

# CAC OVERVIEW

CAC Roles & Responsibilities  
CAC Operations  
CAC Membership  
CAC-DAC Relations



# Purpose of This Overview

- To increase the level of awareness of CAC members so that they know what is expected
- To share knowledge with fellow CAC members so that the CAC is more effective
- To be able to recognize when something isn't being done correctly and to speak up to CAC co-chairs – and if that doesn't work, contact the CAC Coordinator
- Not trying to cover everything here – just key points – CAC members need to become familiar with the **CAC bylaws** and resources on the **CAC website**



# Training

- The principal must ensure that CAC members are provided with training each year, in any one or more of the following ways:
  - Member self-training using resources on the CAC website
  - Campus-based training using resources on the CAC website
  - District-wide training sessions that may be offered by central offices
  - Training provided by the CAC Coordinator upon request of the co-chairs and principal



# CAC Roles and Responsibilities

- As its name denotes, the CAC is an advisory body. In “site-based decision-making,” the CAC informs decisions that are ultimately made by the principal.
- The only actual approval given by a CAC relates to the professional development section of the Campus Improvement Plan (CIP).
- However, as a good leader, the principal will carefully consider the advice of the CAC, and explain to the CAC if he or she differs from that advice. Therefore, the advisory role of the CAC is important.



# CAC Roles and Responsibilities (cont.)

- The basic responsibilities of the CAC are annually recurring (see CAC Calendar on CAC website).
- In January, the CAC must discuss the annual “Campus Report Card” (the annual performance data report from TEA, now called TAPR).
- In February, the CAC must provide input on the campus budget – the Basic Table of Organization (BTO).
- In March-May, the CAC provides initial input on the CIP for the next school year (data review, needs assessment, key strategies for improvement).



# CAC Roles and Responsibilities (cont.)

- Over the summer, the principal considers the input of the CAC and drafts a CIP.
- The CAC reviews the draft CIP when school starts in August and September, and the principal makes any needed revisions, and submits the CIP in October.
- Given that most CACs meet 8 times a year for 1-2 hours per meeting, this doesn't leave much time for too many items other than the basic requirements. Therefore, the CAC should leverage its discretionary agenda to address critical needs and issues.



# CAC Operations

- As an advisory body, a CAC really shouldn't have many occasions when formal voting procedures are necessary – that's why a less formal consensus approach is preferred.
- "Action" means a consensus agreement or formal vote on an item. A quorum of the current CAC membership (not counting any vacancies) is required to take action.
- A quorum is not necessary for the purpose of discussion or presentation.



# CAC Operations (cont.)

- All regular CAC meetings are open to the public (according to Standards on the CAC website).
- Meeting agendas must be posted at least 72 hours in advance. Posting online and on campus bulletin boards is fine, but agendas must at a minimum be posted in a place where they can be readily viewed 24 hours a day.
- Agendas cannot be changed within 72 hours of a meeting.





# CAC Operations (cont.)

- During a CAC meeting, items may be pulled from the agenda or postponed, but items cannot be added.
- A brief period for citizens communications must be a standing agenda item for all regular meetings. This is time for visitors to speak – if you want a time for CAC members to make announcements and such, that should be its own agenda item.
- Citizens communications are at the beginning of the agenda so that visitors can address any items on the agenda before they are deliberated by the CAC.



# CAC Operations (cont.)

- There is no dialogue during citizens communications – if dialogue with visitors is desired, there are other options (see Standards).
- Visitors should be made welcome, but within guidelines (see Standards). Visitors should be seated in a separate area from CAC members – visitors are observers, not participants.
- Agenda items must be descriptive, so that stakeholders know what to expect. Don't use phrases like "Old Business" or "New Business" unless there are descriptive bullets beneath them.



# CAC Operations (cont.)

- Agendas are developed by the co-chairs in cooperation with the principal. But CAC members can make motions to place items on future agendas.
- Each item should have just one co-chair assigned to it on the agenda – this avoids any confusion over who is presiding.
- Each item should have an approximate time assigned to it on the agenda – this helps the co-chairs keep track of time requirements.



# CAC Operations (cont.)

- Basic minutes must be kept for all regular CAC meetings, including: location; start and end times; member and visitor attendance; summary of proceedings; and any actions taken. Minutes are highlights – not word for word accounts.
- Copies of CAC agendas and minutes must be kept on file at the campus for at least 2 years and made available for viewing upon request.
- CAC members must follow a code of conduct spelled out in CAC bylaws. This includes respecting fellow members and the role of the co-chairs.



# CAC Operations (cont.)

- Members should raise their hands if they wish to speak and be acknowledged by the presiding co-chair.
- The presiding co-chair may need to ask members to wrap things up, or allow limited time for individual comments to allow others an opportunity to speak.
- The principal does not run CAC meetings, the co-chairs do. But the principal is the key provider of information, and thus will normally have a significant amount to say in any given meeting.



# CAC Membership

- Each CAC must have at least 6 parents and 6 professional staff – there may be more, but the numbers have to be equal.
- So, what is a “parent”:
  - Must be a custodial parent or guardian of a student currently enrolled in the CAC’s school
  - Must live within the district
  - *Must not be an employee of the district*



# CAC Membership (cont.)

- So, what are “professional staff”:
  - Must be assigned to the CAC’s school
  - Must not be campus administrators (e.g., assistant principals)
  - Are not designated as “classified staff”
  - At least 2/3 must be classroom teachers
  - Remainder may be other non-administrative professional staff (e.g., librarians)
  - At least 1 must have special education expertise
  - May live anywhere



# CAC Membership (cont.)

- Each CAC must have at least 1, but no more than 2, classified staff
- Each CAC must have at least 1 community member and at least 1 business member
- So what is a “community member”:
  - Must live within the district (but not necessarily in the school’s attendance zone)
  - Must be at least 18 years old
  - Must not otherwise be defined as a parent
  - Must not be an employee of the district





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# CAC Membership (cont.)

- However, the community member and business member cannot be the same person
- High schools must have at least 2 student CAC members (middle schools are encouraged but not required to have student CAC members)
- Close relatives are not allowed to serve on the same CAC at the same time
- The principal and 1 other administrator may serve on the CAC as non-voting members
- Only voting members can serve as CAC co-chairs



# CAC - DAC Relations

- CACs may request items of district-wide concern to be placed on the DAC agenda (form is on CAC website).
- The DAC, in consultation with the CAC Coordinator, develops CAC bylaws and amendments.
- CAC meetings must not be held when the DAC meets (third Tuesdays of the month), since many DAC members are also CAC members.

