

# SCHOOL ADVISORY COUNCILS

A School Advisory Council (SAC) is a peer elected, collaborative team that works to improve student achievement, effective teaching in the classroom, and parent and community engagement in the educational process.



## SCHOOL ADVISORY COUNCILS HAVE THREE MAIN GOALS:



Support Academic Achievement



Improve School Climate and Culture



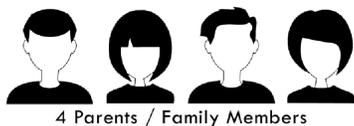
Strengthen Family Engagement

## WHO IS ON THE SAC?

The SAC must include a simple majority of family members, along with the school principal, school staff, students (in schools with grades 7-12), and community members. Schools decide how many people should sit on a SAC.

Here is an example:

### ELEMENTARY SCHOOLS 8 TOTAL MEMBERS



### MIDDLE/HIGH SCHOOLS 11 TOTAL MEMBERS



## WHAT DO MEMBERS DO?

Meet every month (or at least every other month).

Participate in Strategic Conversations by using and addressing school data.

Focus on supporting Academic Achievement, improving School Climate, and strengthening Family Engagement.

Build consensus with your fellow SAC members.

## WHAT'S THE DIFFERENCE BETWEEN A SAC AND A HOME AND SCHOOL, FRIENDS OF, OR OTHER SCHOOL COMMUNITY GROUP?

**SACs have certain criteria they must fulfill:**

1. SACs must include all stakeholders: this includes the school principal, parents/family members, school staff, community members, and students (for middle and high school only).
2. SAC meetings must be focused around strategic conversations instead of fundraising or event planning. Strategic conversations require examining school data and brainstorming solutions to issues affecting the school. A SAC is an opportunity for parents/family members, faculty, staff, students, community members, and the school principal to collaborate, address issues, and develop strategies for strengthening the school and academic achievement.
3. Members of the SAC can be members of other school community groups like an HSA or Friends Of; this is a wonderful opportunity for stakeholders to build bridges among multiple groups.

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