



SCHOOL COMMUNITY COUNCIL HANDBOOK

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LANDS HELD IN TRUST

Millions of acres of land are held in trust and used to support schools. Utah schools own enough land to equal the state of Connecticut in size. The school trust lands are managed by the School and Institutional Trust Lands Administration (SITLA). Billions of cubic feet of gas are produced from these lands every year to warm our water, cook our food, and support our schools. Revenue from the land is invested, and annual dividends are distributed through the School LAND Trust Program-the birthright of every child in Utah's public schools.

SCHOOL COMMUNITY COUNCILS

School improvement is the responsibility of everyone, from students and parents to professionals and public officials. School Community Councils are one way we can work together to make schools more successful. A council is an advisory body. All of its actions and plans are overseen by the local school board.

MEMBERSHIP

1. SCC members shall serve for a term of two years. Terms run from Oct. 1- Sept. 30.
2. Council size is determined by each individual school council - a minimum of six patrons and four employees (including the principal) at a high school; a minimum of four patrons and two employees (including the principal) at a junior high; and a minimum of four patrons and two employees (including the principal) for an elementary school.
3. Parent members must exceed the number of faculty members (including the principal) by two.

JOB DESCRIPTIONS

PARENT MEMBERS

Parents act as the primary advocates for all children. Parents ensure the representation of various viewpoints and values within the community. Parent engagement is key to student achievement and student progress. Parents will serve as chair and/or vice-chair. It is important that parents on the council understand the responsibilities of the council, and are able to collaborate well with the other members of the council to affect meaningful school improvement for all children.

SCHOOL EMPLOYEE MEMBERS

Teachers, counselors and school staff members are responsible for the academic needs and well being of students in their charge. They evaluate student skills and knowledge, design and implement instruction best suited for each child, and are in charge of decisions related to methods of instruction. They work collaboratively by welcoming the viewpoints of parents and accepting input.

THE SCHOOL PRINCIPAL

The school principal is the Chief Executive Officer and instructional leader of the school. They are responsible for providing clear expectations for faculty and other school employees, to create an atmosphere of trust and enthusiasm, to provide opportunities for employees to succeed and grow, and to reward excellence. Principals are expected to assure the legal compliance of school processes, to be accountable for all fiscal matters, and to manage human and other resources while creating a safe, creative, and productive school.

OPEN MEETINGS

School Community Councils are subject to some aspects of Utah's Open Public Meetings Laws. The purpose is to keep the public and parents of the school informed about the work of councils and to encourage parents to become more involved in the education of their children.

1. School Community Council (SCC) meetings are open to the public.
2. SCC minutes from the previous three years are posted on the school's website and should include the date, time, and location of the meeting; the names of members present and absent; the substance of all matters discussed, or decided; a record of votes; the name of each person who was not a member of the SCC, but who attended the meeting, and the substance of what was said.
3. A simple majority of those present approves all actions. A quorum (majority of council members) is present before official votes are taken.
4. No final action is taken on substantive issues not listed on the agenda. Issues not listed on the agenda can be discussed, and assignments pertaining to these issues may be made, if the assignments are designed to help the SCC make a proper decision at a later date.
6. Parents are notified of parent member election policies and timelines established by the SCC.

SCHOOL STUDENT ACHIEVEMENT PLAN (SSAP)

1. Evaluate Student Assessment of Growth and Excellence (SAGE) test results and other assessment data
2. Identify the most critical academic needs of the students
3. Develop a School Student Achievement Plan (SSAP)
4. Recommend a course of action
5. List what programs, materials, practices, etc. are needed for plan implementation

SCHOOL LEARNING AND NURTURING DEVELOPMENT (LAND) TRUST PLAN

The School LAND Trust Plan is a subset of the SSAP controlling funds provided by the School LAND trust program. The SCC will have already assessed academic needs and identified the priorities in preparing the SSAP and can now select from the academic needs and goals in the SSAP an area in which to focus the School LAND trust plan.

Getting started:

1. Select one or more needs from (1) reading, (2) mathematics, (3) writing, (4) technology, (5) science, (6) fine arts, (7) social studies, (8) health, or (9) foreign language.
2. Set goals that are specific, measurable, achievable, realistic, and time-based (SMART).

Action plan:

1. Prepare an action plan to address the need(s) and meet the goal(s) identified.
2. Review the current plan to determine if adjustments need to be made or a new plan prepared.
3. If a new plan (or revision) needs to be prepared, begin by brainstorming many new options that will directly impact student achievement
4. Review district approved research based programs, practices, software, materials, equipment, and strategies.
5. Invite all members to describe how the group they represent can provide support to increase student achievement.
6. Identify barriers and how the plan will address them.
7. Prepare a step by step outline of the action plan that includes duties and responsibilities, and who is responsible with a timeline.

Funding the plan:

1. Decide how available funding will be used. Consider the estimated allocation and possible carryover funds.
2. Develop a budget.
3. Consider finding matching money to help implement the plan. Funds from the School LAND trust program can be used as matching money for a grant that supports the goal selected.
4. Consider involving business partners.

Plans are to focus on the school's most critical academic needs consistent with Section 53A-1a-108.5. Funds are to be used to directly impact instruction and enhance academic excellence. Plans shall include specific academic goals, steps to meet these goals, measurements to access improvement and specific expenditures to implement plans that may include:

- Workbooks
- Textbooks
- Professional development directly tied to school academic goals
- Computer hardware and software, LCDs, smart boards
- Library and media supplies
- Supplemental funding for aides, teachers and specialists
- Other tools for student academic improvement
- Study skills classes
- Credit recovery courses and programs
- College entrance exam preparation classes
- Academic field trips
- Classroom equipment and materials such as flashcards, math manipulatives, calculators, microscopes, maps, books or student planners
- Teachers and teacher aides

Examples of programs not eligible for funding using School LAND Trust Program funds include plans to:

- Improve school climate
- Provide security
- Address behavioral issues
- Prevent bullying
- Install permanent auditorium audio systems
- Initiate or support other non-academic school needs

Measuring progress and results:

1. Identify assessment tools to measure student improvement that are data driven.
2. Establish the baseline from current assessments.
3. Define the assessment goal and a timeline to reach it.
4. Include in the plan how progress will be tracked and complete the required mid-year and final reports.
5. Present regular progress reports to the school community council.

Approving the LAND Trust Plan and Submitting Online:

1. The LAND trust plan is adopted through a motion. The motion is voted upon and formal minutes record a roll call of those who voted for/against the plan and who was absent.
2. The plan is submitted on the website at www.schoollandtrust.org.
3. The completed plan is revised by the school accountability director and the director of resource development, who clear it for review by the Board of Education.

4. The Board of Education considers the plan and approves it, or returns it for revision.

Execute and share the results:

1. Implement your plan with enthusiasm – focus on results.
2. Report progress throughout the year the school newsletter, marquee, website, or other appropriate communication channels.
3. Contact the Granite Communications Office to help publicize success to local media and community leaders.
4. Consider having children show what they have learned at a “Parent Night.” Invite local legislators to the school; share the plan and its results.

Remember, continued funding depends on policy makers being informed and supportive of how the money is used.

1. Compose a letter from the SCC about what the school accomplished because of these funds and thanking them for supporting the program.
2. Send the letter to elected policy makers.

The Final Report - Submit the Final Report online by November 5 following the implementation year:

1. District business administrators enter the expenditures.
2. SCCs should review the expenditures to be sure they are consistent with school records.
3. SCCs complete the narrative sections and submit the Final Report online.
4. Prepare a summary of the Final Report and make it available to all parents and local elected officials.

CHILD ACCESS ROUTING PLAN (Not necessary for high schools)

Granite District has established a school traffic/safety committee. Among other duties, the district committee is required to submit child access routing plans for the schools in the district to the Utah Department of Transportation (UDOT) each year. UDOT uses the term Student Neighborhood Access Plan (SNAP). Each elementary and junior high school in the district must have one. The plan should include a map showing the routes students will walk and bike to school with a written description explaining the routes. Councils are encouraged to review the plans annually and make changes as needed, as a result of vehicle rerouting, construction, new subdivisions, etc. The child access routing plans are prepared and submitted to the district traffic/safety committee annually for review.

READING ACHIEVEMENT PLAN

The legislature recognizes the importance of reading as a fundamental skill necessary in learning and the importance of early reading interventions for the success of students generally. The statewide goal is that all students will read on or above grade level by the end of the third grade. To accomplish this goal, elementary schools are required to have a reading achievement plan. Under the law, the plan must include assessment, intervention and reporting components. Elementary schools shall include a K-3 reading achievement plan in the SSAP. The plan must include assessment, intervention, and reporting components for K-3 students.

BULLYING POLICY & PROCEDURES

State law and District policy require schools to maintain and administer policies to prevent bullying and hazing. Each school shall establish and post procedures that allow anonymous or in-person reporting of bullying, hazing, or retaliation. The school community council shall review school procedures to include training of students and school employees regarding bullying and hazing, and make recommendations in harmony with state and federal law to the school administration.

GENERAL ELECTION PROCEDURES

- All elections shall be overseen by the school principal.
- Community council campaign materials, including signs or fliers, are not allowed on school grounds. However, schools are encouraged to distribute candidate biographical information.
- Elections for all schools shall be held by October 15.

DETERMINATION OF VACANCIES

- No later than May 1, the sitting community council shall determine the number of vacancies for the next school year's community council.
- Because council members have staggered terms, no more than 50% of council members stand for election in any one year.

NOTICE OF CANDIDACY

No later than May 15, notice shall be posted in the school and sent home with information which includes:

- The statutory qualifications for community council candidacy and membership
- An invitation for interested persons to become candidates

- The date by which candidacy must be declared, to include the notice that candidacy declaration forms are available at the school and must be delivered to the principal
- Voter instructions

Please utilize other opportunities to publicize this information (phone systems, email, registration materials, etc.)

CANDIDACY DECLARATION

Persons seeking to become candidates for community councils shall declare that intention by a deadline set by the SCC at least prior to 7 days before the scheduled election, but no sooner than 7 days after the start of the school year. The intention shall be declared through a school prepared “Candidate Declaration” form and delivered to the principal. All information on the sample form must be included. The council shall ensure the eligibility of the declared candidates

PARENT/GUARDIAN ELIGIBILITY CRITERIA

- The parent or guardian has a student who will be enrolled at the school at any time during the two-year term for which candidacy is sought.
- Parent or guardian positions may not be filled by licensed employees of the school.

SCHOOL EMPLOYEE ELIGIBILITY CRITERIA

- Employee members must be employed at the school location.
- Employee members resign their community council membership at such time as they are no longer employees assigned at the school.

COUNCIL ELECTIONS

- Elections must commence prior to September 20.
- Ballots, listing alphabetically the names of eligible parent/guardian candidates, will be prepared for parents or legal guardians with a student at the school at the time of the election.
- Only parents or legal guardians of students at the school may vote. Individuals who do not appear on school records as the parent or legal guardian of a student are required to provide reliable proof of parentage or guardianship in order to vote.
- Each parent or legal guardian shall receive one vote and **the signatures of individuals who cast votes shall be obtained.**
- One ballot, listing alphabetically the names of eligible employee candidates, will be prepared for each employee at the school.
- **The signature of the employee casting the vote shall be obtained**
- Each ballot shall declare the number of vacancies and allow voters to vote for up to that number of candidates.

- The principal, accompanied by at least one parent/guardian observer and at least one employee observer from the sitting council, shall process the ballots.
- Ties shall be decided by the members of the respective groups of the sitting council using a method of the group's choice (e.g. lot, consensus).
- Results of elections shall be made public as soon as reasonably possible and tallies and ballots shall be retained by the school for one year and made available to the public upon request.
- Elections are to be held at school, and may be held during school activities or online.
- Ballots shall be deposited in a secure ballot box.

UNFILLED POSITIONS AFTER ELECTIONS

- If a position remains unfilled after an election is held because of a lack of declared candidates, the continuing and newly elected parent and employee members of the council shall appoint a parent or employee who meets the criteria. Only parent members appoint new parent members.
- A vacancy, which occurs for any reason other than the expiration of a member's term, shall be filled by a qualified person to serve out the unexpired term through appointment by the other respective (parent or employee) members of a qualified person to serve out the unexpired term.

OFFICERS

At the first meeting of each council year, or whenever necessary, councils shall elect a chair and vice-chair or vice-chairs to serve throughout the council year. The council year runs from Oct. 1 - Sept. 30.

- Parents are elected by the council to fill the positions of chair and/or vice-chair.
- An employee may serve as vice-chair.
- The principal may not serve as chair or vice-chair.
- No co-chairs

RESPONSIBILITIES OF COUNCIL CHAIRS OR VICE-CHAIRS

- Prepare SCC agendas, honor agendas and recognize time constraints. Items needing action must be included on the agenda and a quorum (majority) of the council must be present to vote.
- Conduct SCC meetings, encouraging participation by all members.
- Assure minutes are kept, taking special care to assure motions and votes are accurately recorded. Votes on approval of the School LAND Trust Plan need to be kept by the number voting for, against, and absent with members identified by how they voted. Minutes are prepared for posting on the school website and preserved for three years.

- Ensure the adoption of rules of order & procedure to govern meetings.
- Responsibility of training council members falls on the council chair.

With assistance from the school administration, the officers shall:

- Attend council member trainings as provided by the district.
- On behalf of the council, provide ongoing support for implementation of approved school action plans.
- Provide notice to parents by posting the following information on the school website and by individual delivery to each student's household by mail, voice messaging, email, in annual registration packets or report cards:
 - Meeting schedule of council meetings and list of school community council members, including contact email and phone numbers, where available, by October 15
 - Summary of the School LAND Trust Program Final Report each fall for the prior academic year.
 - Ongoing updates of the council's actions and activities throughout the school year.
- Post draft minutes of the prior meeting along with the agenda for the upcoming meeting on the school website prior to the upcoming meeting, including the date, time and place.

Responsibilities of the chair/vice-chair may be delegated to members of the council, as reasonable and needed. The chair is responsible to be sure delegated assignments are completed. **The principal supports the officers in completing the requirements in the law and board rule.**

HUMAN RESOURCES AND INDIVIDUAL STUDENT DECISIONS

Human resource functions (such as hiring, corrective discipline, grade-level assignments, surplus status, etc.) and decisions about individual students (such as discipline, placement, etc.) are reserved for the Board of Education and school and district administration.

GRANITE SCHOOL DISTRICT COMMUNITY COUNCILS

October	<p>Elect chair and vice chair.</p> <p>Adopt rules of order and procedure to govern meetings</p> <p>Attend community council trainings provided by the district</p> <p>View “Using the Trust” DVD (or online at www.schoollandtrust.org) at your first school community council meeting</p> <p>School community council updates and roster due to USOE online and Communications department</p> <p>Distribute council roster and meeting dates by October 15</p>
November - February	<p>Collect data, monitor progress, modify as needed</p> <p>Summary report on how LAND trust funds were used (due November 15)</p> <p>Discuss course and student enrollment priorities</p> <p>Safe Walking Routes & Bullying review</p>
March	<p>Schools collect data, monitor LAND trust funds</p> <p>Summarize progress and needs</p> <p>LAND trust plan and signature page due in March at www.schoollandtrust.org</p>
April - May	<p>Sitting council determines upcoming vacancies for the upcoming school year by May 1</p> <p>Safe walking route due to Traffic Safety Committee (elementary and junior high schools) on May 14</p> <p>Public notice of the fall council elections and requirements by May 15</p>
June - August	<p>Collect data, prepare year-end summary of actions, achievement progress and use of LAND trust funds to be sent to all households and elected officials.</p> <p>Publicize SCC vacancies and candidate declaration information through various methods, including take-home flyers, registration packets, autodial, email and website</p>
August - September	<p>Hold school community council elections previous to September 20.</p>

ANNOUNCES
COMMUNITY COUNCIL ELECTIONS



School Community Councils are elected parent/guardian and employee representatives who work together with the Principal to increase student achievement. By law, the Council is responsible to review school data and develop plans for school improvement. Councils also allocate the LAND Trust funds to assist the school in reaching achievement goals. Please see the Granite District web page for more information regarding the roles and responsibilities of Community Councils (www.graniteschools.org)

Parents elect parent representatives and employees elect employees for two-year terms. To be eligible, a parent must have a student enrolled in the school for at least one of the years and may not be employed by the school. We invite you to become involved in your school's Community Council by declaring your candidacy. Please return the bottom portion of this form to your school's principal by 3 p.m. on _____

Date: _____

DECLARATION OF CANDIDACY

I WANT TO BE A CANDIDATE FOR THE SCHOOL COMMUNITY COUNCIL

Parent/Guardian Printed Name: _____

Phone: _____ Email: _____

I am the parent/Guardian of student(s): _____

First/Last Name

Grade

First/Last Name

Grade

First/Last Name

Grade

The Granite School District Board of Education encourages schools to share information to their patrons about each candidate. Please write a few sentences about your background and reasons for running for Community Council.

Signature

Date

DISTRICT POLICY ON SCHOOL COMMUNITY COUNCILS (ARTICLE viii.a.23)

A. Purpose

The Board of Education recognizes that parental participation is an essential component in promoting student achievement. The Board of Education directs each school receiving LAND Trust funds to establish and maintain a School Community Council for the purpose of promoting student achievement, subject to the provisions of this policy and State law (see Utah Code 53A-1a-108 et seq.).

B. Roles and Parameters for the School Community Council

The board believes that the legislature has established school community councils as the mechanism whereby boards of education receive community input. The board is committed to establishing a culture of listening and responding to patrons, strengthening and collaborating with community councils, and providing timely and accurate information at all levels within the school district. The board believes that transparency and disclosure of school and district activities to school community councils will enhance trust and cooperation between the schools, the district and the public.

1. The School Community Council shall develop:
 - a. a School Student Achievement Plan (SSAP), a School LAND Trust Program and, in elementary schools, a K-3 reading achievement plan; and
 - b. for elementary and middle schools, a child access routing plan for submission to the district Traffic Safety Committee.
2. The School Community Council shall assist in the development and implementation of staff professional development plan components which align with the School Student Achievement Plan.
3. In the interest of academic achievement and community engagement, the School Community Council shall advise and make recommendations regarding school and district programs, and issues relating to the community environment for students. Advice or recommendations intended for district administrators or for the board shall be forwarded in writing to the superintendent and/or the board president for distribution. The administration and board will give deferential consideration to school community council advice and recommendations regarding the school to the extent possible, subject to applicable laws, policies and principles of equity.
4. As each school has a community council, the authority of community councils to carry out their roles does not extend beyond their individual schools.
5. The board reserves the following to itself, school administration and district administration and declares them to be beyond the scope of community councils:
 - a. Human resource functions such as hiring, corrective discipline, grade-level assignments, surplus status, etc.
 - b. Individual student decisions such as discipline, placement, etc.

- c. Application of district policy and/or administrative memoranda (i.e. the board reserves the right to grant or deny requests to waive district requirements).
6. Subject to the restrictions of this section, the board encourages school community councils to identify the unique strengths and needs of their respective individual communities and tailor the academic and environmental emphases at their schools accordingly. In this context the board is prepared to entertain school community council requests for exceptions to board policies or district procedures. When considering an exception request the board will weigh such factors as the following:
 - a. identification and articulation of the specific policy or procedure for which exception is sought,
 - b. the history of the school community council in terms of its staffing, functioning and community involvement.
 - c. the purpose for the policy or procedure for which exception is requested and the rationale for the exception,
 - d. the means for measuring the efficacy of the alternative policy or procedure following a reasonable period, and
 - e. whether the exception would implicate other applicable laws.

The board retains the right to rescind a granted exception.

7. School community councils are authorized to appoint individuals who are not council members to serve on subcommittees and task forces to advise the council to include parents, school employees or other community members.
8. The community council chair:
 - a. consults with the principal in creating the meeting agenda,
 - b. presides over meetings,
 - c. ensures that regular meetings are held,
 - d. encourages the attendance and cooperative work of all members,
 - e. makes assignments and provides follow-up,
 - f. ensures compliance with regulations governing community councils and

- g. participates in the election process as required.
9. The community council vice chair assists the chair as needed.
10. The principal:
- a. participates actively on the community council in order to fulfill the council's roles and purposes as articulated in this policy;
 - b. ensures that elections are held as required;
 - c. works with the chair in planning meetings;
 - d. provides school data and budget information to assist in the development of plans;
 - e. facilitates the discussion and interpretation of data as the basis for the establishment of goals;
 - f. ensures all plans and reports are submitted on time;
 - g. provides information regarding federal, state and district requirements;
 - h. communicates council activities and decisions both within the school, to the community and to the district; and
 - i. implements plans upon the approval of the board.

C. School Student Achievement Plans

1. The Board of Education believes that the primary responsibility of a school community council is to develop an SSAP based on the school's U-PASS data. Each plan shall:
- a. identify the school's most critical academic needs;
 - b. recommend a course of action to meet the identified needs;
 - c. list any programs, practices, materials, or equipment the school will need to implement the plan to have a direct impact on student instruction and result in measurable increased student performance; and
 - d. describe how the school intends to enhance or improve academic achievement, including how financial resources will be used to this end.
2. The district, in coordination with the schools, will prepare a report detailing the revenue and expenses for each school, including identification of federal, state or district restrictions associated with the various funds. The principal shall make the report available to the council together with any other data needed to develop the SSAP .

3. Evaluation of the SSAP will follow the district school accountability process.
4. The School LAND Trust Program provides financial resources to enhance or improve student academic achievement and implement a component of the SSAP.
5. Using the school website, individual delivery to each household that has a student attending the school, and to local elected officials, school community councils shall provide:
 - a. by October 15 of the school year, a meeting schedule for the year, including deadlines for SSAP development, and a council roster that includes either a telephone number or email address, or both;
 - b. by October 15 of each year, an annual report, including how the school's School LAND Trust monies were used the previous academic year.

D. Elementary School K-3 Reading Achievement Plan

Elementary schools shall include a K-3 reading achievement plan in the SSAP. The plan must include assessment, intervention, and reporting components for K-3 students.

E. Enrollment and Master Scheduling

The principal shall discuss course and student enrollment priorities and scheduling presumptions with the school community council prior to developing the master schedule. Thereafter the proposed master schedule shall be presented to the school community council for input prior to the schedule being finalized.

F. Council Process

1. The Board of Education encourages committees to make decisions by consensus. When consensus is not possible, decisions shall be made by majority vote. A majority of council members constitutes a quorum for the transaction of business. A council shall adopt rules of order and procedure to govern meetings and make the rules of order and procedure available to meeting attendees and on the school's website.
2. Council meetings are to be open to the public and meeting agendas with the time, place, and minutes from the previous meeting, shall be posted on the school's website at least a week prior to a meeting.
3. Although council meetings are open to the public, meetings need not be public hearings. However, councils are encouraged to develop means for school stakeholders to participate with the council and give feedback to the council.
4. A community council may not close any portion of a meeting and minutes of the meeting should

be kept and include information on attendees, and a record of votes by individual members. Meeting minutes are public records and should be retained for 3-years.

G. Annual Approval by the Board of Education

1. Board of Education Responsibility

By law, SSAPs (Utah Code 53A-1a-108.5(5)), school LAND trust plans (Utah Code 53A-16-101(6)) and staff professional development plans (Utah Code 53A-3-701(3)) are subject to the annual approval of the board of education.

2. Statement of Policy for Approval of Plans

The board of education will not approve school student achievement plans, school LAND trust plans or staff professional development plans that do not have the affirmative support of the majority of parent/guardian community council members, the majority of employee community council members and the principal.

3. Appeal to the Board of Education

The chair of a school community council lacking the requisite affirmative support for approval of a plan may request the assistance of a facilitator from the district. If requisite support is still not obtained, the chair may request audience with the board of education to explain the situation and receive direction.

UTAH STATE STATUTES GOVERNING SCHOOL COMMUNITY COUNCILS

53A-1a-108. School community councils -- Duties -- Composition -- Election procedures and selection of members

(1) As used in this section:

(a) “Educator” has the meaning defined in Section 53A-6-103.

(b) (i) “Parent or guardian member” means a member of a school community council who is a parent or guardian of a student who:

(A) is attending the school; or

(B) will be enrolled at the school during the parent’s or guardian’s term of office.

(ii) “Parent or guardian member” may not include an educator who is employed at the school.

(c) “School employee member” means a member of a school community council who is a person employed at the school by the school or school district, including the principal.

(d) “School LAND Trust Program money” means money allocated to a school pursuant to Section 53A-16-101.5.

(2) Each public school, in consultation with its local school board, shall establish a school community council at the school building level for the purpose of:

(a) involving parents or guardians of students in decision making at the school level;

(b) improving the education of students;

(c) prudently expending School LAND Trust Program money for the improvement of students’ education through collaboration among parents and guardians, school employees, and the local school board; and

(d) increasing public awareness of:

(i) school trust lands and related land policies;

(ii) management of the State School Fund established in Utah Constitution Article X, Section V; and

(iii) educational excellence

(3) (a) Except as provided in Subsection (3)(b), a school community council shall:

(i) create a school improvement plan in accordance with Section 53A-1a-108.5;

(ii) create the School LAND Trust Program in accordance with Section 53A-16-101.5;

(iii) assist in the creation and implementation of a staff professional development plan as provided by Section 53A-3-701; and

(iv) advise and make recommendations to school and school district administrators and the local school board regarding the school and its programs, school district programs, a child access routing plan in accordance with Section 53A-3-402, and other issues relating to the community environment for students.

(b) In addition to the duties specified in Subsection (3)(a), a school community council for an elementary school shall create a reading achievement plan in accordance with Section 53A-1-606.5.

(c) A school or school district administrator may not prohibit or discourage a school community council from discussing issues, or offering advice or recommendations, regarding the school and its programs, school district programs, the curriculum, or the community environment for students.

(4) (a) Each school community council shall consist of school employee members and parent or guardian members in accordance with this section.

(b) Except as provided in Subsection (4)(c) or (d):

(i) Each school community council for a high school shall have six parent or guardian members and four school employee members, including the principal; and

(ii) each school community council for a school other than a high school shall have four parent or guardian members and two school employee members, including the principal.

(c) A school community council may determine the size of the school community council by a majority vote of a quorum of the school community council provided that:

- (i) the membership includes two or more parent or guardian members than the number of school employee members; and
 - (ii) there are at least two school employee members on the school community council.
- (d) (i) The number of parent or guardian members of a school community council who are not educators employed by the school district shall exceed the number of parent or guardian members who are educators employed by the school district.
- (ii) If, after an election, the number of parent or guardian members who are not educators employed by the school district does not exceed the number of parent or guardian members who are educators employed by the school district, the parent or guardian members of the school community council shall appoint one or more parent or guardian members to the school community council so that the number of parent or guardian members who are not educators employed by the school district exceeds the number of parent or guardian members who are educators employed by the school district.
- (5) (a) Except as provided in Subsection (5)(f), a school employee member, other than the principal, shall be elected by secret ballot by a majority vote of the school employees and serve a two-year term. The principal shall serve as an ex officio member with full voting privileges.
- (b) (i) Except as provided in Subsection (5)(f), a parent or guardian member shall be elected by secret ballot at an election held at the school by a majority vote of those voting at the election and serve a two-year term.
- (ii) Only parent or guardians of students attending the school may vote at this election under Subsection (5) (b)(i).
- (iii) Any parent or guardian of a student who meets the qualifications of this section may file or declare the parent's or guardian's candidacy for the election to a school community council.
- (iv) (A) Subject to Subsections (5)(b)(iv)(B) and (5)(b)(iv)(C), a timeline for the election of parent or guardian members of a school community council shall be established by a local school board for the schools within the school district.
- (B) An election for the parent or guardian members of a school community council shall be held near the beginning of the school year and completed before October 15 or held in the spring and completed before the last week of school.
- (C) Each school shall establish a time period for the election of parent or guardian members of a school community council under Subsection (5)(b)(iv)(B) that is consistent for at least a four-year period.
- (c) (i) The principal of the school, or the principal's designee, shall provide notice of the available community council positions to school employees, parents, and guardians at least 10 days before the date that voting commences for the elections held under Subsection (5)(a) and (5)(b).
- (ii) The notice shall include:
- (A) the dates and times of the elections;
 - (B) a list of council positions that are up for election; and
 - (C) instructions for becoming a candidate for a community council position.
- (iii) The principal of the school, or the principal's designee, shall oversee the elections held under Subsections (5)(a) and (5)(b).
- (iv) Ballots cast in an election held under Subsection (5)(b) shall be deposited in a secure ballot box.
- (d) Results of the election held under Subsections (5)(a) and (5)(b) shall be made available to the public upon request.
- (e) (i) If a parent or guardian position on a school community council remains unfilled after an election is held, the other parent or guardian members of the council shall appoint a parent or guardian who meets the qualifications of this section to fill the position.
- (ii) If a school employee position on a school community council remains unfilled after an election is held, the other school employee members of the council shall appoint a school employee to fill the position.
- (iii) A member appointed to a school community council under Subsection (5)(e)(i) or (ii) shall serve a two-

year term

- (f) (i) If the number of candidates who file for a parent or guardian position or school employee position on a school community council is less than or equal to the number of open positions, an election is not required.
- (ii) If an election is not held pursuant to Subsection (5)(f)(i) and parent or guardian position remains unfilled, the other parent or guardian member of the council shall appoint a parent or guardian who meets the qualifications of this section to fill the position.
- (iii) If an election is not held pursuant to Subsection (5)(f)(i) and school employee position remains unfilled, the other school employee members of the council shall appoint a school employee who meets the qualifications of this section to fill the position.
- (g) The principal shall enter the names of the council members on the School LAND Trust website on or before November 15 each year, pursuant to Section 53A-1a-108.1.
- (h) Terms shall be staggered so that approximately half of the council members stand for election each year.
- (i) A school community council member may serve successive terms provided the member continues to meet the definition of a parent or guardian member or school employee member as specified in Subsection (1).
 - (i) Each school community council shall elect:
 - (i) a chair from its parent or guardian members; and
 - (ii) a vice-chair from either its parent or guardian members or school employee members, excluding the principal.
 - (6) (a) A school community council may create subcommittees or task forces to:
 - (i) advise or make recommendations to the council; or
 - (ii) develop all or part of a plan listed in Subsection (3).
 - (b) Any plan or part of a plan developed by a subcommittee or task force shall be subject to the approval of the school community council.
 - (c) A school community council may appoint individuals who are not council members to serve on a subcommittee or task force, including parents or guardians, school employees, or other community members.
- (7) (a) A majority of the members of a school community council is a quorum for the transaction of business.
- (b) The action of a majority of the members of a quorum is the action of the school community council.
- (8) A local school board shall provide training for a school community council each year, including training:
 - (a) for the chair and vice chair about their responsibilities;
 - (b) on resources available on the School LAND Trust website; and
 - (c) on the following statutes governing school community councils:
 - (i) Section 53A-1a-108
 - (ii) Section 53A-1a-108.1
 - (iii) Section 53A-1a-108.5; and
 - (iv) Section 53A-16-101.5.

Amended by Chapter 296, 2013 General Session

53A-1a-108.1. School community councils -- Open and public meeting requirements

- (1) A school community council established under Section 53A-1a-108:
 - (a) shall conduct deliberations and take action openly as provided in this section; and
 - (b) is exempt from Title 52, Chapter 4, Open and Public Meetings Act.
- (2) As required by Section 53A-1a-108, a local school board shall provide training for the members of a school community council on this section.
 - (3) (a) A meeting of a school community council is open to the public.
 - (b) A school community council may not close any portion of a meeting.
 - (4) A school community council shall, at least one week prior to a meeting, post the following information on the school's website:
 - (a) a notice of the meeting, time, and place;
 - (b) an agenda for the meeting; and
 - (c) the minutes of the previous meeting.
 - (5) (a) On or before November 15, a principal shall post the following information on the school website and the school office:
 - (i) the proposed school community council meeting schedule for the year;
 - (ii) a telephone number or email address, or both, where each school community council member can be reached directly; and
 - (iii) a summary of the annual report required under Section 53A-16-101.5 on how the school's School LAND Trust Program money was used to enhance or improve academic excellence at the school and implement a component of the school's improvement plan.
 - (b) (i) A school community council shall identify and use methods of providing the information listed in Subsection (5)(a) to a parent or guardian who does not have Internet access.
 - (ii) Money allocated to a school under the School LAND Trust Program created in Section 53A-16-101.5 may not be used to provide information as required by Subsection (5)(b)(i).
- (6) (a) The notice requirement of Subsection (4) may be disregarded if:
 - (i) because of unforeseen circumstances it is necessary for a school community council to hold an emergency meeting to consider matters of an emergency or urgent nature; and
 - (ii) the school community council gives the best notice practicable of:
 - (A) the time and place of the emergency meeting; and
 - (B) the topics to be considered at the emergency meeting.
- (b) An emergency meeting of a school community council may not be held unless:
 - (i) an attempt has been made to notify all the members of the school community council; and
 - (ii) a majority of the members of the school community council approve the meeting.
- (7) (a) An agenda required under Subsection (4)(b) shall provide reasonable specificity to notify the public as to the topics to be considered at the meeting.
 - (b) Each topic described in Subsection (7)(a) shall be listed under an agenda item on the meeting agenda.
 - (c) A school community council may not take final action on a topic in a meeting unless the topic is:
 - (i) listed under an agenda item as required by Subsection (7)(b); and
 - (ii) included with the advance public notice required by Subsection (4).
- (8) (a) Written minutes shall be kept of a school community council meeting shall include:
 - (i) the date, time, and place of the meeting;
 - (ii) the names of the members present and absent;
 - (iii) a brief statement of the matters proposed, discussed, or decided;
 - (iv) a record, by individual member, of each vote taken;

- (v) the name of each person who:
 - (A) is not a member of the school community council; and
 - (B) after begin recognized by the chair, provided testimony or comments to the school community council ;
- (vi) the substance, in brief, of the testimony or comments provided by the public under Subsection (8)(b) (v); and
- (vii) any other information that is a record of the proceedings of the meeting that any member requests be entered in the minutes.
- (c) The written minutes of the school community council meeting:
 - (i) are a public record under Title 63G, Chapter 2, Government Records Access and Management Act; and
 - (ii) shall be retained for three years.
- (9) (a) As used in this Subsection (9), “rules of order and procedure” means a set of rules that govern and prescribe in a public meeting:
 - (i) parliamentary order and procedure;
 - (ii) ethical behavior; and
 - (iii) civil discourse.
- (b) A school community council shall:
 - (i) adopt rules or order and procedure to govern a public meeting of the school community council;
 - (ii) conduct a public meeting in accordance with the rules of order and procedure described in Subsection (9)(b)(i); and
 - (iii) make the rules of order and procedure describes in Subsection (9)(b)(i) available to the public:
 - (A) at each public meeting of the school community council; and
 - (B) on the school’s website.

Amended by Chapter 296, 2013 General Session

53A-1a-108.5. School improvement plan.

(1) (a) Each school community council shall annually evaluate the school's U-PASS test results and use the evaluations in developing a school improvement plan.

(b) In evaluating U-PASS test results and developing a school improvement plan, a school community council may not have access to data that reveal the identity of students.

(2) Each school improvement plan shall:

(a) identify the school's most critical academic needs;

(b) recommend a course of action to meet the identified needs;

(c) list any programs, practices, materials, or equipment that the school will need to implement its action plan to have a direct impact on the instruction of students and result in measurable increased student performance; and

(d) describe how the school intends to enhance or improve academic achievement, including how financial resources available to the school, such as School LAND Trust Program money received under Section 53A-16-101.5 and state and federal grants, will be used to enhance or improve academic achievement.

(3) The school improvement plan shall focus on the school's most critical academic needs but may include other actions to enhance or improve academic achievement and community environment for students.

(4) The school principal shall make available to the school community council the school budget and other data needed to develop the school improvement plan.

(5) The school improvement plan shall be subject to the approval of the local school board of the school district in which the school is located.

(6) A school community council may develop a multiyear school improvement plan, but the plan must be presented to an approved annually by the local school board.

(7) Each school shall:

(a) implement the school improvement plan as developed by the school community council and approved by the local school board;

(b) provide ongoing support for the council's plan; and

(c) meet local school board reporting requirements regarding performance and accountability.

Enacted by Chapter 324, 2002 General Session

53A-16-101.5. School LAND Trust Program -- Purpose -- Distribution of funds -- School plans for use of funds

- (1) There is established the School LAND (Learning And Nurturing Development) Trust Program to:
 - (a) provide financial resources to public schools to enhance or improve student academic achievement and implement a component of the school improvement plan; and
 - (b) involve parents and guardians of a school's students in decision making regarding the expenditure of School LAND Trust Program money allocated to the school.
 - (2) (a) The program shall be funded each fiscal year:
 - (i) from the Interest and Dividends Account created in Section 53A-16-101; and
 - (ii) in the amount of the sum of the following:
 - (A) the interest and dividends from the investment of money in the permanent State School Fund deposited to the Interest and Dividends Account in the immediately preceding year; and
 - (B) interest accrued on money in the Interest and Dividends Account in the immediately preceding fiscal year.
 - (b) on and after July 1, 2003, the program shall be funded as provided in Subsection (2)(a) up to an amount equal to 2% of the funds provided for the Minimum School Program, pursuant to Title 53A, Chapter 17a, Minimum School Program Act, each fiscal year.
 - (c) (i) The Legislature shall annually allocate, through an appropriation to the State Board of Education, a portion of the interest and Dividends Account created in Section 53A-16-101 to be used for:
 - (A) the administration of the School LAND Trust Program; and
 - (B) the performance of duties described in Section 53A-16-101.6.
 - (ii) Any unused balance remaining from an amount appropriated under Subsection (2)(c)(i) shall be deposited in the Interest and Dividends Account for distribution to schools in the School LAND Trust Program.
 - (3) (a) The State Board of Education shall allocate the money referred to in Subsection (2) annually for the fiscal year beginning July 1, 2013, and for each fiscal year thereafter as follows:
 - (i) the Utah Schools for the Deaf and the Blind and the charter schools combined shall receive funding equal to the product of:
 - (A) enrollment on October 1 in the prior year at the Utah Schools for the Deaf and the Blind, or in the charter schools combined, divided by enrollment on October 1 in the prior year in public schools statewide; and
 - (B) the total amount available for distribution under Subsection (2);
 - (ii) the amount allocated to the charter schools combined under Subsection (3)(a)(i) shall be distributed among charter schools in accordance with the formula specified in rules adopted by the State Board of Education in consultation with the State Charter School Board; and
 - (iii) of the funds available for the distribution under Subsection (2) after the allocation of funds for the Utah Schools for the Deaf and the Blind and charter schools:
 - (A) school districts shall receive 10% of the funds on an equal basis; and
 - (B) the remaining 90% of the funds shall be distributed on a per student basis.
 - (b) A school district shall distribute its allocation under Subsection (3)(a)(iii) to each school within the district on an equal per student basis.
 - (c) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the State Board of Education may make rules regarding the time and manner in which the student count shall be made for allocation of the money under Subsection (3)(a)(iii).
 - (4) To receive its allocation under Subsection (3):
 - (a) a school shall have established a school community council in accordance with Section 53A-1a-108;
- and

(b) the school's principal shall provide a signed, written assurance in accordance with rules of the State Board of Education that membership of the school community council is consistent with the membership requirements specified in Section 53A-1a-108.

(5) (a) The school community council or its subcommittee shall create a program to use its allocation under Subsection (3) to implement a component of the school's improvement plan; including:

(i) the school's identified most critical academic needs;

(ii) a recommended course of action to meet the identified academic needs;

(iii) a specific listing of any programs, practices, materials, or equipment which the school will need to implement a component of its school improvement plan to have a direct impact on the instruction of students and result in measurable increased student performance; and

(iv) how the school intends to spend its allocation of funds under this section to enhance or improve academic excellence in school.

(b) (i) A school community council shall create and vote to adopt a plan for the use of School LAND Trust Program money in a meeting of the school community council at which a quorum is present.

(ii) If a majority of the quorum votes to adopt a plan for the use of School LAND Trust Program money, the plan is adopted.

(c) A school community council shall:

(i) post a plan for the use of School LAND Trust Program money that is adopted in accordance with Subsection (5)(b) on the School LAND Trust Program website; and

(ii) include with the plan a report noting the number of school community council members who were absent for the vote.

(d) (i) A school's local school board shall approve or disapprove a plan for the use of School LAND Trust Program money.

(ii) If a local school board disapproves a plan for the use of School LAND Trust Program money, the local school board shall provide a written explanation of why the plan was disapproved and request the school community council who submitted the plan to revise the plan.

(iii) The school community council shall submit a revised plan to the local school board for approval.

(6) (a) Each school shall:

(i) implement the program as approved;

(ii) provide ongoing support for the council's program; and

(iii) meet State Board of education reporting requirement regarding financial and performance accountability of the program.

(b) (i) Each school, through its school community council, shall prepare and post an annual report of the program on the School LAND Trust Program website each fall.

(ii) The report shall detail the use of program funds received by the school under this section and an assessment of the results obtained from the use of the funds.

(iii) A summary of the report shall be provided to parents or guardians of students attending the school.

(7) (a) the governing board of a charter school shall establish a council, which shall prepare a plan for the use of School LAND Trust Program money that includes the elements listed in Subsection (5).

(b) (i) The membership of the council shall include parents or guardians of students enrolled at the school and may include other members.

(ii) The number of council members who are parents or guardians of students enrolled at the school shall exceed all other members combined by at least two.

(c) A charter school governing board may serve as the council that prepares a plan for the use of School

LAND Trust Program money if the membership of the charter school governing board meets the requirements of Subsection (7)(b)(ii).

(d) (i) Except as provided in Subsection (7)(d)(ii), council members who are parents or guardians of student enrolled at the school shall be elected in accordance with procedures established by the charter school governing board.

(ii) Subsection (7)(d)(i) does not apply to a charter school governing board that serves as the council that prepares a plan for the use of School LAND Trust Program money.

(e) A parent or guardian of a student enrolled at the school shall serve as chair or vice chair of a council that prepares a plan for the use of School LAND Trust Program money.

(f) A plan for the use of School LAND Trust Program money shall be subject to approval by the charter school governing board and the entity that authorized the establishment of the charter school.

Amended by Chapter 296, 2013 General Session

School LAND Trust Program
Appropriate Expenditures
June 2013

It has been suggested that a list of appropriate expenditures be made available to School Community Councils. The list included here is not complete but are suggested expenditures included in the State Board Rule R277-477 as passed by the Board in June 2013.

Plans are to focus on the school's most critical academic needs consistent with Section 53A-1a-108.5. Funds are to be used to directly impact instruction and enhance academic excellence. Plans shall include specific academic goals, steps to meet those goals, measurements to access improvement and specific expenditures to implement plans that may include:

- credit recovery courses and programs
- study skills classes
- college entrance exam preparation classes
- academic field trips
- classroom equipment and materials such as flashcards, math manipulatives, calculators, microscopes, maps, or books
- teachers, teacher aides, and student tutors
- professional development directly tied to school academic goals
- student focused educational technology, including hardware and software, computer carts and work stations
- books, textbooks, workbooks, library books, bookcases, and audio-visual materials
- student planners
- nominal student incentives that are academic in nature or of marginal total cost

Examples of programs or activities ineligible for funding using School LAND Trust Program funds include:

- security
- phone, cell phone, electric, and other utility costs
- behavior, character education, bullying prevention
- sports and playground equipment
- athletic or intramural programs
- extra-curricular non-academic expenditures
- audio-visual systems in non-classroom locations
- non-academic field trips
- food and drink for council meetings or parent nights
- printing and mailing costs for notices to parents
- accreditation, administrative, clerical or secretarial costs
- cash or cash equivalent incentives for students
- other furniture
- staff bonuses

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School Children's Trust, USOE

Rules of Order and Procedure

This template was developed at the request of schools and districts to meet a new requirement for school community councils to adopt Rules of Order and Procedure (53A-1a-108.1). The template may be reviewed and amended by councils to meet their needs or councils may develop their own.

To promote ethical behavior and civil discourse each council member shall:

- Attend council meetings on time and prepared
- Make decisions with the needs of students as the main objective
- Listen to and value diverse opinions
- Be sure the opinions of those you represent are included in discussions
- Expect accountability and be prepared to be accountable
- Act with integrity

Rules of Procedure:

All meetings are open to the public and the public is welcome to attend.

The agenda of each upcoming meeting with draft minutes of the prior meeting will be made available to all council members at least one week in advance.

Minutes will be kept of all meetings, prepared in draft format for approval at the next scheduled meeting.

The council will prepare a timeline for the school year that includes due dates for all required reporting and other activities/tasks that the council agrees to assume or participate in. The timeline will assist in preparation of agendas to be sure the council accomplishes their work in a timely manner.

The chair conducts the meetings, makes assignments and requests reports on assignments. In the absence of the chair, the vice-chair shall conduct meetings.

Meetings shall be conducted and action taken according to very simplified rules of parliamentary procedure as required in 53A-1a-108.1(9)(i). Items on the agenda take priority over other discussions coming before the council. Action of the council will be taken by motions and voting. The motions and voting are recorded in the minutes.

A motion (or an action to be taken by the council) is stated as a motion. Someone else on the council “seconds” the motion indicating that at least one other person on the council feels the motion is worthy of discussion. Then the council members may provide input and discussion as called upon by the chair. When discussion seems complete the chair may call for a vote on the motion. Or when a member of the council “calls the previous question” (a motion to end discussion of the first motion), a second is required and then, without discussion the chair calls for a vote that must pass by 2/3. If the vote on the previous question fails the council goes back to discussing the first motion. If the motion to call the previous question passes, the chair directly calls for a vote on the first motion. A vote to call the previous question is usually used to move business along.

Attached is a chart that could be used if the council feels they would like to use additional motions of Parliamentary Procedure in their meetings.

Simple Motions of Parliamentary Procedure

MOTION	DOES IT REQUIRE A 2ND?	IS IT DEBATABLE?	CAN IT BE AMENDED?	IS A VOTE REQUIRED?
Adjourn	yes	no	no	majority
Amend a motion	yes	yes	yes	majority
Close nominations	yes	no	yes	2/3
Main motion	yes	yes	yes	majority
Point of order	no	no	no	ruled on by chair
Previous question	yes	no	no	2/3
Reconsider	yes	yes	no	majority
Withdrawal of motion	no	no	no	majority

- A tie vote is a lost vote.
- A main motion may be amended.
- Nominations can be closed by saying, “I move to close nominations.”
- Most motions are main motions.
- A point of order is offered when there is some question if procedure had been followed correctly.
- To stop debate or discussion on a motion and force the vote a member would say, “I move the previous question.” This requires a second and a 2/3 vote.
- Hasty action may be corrected by use of the motion to reconsider. This motion may be made only by one who voted on the prevailing side.
- A person who made the motion may withdraw the same motion.

Your School
Logo Here

School Community Council Ballot

Please check the box next to the individual's name for who you wish to vote. You may vote for up to [the number of vacancies] candidates

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Please fold this ballot in half and deposit it in the ballot box once you have finished voting.

Your School
Logo Here

School Community Council Ballot

Please check the box next to the individual's name for who you wish to vote. You may vote for up to [the number of vacancies] candidates

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Please fold this ballot in half and deposit it in the ballot box once you have finished voting.

Your School
Logo Here

School Community Council Ballot

Please check the box next to the individual's name for who you wish to vote. You may vote for up to [the number of vacancies] candidates

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Please fold this ballot in half and deposit it in the ballot box once you have finished voting.

Your School
Logo Here

School Community Council Ballot

Please check the box next to the individual's name for who you wish to vote. You may vote for up to [the number of vacancies] candidates

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Please fold this ballot in half and deposit it in the ballot box once you have finished voting.