Story

2016

Superintendent makes SAC expansion a goal in the District's Action Plan

Policy Creation

SACs are re-branded as a "partnership-building" opportunity vs. a combative parent group



FACE convenes a "town hall" meeting to gather family, staff, student, and community input into the new SAC Policy.

# School Advisory Councils: A Philadelphia Story

2016

Superintendent makes SAC expansion a goal in the District's Action Plan

Policy Creation

SACs are re-branded as a "partnership-building" opportunity vs. a combative parent group



Nomination Interest Form

The School Reform Commission is forming a working group to create a policy on family and community advisory groups. We are looking for a diverse set of family, staff, teachers and community members who have experience forming or working in advisory group. If you believe you would be a strong fit for this group, please provide your information below.

The nominee below is interested in being contacted to serve on a working group which will develop a policy recommendation on family and community advisory groups to the School Reform Commission (SRC). The working group will review the feedback collected from the SPP meeting and additional materials to formulate their recommendations. The nominated person MAY be contacted by SRC staff with additional details on details including the time commitment to this work.

Name: Beth Daugherty

Affiliation to Nominee:  Self-nomination  Other:

School: Southwark Elementary

Circle all that apply:  Current member of advisory group  Parent  Family member  Community member

Organization: East Passyunk Crossing Civic Association (EPX) Education Committee / Friends of Southwark

Telephone Number: 215-280-2087

E-mail address: blowitz@yahoo.com

I have been the chair of EPX Ed/FCS since its inception in 2018. I am also an attorney & specialize in representing nonprofit organizations, and have significant experience drafting policy documents. Would love to work on this committee.

Please contact [src@philasd.org](mailto:src@philasd.org) with any questions or call us at 215 400 4010.

Attendees are invited to nominate themselves or others to sit on the SAC Policy Working Group.

# School Advisory Councils: A Philadelphia Story

2016

Superintendent makes SAC expansion a goal in the District's Action Plan



SACs are re-branded as a "partnership-building" opportunity vs. a combative parent group



THE SCHOOL DISTRICT OF PHILADELPHIA		TITLE: SCHOOL ADVISORY GROUPS
		ADOPTED:
		REVISED:
SCHOOL ADVISORY GROUPS		
1. Purpose	The School Reform Commission recognizes that active and engaged school advisory groups strengthen both schools and communities, improve school climate, and provide opportunities for effective family involvement in school decision-making.	
2. Authority	All District schools shall have an active and engaged school advisory group, defined by the following characteristics:	
	<ol style="list-style-type: none"> <li>1. Shall meet monthly.</li> <li>2. Shall consist of at least (MEMBERSHIP)</li> <li>3. <del>Shall be selected in a democratic manner.</del></li> <li>2-4. <del>Shall use consensus in all major decisions (JMC)</del></li> <li>3-5. Shall work with the principal and school staff to develop a vision/mission for the school and an action plan for school improvement.</li> <li>4-6. Shall review and approve the school budget and provide input on discretionary spending.</li> <li>5-7. Shall review and approve school-based policies, including policies governing school safety and discipline, truancy, extracurricular activities, ESL supports, and others.</li> <li>6-8. Shall review and inform hiring/creation of new positions.</li> <li>7-9. Shall play a major role in strengthening school-community relations, encouraging community input and sharing information on advisory work and decisions with larger school community.</li> <li>8-10. Shall increase communication between school and parents.</li> <li>9-11. Shall play an active role in supporting and promoting the programs and initiatives they approved.</li> <li>10-12. Shall examine data on the effectiveness of school-based programs and services and periodically revise Action Plan strategies and recommendations to</li> </ol>	

The Policy Working Group meets during the Spring of 2016 to craft a new SAC Policy.

# School Advisory Councils: A Philadelphia Story

2016

Superintendent makes SAC expansion a goal in the District's Action Plan

Policy Creation

SACs are re-branded as a "partnership-building" opportunity vs. a combative parent group



The Policy Working Group includes parents, family members, students, community members, principals, and District administrators.

# School Advisory Councils: A Philadelphia Story

2016

Superintendent makes SAC expansion a goal in the District's Action Plan



SACs are re-branded as a "partnership-building" opportunity vs. a combative parent group



SECTION: COMMUNITY	
TITLE: SCHOOL ADVISORY COUNCILS	
ADOPTED: JUNE 16, 2016	
REVISED:	
920 SCHOOL ADVISORY COUNCILS	
1. Purpose	The School Reform Commission recognizes that active and engaged organized family advisory groups strengthen both schools and communities, improve school climate, provide opportunities for effective family involvement in school decision-making, and improve student achievement.
2. Authority	All District schools shall have an active and engaged School Advisory Council (SAC) defined by the following characteristics: <ol style="list-style-type: none"> <li>1. Shall meet monthly or at least every other month.</li> <li>2. Shall consist of a membership that is made up of majority family members, the school principal, teachers or other school-based staff, students (at the middle school and high school level), and community members.</li> <li>3. Shall be selected in a democratic manner with guidance from the School District's SAC implementation plan.</li> <li>4. Shall notify all stakeholders of the nomination and election process in a timely manner in order to ensure widespread participation.</li> <li>5. Shall elect family members and teachers/other school-based staff by their representative groups. All family members shall have the opportunity to vote for their family member representatives.</li> <li>6. Shall elect replacement SAC members by their respective groups (family member and teachers/other school-based staff) at the same time as SAC member elections.</li> <li>7. Shall hold elections by the spring of the previous school year and the installation of new members shall follow at the start of the next school year. Schools establishing first year SAC's shall hold elections within the first sixty days of the start of the school year.</li> <li>8. Shall collaborate with the Principal and school staff to develop, implement, and annually revise a vision/mission for the school and an action plan for school improvement and effective family engagement practices.</li> <li>9. Shall review the school budget and provide input on discretionary spending.</li> <li>10. Shall review school-based policies. For example, policies governing school</li> </ol>

The District passes and adopts Policy 920 in June 2016, making SACs **mandatory** in all schools!

# School Advisory Councils: A Philadelphia Story



Summer  
2016

## The Challenge:

- SACs exist in fewer than 35% of schools
- Families are accustomed to similar programs “popping up” and then disappearing
- Staff have a poor association with SACs because of old model
- No existing data systems or program infrastructure

# School Advisory Councils: A Philadelphia Story



Summer  
2016

## FACE's Approach:

- **Two-Year Strategic Plan**
- **Rebranding School Advisory Council program**
  - Focus on *collaboration* instead of accountability
- **First implementation year: "Year Zero"**

ENGAGING FAMILIES AND REBUILDING  
TRUST: THE POWER OF SITE-BASED  
GOVERNANCE BODIES

SCHOOL YEAR  
2016-2017

# YEAR ZERO

BUILDING FROM  
THE GROUND UP

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## Year Zero: Building from the Ground Up

The Philadelphia Model  
Of Site-Based Governance



# Collaboration

&

# Partnership



## Year Zero: Building from the Ground Up

The Philadelphia Model  
Of Site-Based Governance



Versus...

**Accountability**

**&**

**Divisiveness**



## Year Zero: Building from the Ground Up

### Models from Other Districts

- Group has power over hiring and firing of staff
- Group members evaluate principal at end of year
- Group members have "approval power" and can override principal



### The Philadelphia Model

- SAC does not have power to hire/fire staff, though members may be asked to sit on hiring committee
- SAC members do not evaluate the principal or individual staff
- SAC members have advisory power only; the principal always makes the final decision



## What is a School Advisory Council?



<https://www.youtube.com/watch?v=2DHXN1QX-HU&t=32s>

# Strategic Action Plan for SAC Implementation

**GOAL:** Have a SAC in 50% of District schools by the end of SY 2016-2017.

## Strategy 1

- Promote and market SAC throughout the community.

## Strategy 2

- Build systems to collect data & monitor progress.

## Strategy 3

- Create Professional Development trainings for staff & SAC members to build on-the-ground capacity of SAC development.

# STRATEGY #1: PROMOTION & MARKETING

- One-pager flyer (translated into all languages)
- Website
- Informational Sessions
- SAC Launch Guide
- Presentations to Community Groups
- In-school Presentations
- Meetings with District Departments



<https://www.youtube.com/watch?v=hxIk3kK6X1Y&t=5s>

# STRATEGY #2: DATA COLLECTION



Collected SAC Applications online (Google Form) – copy is automatically sent to school principal

### School Advisory Council Application

Please fill out this form to apply for a seat on the School Advisory Council. Do your best to provide as much information as possible. Please make sure you provide a correct e-mail address so you can receive a copy of your form upon submission. Another copy will be sent to your school.

*\* Required*

First Name *\**  
Your answer

Last Name *\**  
Your answer

Address  
Your answer

City  
Your answer

Name of the school on whose School Advisory Council you would like to serve:	Sayre, William L. - 1100
Which group will you represent on the School Advisory Council?	Parent / Family Member
For Parents and Families Only: Name(s) of Child(ren)	Meyon Kennedy
Candidate Bio (up to 200 words)	Committee Woman Geraldine Kennedy I have resided at 1026 South Paxon Street for 52 year's. I went to Patterson Catholic Elementary School. Tilden Jr High and Bartram GED 1960,s My children 4 of them attended Harrington ,Shaw, Turner, Pepper middle school and Bartram and West Philly High school. All my kid's got high school diplomas. I was President of Shaw PTA when my children were there. I've worked at Dixon day care 11 years and Supervisor for Horizon House Development Center for 17 years. I've been block captain on and off. I've been a Commitee Women for the last 8 year's also belong to PDAC 12 th District group consisting mainly of block Captain's.

# STRATEGY #2: DATA COLLECTION



Utilized FACE  
Liaisons to collect  
SAC Member  
Rosters and Meeting  
Calendars (Google  
Forms)

## 2017-2018 SAC Member Roster

Please submit this form for each member of the SAC. (You will have to submit a new form for each SAC member.)

Your email address ([face@philasd.org](mailto:face@philasd.org)) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

School Name \*

(Select only one)

Choose

Member First Name \*

Your answer

Member Last Name \*

Your answer

Member Representative Group \*

Choose

## 2017-2018 SAC Meeting Calendar

Please tell us when the SAC will be meeting throughout the 2017-2018 School Year.

Your email address ([face@philasd.org](mailto:face@philasd.org)) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

School Name \*

Choose

Meeting Room Location

Is the meeting in the school library? The cafeteria? A classroom or meeting room?

Your answer

September Meeting Date

Date

mm/dd/yyyy

September Meeting Time

Time

: AM

## STRATEGY #2: DATA COLLECTION



Created Google  
Folders for all  
schools to collect  
PDF copies of SAC  
Sign-in Sheets and  
Agendas

A screenshot of a Google Drive interface showing a list of folders for various schools. A black arrow points from the 'SAC - Cook-Wissahickon School - 6410' folder to a pop-up window showing its contents. The pop-up window displays three PDF files:

- Cook-Wissahickon\_SAC Sign In\_2017-11-9.pdf
- Cook-Wissahickon\_SAC Sign In\_2018-1-12.pdf
- Cook-Wissahickon\_SAC Sign In\_2018-1-15.pdf

The folder list includes:

- SAC - Cook-Wissahickon School - 6410
- SAC - Day, Anna - 6200
- SAC - Dobson, J - 6450
- SAC - Edmonds, - 6210
- SAC - Ellwood S
- SAC - Finletter, T
- SAC - Mifflin, Th
- SAC - Science Leadership Academy Middle School - 2050
- SAC - Washington Jr., Grover - 7370

## STRATEGY #2: DATA COLLECTION



Created “implementation categories” to reflect the spectrum that SACs exist on

### IMPLEMENTATION CATEGORIES

The FACE Office recognizes that SACs exist on a spectrum and that the work of building and maintaining a SAC is extensive. As such, the FACE Office has created SAC Implementation Categories:

#### CATEGORY 1

##### (Full Implementation)

- Has Ongoing Meetings
- Has correct Council Composition
- Has Strategic Conversations

#### CATEGORY 2

##### (Partial Implementation)

- Has Ongoing Meetings
- Is missing *either*:
  - Correct Council Composition, *or*
  - Strategic Conversations

#### CATEGORY 3

##### (Started Implementation)

- Has Ongoing Meetings
- Is missing *both*:
  - Correct Council Composition
  - Strategic Conversations

#### CATEGORY 4

##### (No Implementation)

- Does not have Ongoing Meetings
- If the school does not fulfill the Ongoing Meetings criteria, it will automatically be placed in Category 4

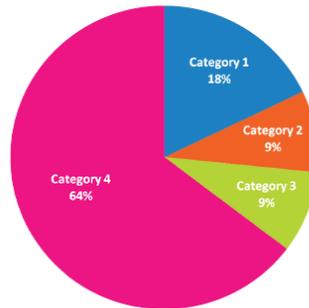
# STRATEGY #2: DATA COLLECTION



Held three data checkpoints throughout school year to monitor progress

## GROWTH TO DATE

SCHOOL YEAR 2015 - 2016



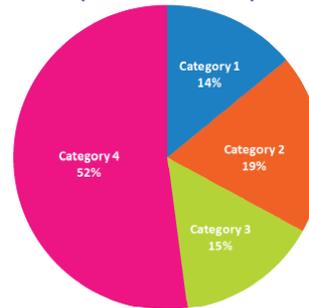
**CATEGORY 1: 39 SCHOOLS**

**CATEGORY 2: 19 SCHOOLS**

**CATEGORY 3: 19 SCHOOLS**

**CATEGORY 4: 141 SCHOOLS**

AUGUST 2016 - JANUARY 2017  
(CHECKPOINT #1)



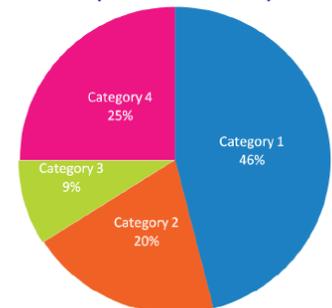
**CATEGORY 1: 30 SCHOOLS**

**CATEGORY 2: 41 SCHOOLS**

**CATEGORY 3: 32 SCHOOLS**

**CATEGORY 4: 112 SCHOOLS**

JANUARY 2017 - MARCH 2017  
(CHECKPOINT #2)



**CATEGORY 1: 99 SCHOOLS**

**CATEGORY 2: 42 SCHOOLS**

**CATEGORY 3: 19 SCHOOLS**

**CATEGORY 4: 55 SCHOOLS**

# STRATEGY #2: DATA COLLECTION



Produced three reports to keep Superintendent and Assistant Superintendents abreast of schools' progress

**SAC Progress Report: Checkpoint #2**  
January 2017 - March 2017

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**REPORT SUMMARY**

SACs are peer elected, collaborative teams composed of family members (majority), the school principal, teachers or other school-based staff, students (for schools with grades 7 - 12), and community members. SACs champion the work for improved student achievement, effective teaching in the classroom, parent and community engagement in the educational process, and effective teaching in the classroom, parent and school.

To ensure that School Reform Commission Policy 920 on School Fidelity, the Office of Family and Community Engagement has rebranded "SAC" built new systems to collect and measure implementation of the SAC Implementation Plan.

**WHAT COUNTS AS A "SAC"?**

A fully-implemented SAC must fulfill 3 criteria:

- Ongoing meetings:** meets at least once every other month.
- Correct council composition:** includes representatives from members making up a simple majority; faculty/staff, students, community members; and the principal or a designee of the principal.
- Strategic conversations:** discussions are grounded in school academic achievement, improving school climate and culture, and community engagement.

**THREE-YEAR IMPLEMENTATION**

SCHOOL YEAR	ANNUAL GOAL
2015-2016	Gather comprehensive baseline data
2016-2017	50% of Schools have SACs in Categories 1-3
2017-2018	100% of Schools have SACs in Categories 1-3
2018-2019	Maintain and sustain functioning SACs and data reporting structures in place

**1,793 SAC MEMBERS IN**

**905 PARENT/FAMILY MEMBERS**

**246 COMMUNITY MEMBERS**

**SAC Progress Report: Checkpoint #2**  
January 2017 - March 2017

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**IMPLEMENTATION CATEGORIES**

The FACE Office recognizes that SACs exist on a spectrum and that the work of building and maintaining a SAC is extensive. As such, the FACE Office has created SAC Implementation Categories:

<p><b>CATEGORY 1 (Full Implementation)</b></p> <ul style="list-style-type: none"> <li>• Has Ongoing Meetings</li> <li>• Has correct Council Composition</li> <li>• Has Strategic Conversations</li> </ul>	<p><b>CATEGORY 2 (Partial Implementation)</b></p> <ul style="list-style-type: none"> <li>• Has Ongoing Meetings</li> <li>• Is missing either:                             <ul style="list-style-type: none"> <li>• Correct Council Composition, or</li> <li>• Strategic Conversations</li> </ul> </li> </ul>	<p><b>CATEGORY 3 (Started Implementation)</b></p> <ul style="list-style-type: none"> <li>• Has Ongoing Meetings</li> <li>• Is missing both:                             <ul style="list-style-type: none"> <li>• Correct Council Composition, or</li> <li>• Strategic Conversations</li> </ul> </li> </ul>	<p><b>CATEGORY 4 (No Implementation)</b></p> <ul style="list-style-type: none"> <li>• Does not have Ongoing Meetings</li> <li>• If the school does not fulfill the Ongoing Meetings criteria, it will automatically be placed in Category 4</li> </ul>
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**GROWTH TO DATE**

<p><b>SCHOOL YEAR 2015 - 2016</b></p> <p><b>CATEGORY 1: 39 SCHOOLS</b> <b>CATEGORY 2: 19 SCHOOLS</b> <b>CATEGORY 3: 19 SCHOOLS</b> <b>CATEGORY 4: 141 SCHOOLS</b></p>	<p><b>AUGUST 2016 - JANUARY 2017 (CHECKPOINT #1)</b></p> <p><b>CATEGORY 1: 30 SCHOOLS</b> <b>CATEGORY 2: 41 SCHOOLS</b> <b>CATEGORY 3: 32 SCHOOLS</b> <b>CATEGORY 4: 112 SCHOOLS</b></p>	<p><b>JANUARY 2017 - MARCH 2017 (CHECKPOINT #2)</b></p> <p><b>CATEGORY 1: 99 SCHOOLS</b> <b>CATEGORY 2: 42 SCHOOLS</b> <b>CATEGORY 3: 19 SCHOOLS</b> <b>CATEGORY 4: 55 SCHOOLS</b></p>
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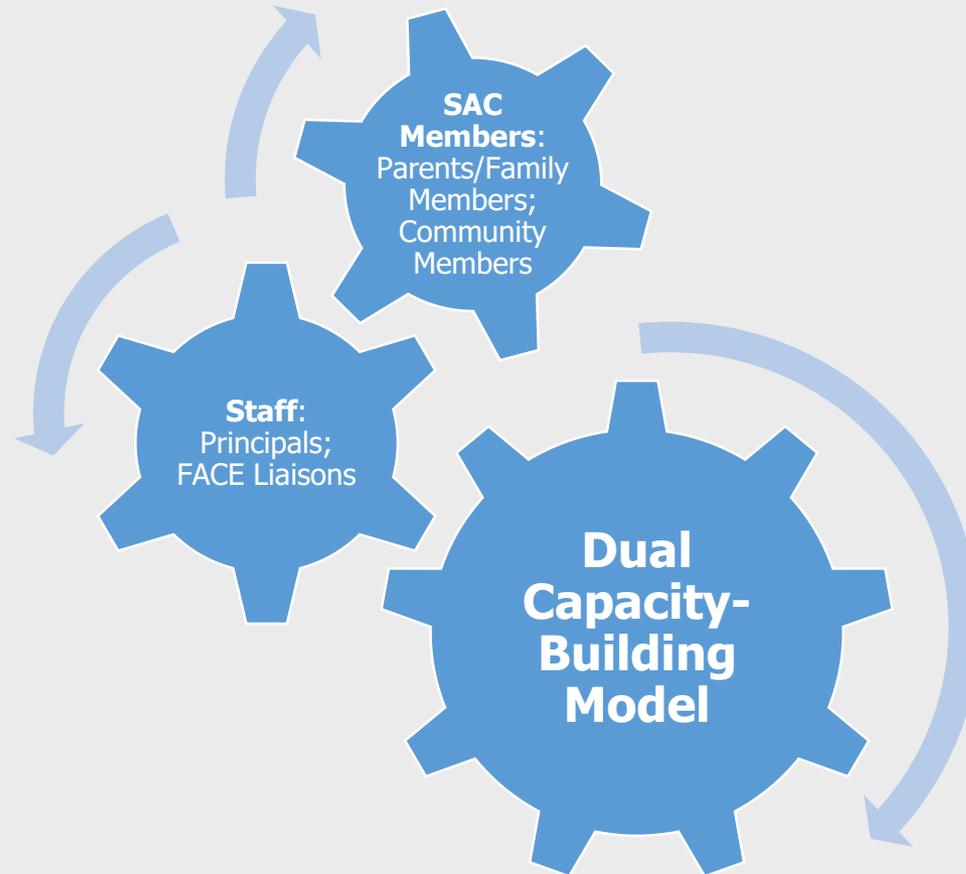
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**PERCENTAGE OF SCHOOLS WITH SACs IN IMPLEMENTATION INCREASED BY**

**27%**

**SINCE CHECKPOINT #1 IN JANUARY 2017**

# STRATEGY #3: PROFESSIONAL DEVELOPMENT



## STRATEGY #3: PROFESSIONAL DEVELOPMENT

### Parent/Family Professional Development

# SAC Academy



### Monthly training sessions on operations of SAC:

- How to Run a SAC Meeting
- How to Write SAC Bylaws
- Recruiting SAC Members

# STRATEGY #3: PROFESSIONAL DEVELOPMENT

## Parent/Family Professional Development: "SAC Academy"

### Partnered with other Central Office departments:

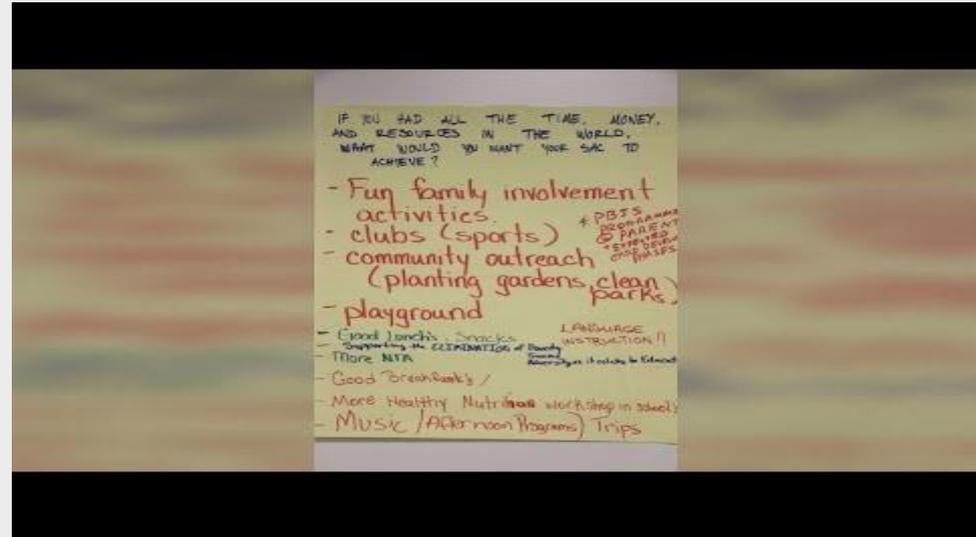
Research & Evaluation Office

District Performance Office

Office of Climate & Safety

Office of Health, Safety, & Physical Education

Multilingual Family Support Office



<https://www.youtube.com/watch?v=9Xy5jYLVv1c&t=3s>

# STRATEGY #3: PROFESSIONAL DEVELOPMENT

## Staff Professional Development

### Bi-monthly training for 25 FACE field staff

Overview of SAC Policy &  
Procedures

Making SAC meaningful  
and overcoming barriers

Gaining principal buy-in



# STRATEGY #3: PROFESSIONAL DEVELOPMENT

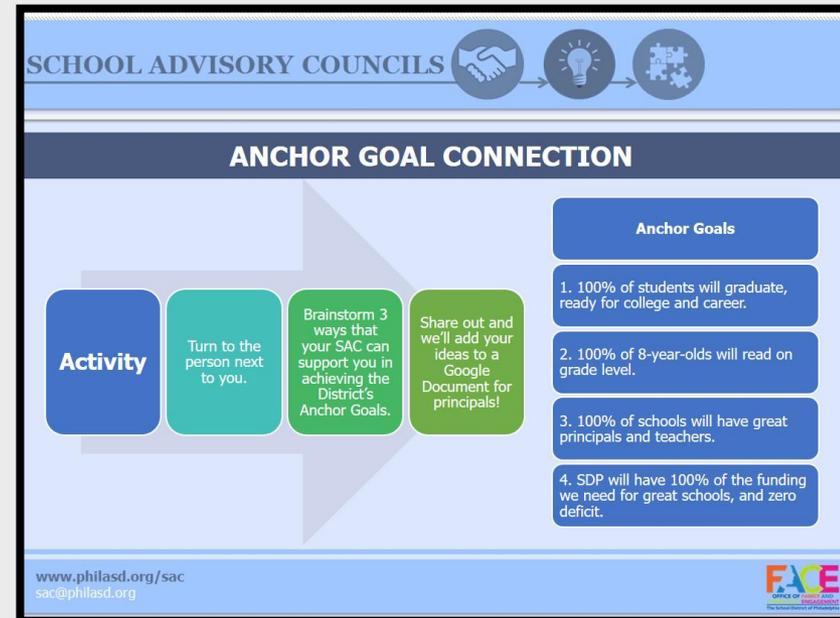
## Staff Professional Development

### Training sessions for Principals & Assistant Principals

Understanding SAC Policy 920

Making SAC a part of the school's family engagement program vs. an "add on"

Choosing projects that align with principal's goals for the school



# STRATEGY #3: PROFESSIONAL DEVELOPMENT

## Recognizing Success

### Held End-of-Year SAC Awards Ceremony

## Awarded:

2 Outstanding SAC Principals

3 Best SAC Academy Students

2 Most Dedicated SAC Members

2 Standout SACs





# YEAR ONE

SCHOOL YEAR 2017-2018

REFLECTIONS  
+  
ADJUSTMENTS



ENGAGING FAMILIES AND REBUILDING TRUST: THE POWER OF SITE-BASED GOVERNANCE BODIES

# Lessons Learned from Year 0... ...and How We Changed Our Focus for Year 1

## Major Focus: Gaining Principal Buy-in

### How do we do this?

Emphasis on  
Program  
Support vs.  
Compliance

Decreased  
number of SAC  
data check-ins

Relaxed criteria  
needed to be  
"counted" as a  
SAC

Provided  
workshops on  
SAC during  
August Principal  
PD

# Lessons Learned from Year 0... ...and How We Changed Our Focus for Year 1

## Major Focus: Gaining Principal Buy-in

### How do we do this?

Worked with  
Federal  
Programs Office  
to make SAC  
Title I Allowable

Clarified role of  
our FACE Liaisons  
– gave principals  
concrete examples  
of how Liaisons  
can support SAC  
development

Took data  
collection  
responsibility off  
of principals and  
into the hands  
of Liaisons

“Two pronged”  
communication  
approach of going  
through Assistant  
Superintendents  
and then through  
Liaisons

# We want to hear from YOU!

**Question 1:** How do we increase buy-in to SAC from teachers, counselors, and other school-based staff?

**Question 2:** How do we better engage students in SAC?

## Breakout Group Questions

**Question 3:** How do we promote cross-school, district-wide collaboration among SACs?

**Question 4:** What strategies can be implemented to better engage multilingual families in SAC?



ENGAGING FAMILIES AND REBUILDING  
TRUST: THE POWER OF SITE-BASED  
GOVERNANCE BODIES

# THANK YOU!

[WWW.PHILASD.ORG/SAC](http://WWW.PHILASD.ORG/SAC)

SCHOOL DISTRICT OF PHILADELPHIA  
OFFICE OF FAMILY & COMMUNITY  
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