

School Community Councils

**Working Together for
School Improvement**

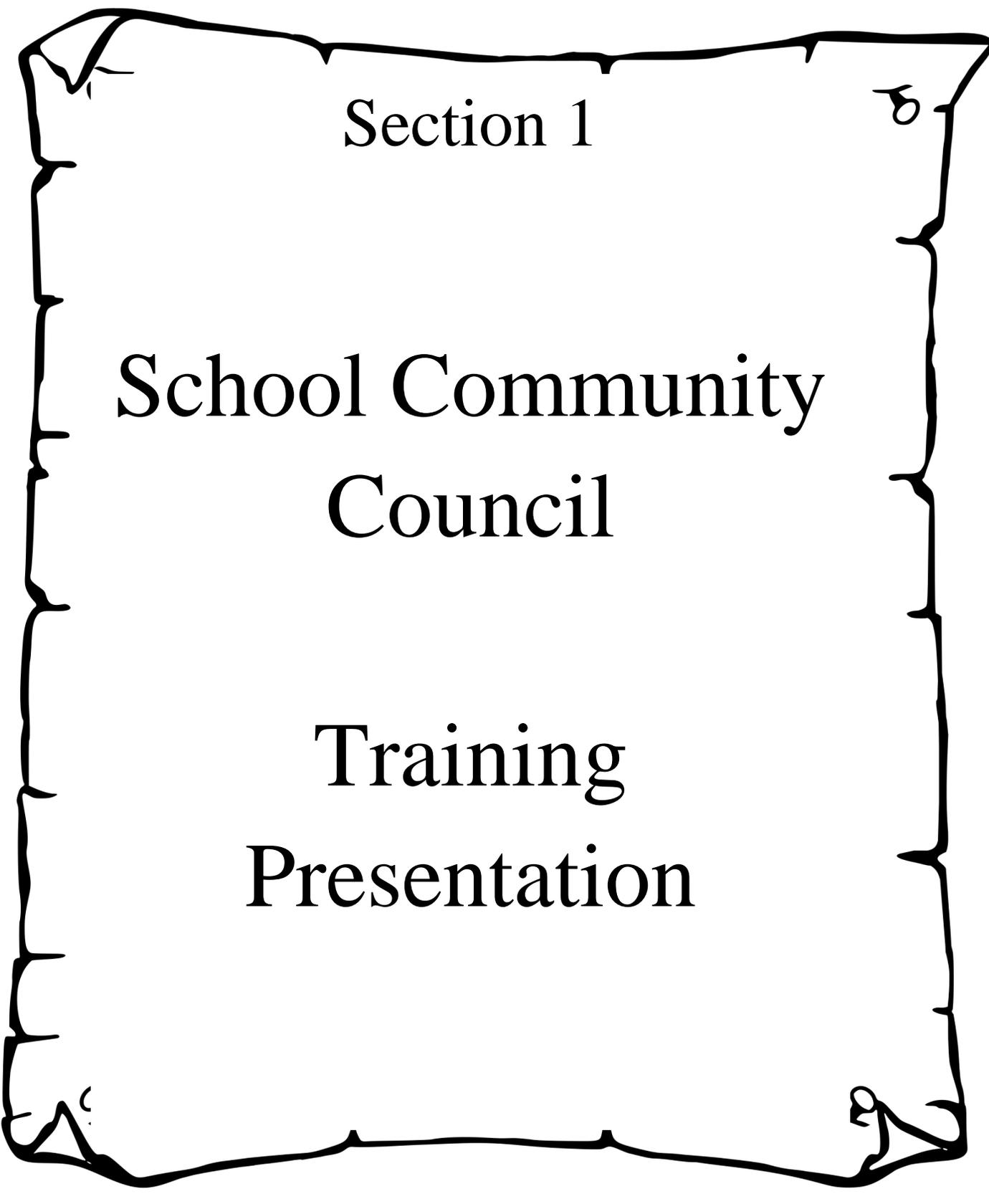
2021-22



School Community Council

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Section 1

School Community
Council

Training
Presentation



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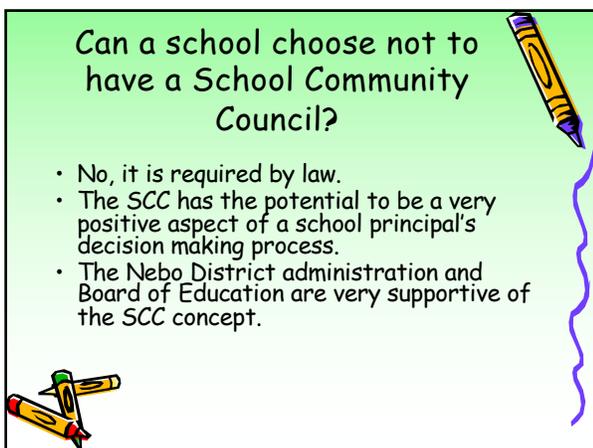
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Size Guidelines

- A high school will have at least 6 parent/guardian members and at least 4 faculty/staff members.
- All other schools will have at least 4 parent/guardian members and at least 2 faculty/staff members.
- Parent members must exceed the number of faculty members (including the principal) by at least two members.



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Terms for Members

- A term is 2 years.
- Schools, in consultation with districts, set the beginning date.
- A council member may be elected to office as long as they will have a student attending the school.
- Recommend staggered terms



8

School Employee Elections

- Teacher/Employee Members, except the principal, are elected by employees.
- Principals serve and fill an employee position but are not elected.



9

Parent Elections

- The elections may be held near the beginning of the school year or in the spring if they are completed before the last week of school.
- The timing of the election must remain the same for at least four years.
- The timeline must include a notice to parents at least 10 days prior to the election that includes the open positions, how to file, and when and where the election is to be held.



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Parent Elections Cont...

- If there is not a contested race, the school need not hold an election.
- There are no term limits for parents. They may serve if they have a child attending the school during the two-year term.
- After the council is elected, the council elects a chair and a vice chair.



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What about unfilled positions?

- If a parent/guardian position is unfilled after elections, the parent/guardian committee members will select a parent/guardian to fill the position.
- If a faculty/staff position is unfilled after elections, the faculty/staff committee members will select a faculty/staff person to fill the position.



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Major Roles of the Council

- Participate in the development of a School Land Trust plan and budget
- Advise the school administration on local school issues
- Develop a child access routing plan (elementary, middle and junior high)
- Make recommendations regarding school safety issues and safe technology usage and digital citizenship.

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- Serve as the Building Needs Committee
- Provide an opportunity for issues of concern in the community to be presented to the school administration
- Review state testing data as needed.
- Develop and incorporate safety principles at the school and hold at least an annual discussion with the school's principal and District administrator regarding safety principles at the school and district level.

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- Review and vote on Reading Achievement Plan (elementary)
- Make recommendations regarding issues at the school such as school programs, ideas/suggestions regarding students, etc.
- Provide e-mail and phone number, made public on the school's website and provided directly to all parents (state law).

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At Secondary Schools

- Review and advise on local school rewards and consequences related to school attendance
- Serve as the Comprehensive Guidance Advisory Committee
- Participate in the school accreditation process
- Review and approve admission charges for school events
- Review and forward to the District Curriculum Committee any proposals for new courses to be offered

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School Website Posting

- **One week prior to meetings** - agenda with date, time, location, minutes from previous mtg.
- **By October 1** - yearly mtg. schedule, members contact info., prior year Land Trust Plan, Land Trust voting results
- **Always on site** - parent opportunities, Land Trust amount received, rules of order and procedure.

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The Role of the Principal

- Signs written assurance that elections are held as required by the law
- Ensures that all reports and plans are submitted as required
- Provides access to school information and budget data that relate to Staff Development and Land Trust plans
- Submits a report of the council's voting record for each of the school's plans.
- Works with the SCC Chair in planning meetings and activities, etc.

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The Role of the Chair

- Set the agenda and conduct the meetings
- Assure that written minutes are kept
- Assures that the council adopts rules of order and procedures.
- Makes assignments and ensures follow-up
- Meeting Notice, Agenda and Minutes on web
- Conduct Meetings, etc.



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The Role of the Facilitator

- May be an elected voting member or a non-elected, non-voting person
- Receives a stipend (\$500)
- Schedules meetings, sends reminders as needed and takes minutes
- Assists the chairperson and the principal
- Produces agendas and other documents as needed
- Gathers data and prepares reports
- Maintains and updates website information, etc.



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Responsibilities of Each Member

- Make a conscientious effort to attend all meetings
- Act in good faith for the benefit of all students and the school
- Participate in the development of all required plans
- Be a positive, contributing member of the council



21

Each member of the council should represent the community to the school and the school to the community - build a bridge.




22

The underlying focus should always be: what is in the best interest of the students?




23

For example, insufficient office space may be an appropriate school improvement issue.




24

- It would not be an appropriate School Land Trust expenditure.
- School Land Trust money must address a specific "academic" need and focus on students. It should not be spent on work environment needs.

25

You have to be able to identify challenges at your school, before you can begin the improvement process.



26

Planning for school improvement may cause you to look beyond your present comfort zone.



27

Serving on the council should be a rewarding and enjoyable experience!



28

Some ideas for making the School Community Council a positive experience for all involved:

- Make sure everyone is trained
- Hold regular and carefully planned meetings
- Follow a printed agenda

29

- Have a start and stop time
- Focus on the stated council purposes
- Allow some time during each meeting for issues of concern to be raised and ideas to be expressed.

30

When issues are raised, look into them and report back.



31

• Don't let council meetings become "gripe sessions."



• Use a positive approach when expressing concerns or ideas!



32

No one likes to feel like he/she is being beat up.



33

Serving light refreshments is always a nice touch, but don't over-do it.



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In addition to the focus on school improvement, celebrate the achievements of the school!



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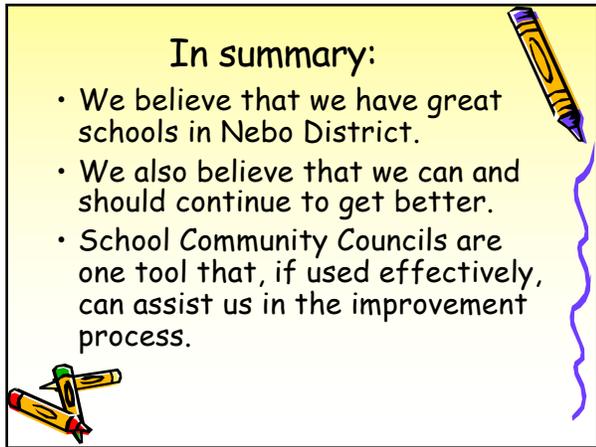
• Express thanks for good work that is done.
• Everyone likes to be appreciated!



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In summary:

- We believe that we have great schools in Nebo District.
- We also believe that we can and should continue to get better.
- School Community Councils are one tool that, if used effectively, can assist us in the improvement process.



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For Those Wanting More....

Please feel free to visit:
www.schoollandtrust.org



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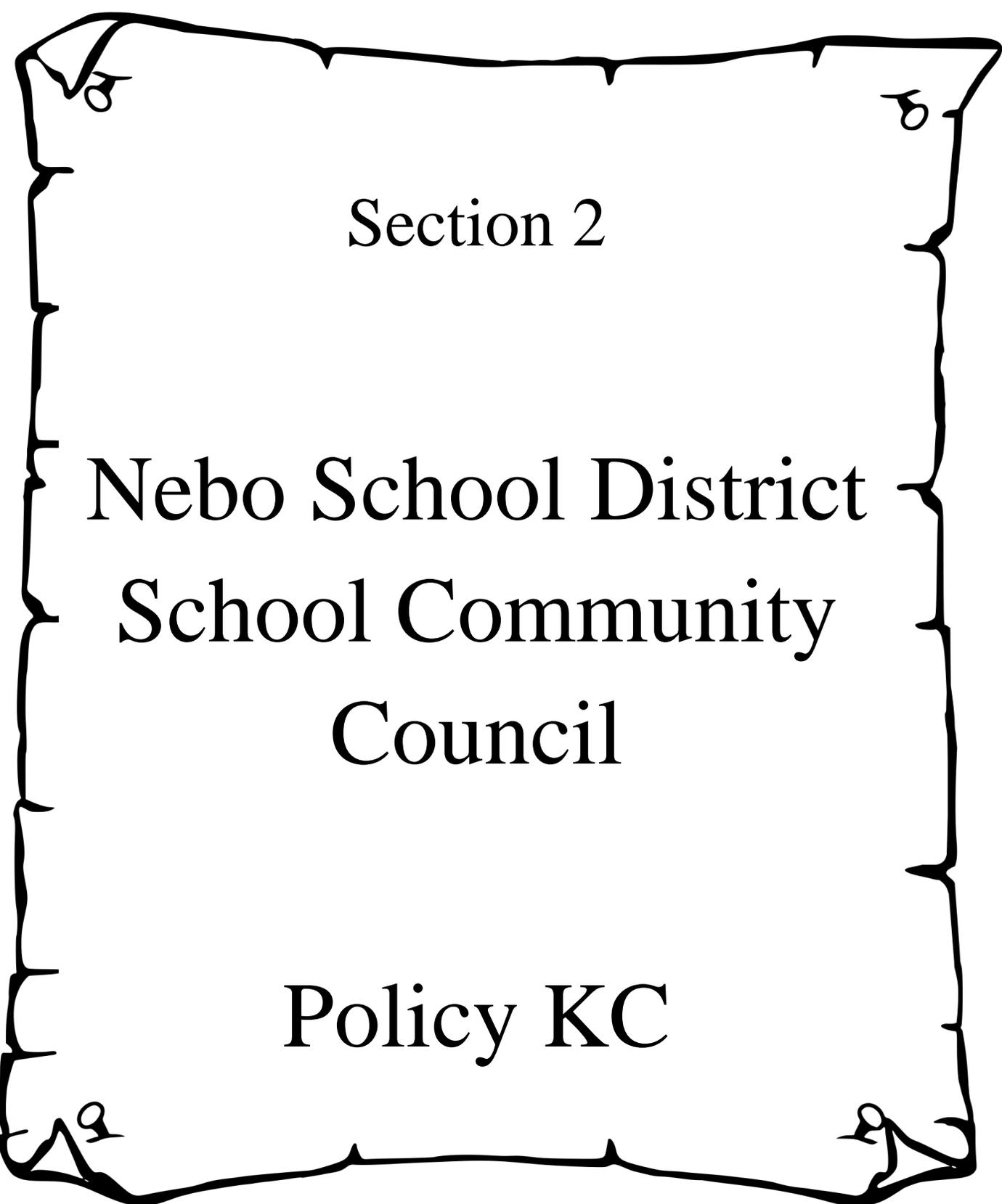
Thanks for Attending

 and 

Thanks for making a Difference!



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Section 2

Nebo School District
School Community
Council

Policy KC

SECTION: K – School-Community Relations
POLICY TITLE: School Community Councils
FILE No.: KC
DATED: August 11, 2021

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1. AUTHORIZATION

[UTAH CODE ANN. § 53G-7-1202](#) directs that each public school, in consultation with its local school board, shall establish a School Community Council (the “Council”) at each school building level.

2. PURPOSE AND PHILOSOPHY

A School Community Council is created 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 Board of Education; 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. In this regard, the responsibilities of the School Community Council are advisory in nature. The authority of the Council does not supersede the authority of the principal, the superintendent, or the Board of Education.

3. DEFINITIONS

- 3.1. “**Candidate**” means a parent or school employee who has filed for election to the School Community Council.
- 3.2. “**Contested Race**” means the election of members to a School Community Council when there are more Candidates than open positions.
- 3.3. “**Educator**” means a teacher, counselor, administrator, librarian, or other person required to hold a license as per [UTAH CODE ANN. § 53E-6-102](#).
- 3.4. “**Digital Citizenship**” means the norms of appropriate, responsible, and healthy behavior related to technology use, including digital literacy, ethics, etiquette, and security.

- 3.5. **“Parent or Guardian Member”** means a member of a School Community Council who is a parent or guardian of a student who: (1) is attending the school; or (2) will be enrolled at the school during the parent’s or guardian’s term of office. A Parent or Guardian Member may not include an Educator who is employed at the school.
- 3.6. **“Safety Principles”** means safety principles that, when incorporated into programs and resources, impact academic achievement by strengthening a safe and wholesome learning environment, including continual efforts for safe technology utilization and digital citizenship.
- 3.7. **“School Employee Member”** means a member of a School Community Council who is a person employed at the school.

4. COMPOSITION OF THE COUNCIL

- 4.1. Each Council shall consist of School Employee Members, including the school’s principal, and Parent or Guardian Members. The principal serves as an ex-officio member of the Council with full voting privileges.
- 4.2. A Council may determine the size of the Council by a majority vote of a quorum of the Council as long as there are at least two (2) School Employee Members and the number of Parent or Guardian Members exceeds by at least two (2) the number of School Employee Members, including the school principal. If a Council does not determine its size by a majority vote, a high school shall have at least six (6) Parent or Guardian Members and four (4) School Employee Members, and all other schools shall have at least four (4) Parent or Guardian Members and two (2) School Employee Members. The number of Parent or Guardian Members of the Council who are not Educators employed by the District must exceed the number of Parent or Guardian Members who are Educators employed by the District.
- 4.3. A majority of the members of a School Community Council is a quorum for the transaction of business. There must be a quorum of the members to convene a meeting. The action of a majority of the members of a quorum is the action of the School Community Council.
- 4.4. Each school principal shall appoint a facilitator who may be an elected voting member or may be an appointed, non-voting member of the Council. The facilitator may also serve as the vice chair.
- 4.5. The School Community Council may appoint non-elected persons to subcommittees or task forces to assist it in its responsibilities. The work of subcommittees or task forces will be subject to review and approval by the School Community Council.

5. COUNCIL ELECTIONS

- 5.1. Each Council member, other than the principal, shall be elected by secret ballot at an election held at the school. Written notice of the opportunity to vote and run as a candidate in the election shall be given to each school employee, parent, or guardian at least ten (10) days prior to the election. The notice should include the dates and times of elections, a list of positions up for election, and instructions for becoming a Candidate. Results of the election will be made available to the public upon request.
- 5.2. Elections are required only in the event of a Contested Race. Where there are not more Candidates than open positions, no election is necessary.
- 5.3. Election procedures shall be conducted in accordance with [UTAH CODE ANN. § 53G-7-1202](#).
- 5.4. Each School Employee Member, other than the principal, shall be elected by a majority vote of the school employees and serve a two (2) year term.

- 5.5. Each Parent or Guardian Member shall be elected by a majority vote of parents and guardians voting at the election and serve a two (2) year term.
 - 5.5.1. Only parents/guardians of students who will be attending the school during the year for which the Council is being elected may vote at the election.
 - 5.5.2. A parent or guardian of a student who will be enrolled at the school during the parent's or guardian's term of office is eligible to run for election.
 - 5.5.3. An election for Parent or Guardian Members shall be held either near the beginning of the school year or in the spring and completed before the last week of school. Each school shall establish the time period for the election, including whether it will be held in the spring or near the beginning of the school year, and once established, such time period must remain consistent for at least a four (4)-year period.
- 5.6. A 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 above.
- 5.7. Terms shall be staggered so that approximately half of the Council members run for election each year.
- 5.8. If a Parent or Guardian Member position remains unfilled after the election or in the event of a vacancy, the other Parent or Guardian Members of the Council shall appoint a parent or guardian who meets the qualifications of this policy to the position.
- 5.9. If a School Employee Member position remains unfilled after the election or in the event of a vacancy, the other School Employee Members of the Council shall appoint a school employee who meets the qualifications of this policy to the position.

6. OPEN AND PUBLIC MEETING REQUIREMENTS

- 6.1. While School Community Council meetings are exempt from Utah's Open and Public Meetings Act, Council meetings must still be open to the public. No portion of a meeting may be closed, and the Council shall conduct deliberations and take action openly.
- 6.2. Notice and Reporting
 - 6.2.1. At least one (1) week prior to each meeting, the Council must post the following on the school's website:
 - 6.2.1.1. A notice of the meeting, time, and place;
 - 6.2.1.2. An agenda for the meeting; and
 - 6.2.1.3. The minutes of the previous meeting.
 - 6.2.2. The notice requirements in Section 6.2.1 may be disregarded for an emergency meeting. In case of an emergency meeting, the Council must give the best notice practicable of the information listed in Section 6.2.1. An emergency meeting may not be held unless an attempt has been made to notify all Members and a majority of the Members approve the meeting.
 - 6.2.3. On or before October 1, the principal shall post the following information on the school website and in the school office:
 - 6.2.3.1. An invitation to a parent to serve on the Council;

- 6.5.2. The rules must govern the following:
 - 6.5.2.1. Parliamentary order and procedure;
 - 6.5.2.2. Ethical behavior; and
 - 6.5.2.3. Civil discourse.

7. RESPONSIBILITIES OF THE COUNCIL

- 7.1. All plans required by this section must be posted on the School LAND Trust Program website and accessed at least annually by the Elementary Director or Secondary Director, and approved by the Board of Education. If the Board of Education disapproves a plan, the Council shall submit a revised plan to the Board for approval. Entry of plans on the website must include the following:
 - 7.1.1. the principal's signed assurance that elections were held consistent with Utah law;
 - 7.1.2. a record of the vote by the School Community Council when the LAND trust plan was approved, including the date of the vote and a report noting the number of council members who voted for or against the approval of the LAND trust plan and the number of council members who were absent for the vote; and
 - 7.1.3. the date the plan was approved by the Board of Education.
- 7.2. The Council shall create a program to use the school's allocation distributed under the School LAND Trust Program under [UTAH CODE ANN. § 53F-2-404](#) to implement a component of the school's teacher and student success plan ("TSSA plan"). The LAND trust plan shall, at a minimum:
 - 7.2.1. Identify the school's most critical academic needs;
 - 7.2.2. Recommend a course of action to meet the identified academic needs;
 - 7.2.3. 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
 - 7.2.4. 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 and state and federal grants) will be used to enhance or improve academic achievement;
- 7.3. The Council shall advise and make recommendations to school and school district administrators and the Board of Education regarding the following:
 - 7.3.1. The school and its programs;
 - 7.3.2. School district programs;
 - 7.3.3. A child access routing plan for elementary schools, middle schools, and junior high schools (Safe Routes Plan) in accordance with [Nebo School District Policy EEA, School Access and Student Transportation](#), and [UTAH CODE ANN. § 53G-4-402](#);
 - 7.3.4. Safe technology utilization and Digital Citizenship; and
 - 7.3.5. Other issues relating to the community environment for students.

- 7.4.** The Council shall provide for education and awareness on safe technology utilization and Digital Citizenship that empowers:
- 7.4.1.** A student to make smart media and online choices; and
 - 7.4.2.** A parent or guardian to know how to discuss safe technology use with the parent's or guardian's child.
- 7.5.** The Council shall partner with the school's principal and other administrators to ensure that adequate on and off campus Internet filtering is installed on District-owned technology and is consistently configured to prevent viewing of harmful content.
- 7.6.** In order to fulfill its duties described in 7.4 and 7.5, the Council may:
- 7.6.1.** Partner with one or more non-profit organizations; and
 - 7.6.2.** Create a subcommittee.
- 7.7.** The Council shall create and vote to adopt a LAND trust plan to use School LAND Trust Program money to implement a component of the school's TSSA plan. The LAND trust plan that is adopted must be posted on the School LAND Trust Program website. The Board must approve or disapprove the proposal to the School LAND Trust. If the Board disapproves the proposal, it shall provide a written explanation of why the proposal was disapproved and request that the Council revise the proposal. The Council shall then revise the proposal in response to the request. Once a proposal has been approved, it may be amended by a majority vote of the Council and Board approval.
- 7.8.** The Council shall provide either a telephone number or email address, or both, where each Council member can be reached directly.
- 7.9.** The Council shall work with students, families, and educators to develop and incorporate safety principles at the school and hold at least an annual discussion with the school's principal and District administrators regarding safety principles at the school and district level in order to coordinate the Council's effort to develop and incorporate safety principles at the school.
- 7.10.** The council shall provide input to the school principal on a positive behaviors plan in accordance with [UTAH CODE ANN. § 53G-10-407](#).
- 7.11.** In addition to the above requirements, the Council may, at the discretion of the principal, perform the following functions.
- 7.11.1.** Serve as the school's Curriculum Review Committee.
 - 7.11.2.** Serve as the school's Building Needs Committee.
 - 7.11.3.** Give input to the school administration with regard to school-level policies and procedures.
 - 7.11.4.** Become knowledgeable about school issues in order to build a bridge to the community.
 - 7.11.5.** Review and provide recommendations regarding applications for the organization of student clubs at the school.
 - 7.11.6.** Review and approve school attendance policy rewards, consequences, and eligibility requirements.

- 7.11.7. Approve school activity trips planned as a reward for student behavior or attendance.
- 7.11.8. Review the district's Crisis Management Plan as it relates to the school and provide recommendations regarding school specific parts of the plan.
- 7.11.9. Review and provide recommendations regarding student dress and grooming standards in accordance with school district policy.
- 7.11.10. Perform other advisory functions as requested by the school principal.

8. ADDITIONAL RESPONSIBILITIES FOR SECONDARY SCHOOLS

- 8.1. Participate in the accreditation process in high schools and junior high schools.
- 8.2. Serve as the Comprehensive Guidance Advisory Committee.
- 8.3. Approve the schedule of admission fees for school events, not governed by the Utah High School Activities Association (UHSAA) or by the competitive region in which the school participates.

9. ROLE OF THE PRINCIPAL

- 9.1. The principal will be responsible for elections to the School Community Council. The principal shall sign a written assurance that the elections were held in accordance with [UTAH CODE ANN. §§ 53G-7-1202](#) and [53F-2-404](#).
- 9.2. The principal shall see that all plans and reports are submitted to the Elementary Director or Secondary Director, as applicable, for review by the Board of Education on an annual basis, along with a report noting the number of School Community Council members who voted for or against the approval of each plan and the number of members who were absent for the vote. Required plans include:
 - 9.2.1. LAND trust plan.
 - 9.2.2. Professional Development Plan.
 - 9.2.3. Recommendations regarding school or school district programs and community environment.
- 9.3. The principal shall be responsible for the preparation, posting, and dissemination of all necessary information, summaries, and notices as required by applicable Utah law, rules, and regulations.
- 9.4. The principal will work with the chair and vice chair in order to provide for efficient and effective operation of the Council.
- 9.5. The principal or his/her designee shall insure that the School Community Council acts in compliance with [UTAH CODE ANN. § 53G-7-1203](#).
- 9.6. The principal shall enter the names of the Council members on the School LAND Trust website on or before October 1 each year, pursuant to UTAH ADMIN. CODE R277-491.
- 9.7. On or before October 1, the principal shall post the information described in Section 6.2.3 above on the school website and in the school office.
- 9.8. Primary authority and accountability for all activities of the school resides with the principal. Principals work closely with School Community Councils to insure that they are functioning as outlined in this policy and as directed by Utah law, rules, and regulations.

- 9.9. A school or school district administrator may not prohibit or discourage the 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.
- 9.10. The principal, on behalf of the Board of Education, shall provide training for the Council each year, including the following:
 - 9.10.1. Training for the chair and vice chair about their responsibilities;
 - 9.10.2. Training on resources available on the School LAND Trust website; and
 - 9.10.3. Training on the following statutes governing School Community Councils: [UTAH CODE ANN. §§ 53F-2-404](#) and [53G-7-1201 through 1206](#), as applicable.

10. ROLE OF THE CHAIR AND VICE CHAIR

- 10.1. The Council shall elect a chair from the Parent or Guardian Members and a vice chair from the School Employee Members, excluding the principal.
- 10.2. The chair and vice chair will work with the principal and the Council facilitator to schedule meetings and to develop the agenda.
- 10.3. The chair and vice chair shall work with the principal to see that all reports and plans are submitted to the Elementary Director or Secondary Director, as applicable.
- 10.4. The chair and vice chair shall insure that the Council meets at least monthly.
- 10.5. The chair or vice chair shall conduct the monthly meetings.

11. DUTIES OF THE COUNCIL FACILITATOR

- 11.1. A facilitator will be appointed by the principal. The facilitator may be an elected voting member or may be an appointed, non-voting member of the Council, at the discretion of the principal, and consistent with maintaining the correct composition of the Council. The Council facilitator will receive a stipend.
- 11.2. The duties of the Council facilitator shall include:
 - 11.2.1. Attending district sponsored training about roles, procedures, and responsibilities;
 - 11.2.2. Working closely with the principal, chair, and vice chair to insure that monthly meetings are held and operation of the Council is productive and efficient;
 - 11.2.3. Preparing an agenda for each meeting;
 - 11.2.4. Keeping minutes at all Council meetings;
 - 11.2.5. Providing pertinent information for all Council members;
 - 11.2.6. Gathering data about student achievement;
 - 11.2.7. Arranging for program/information presentations to the Council;
 - 11.2.8. Publicizing, to the community, the activities and decisions of the Council and all other information required by [UTAH ADMIN. CODE R277-491-4](#);
 - 11.2.9. Maintaining the Council website, and

11.2.10. Performing other duties as assigned by the principal.

12. DUTIES OF COUNCIL MEMBERS

- 12.1. Each Council member should make a conscientious effort to attend all meetings.
- 12.2. Each Council member should strive to act in good faith for the benefit of the students and the school.
- 12.3. Each Council member will participate in the review and development of the LAND trust plan and other required plans, reports, and committees.
- 12.4. At the end of the school year, each Council member will sign the sign-off form reflecting participation in the above activities.

EXHIBITS

None

REFERENCES

[UTAH CONSTITUTION, ARTICLE 10 SECTION 5](#)
[UTAH CODE ANN. § 53E-6-102](#)
[UTAH CODE ANN. § 53F-2-404](#)
[UTAH CODE ANN. § 53G-4-402](#)
[UTAH CODE ANN. § 53G-7-1202](#)
[UTAH CODE ANN. § 53G-7-1203](#)
[UTAH CODE ANN. § 53G-7-1206](#)
[UTAH CODE ANN. § 53G-10-407](#)
[UTAH CODE ANN. § 53G-11-303](#)
[UTAH CODE ANN. § 63G-2-101, et seq.](#)
[UTAH ADMIN. CODE R277-477-1, et seq.](#)
[UTAH ADMIN. CODE R277-491-1, et seq.](#)
[Nebo School District Policy EEA, School Access and Student Transportation](#)

FORMS

None

HISTORY

Revised 11 August 2021 – added requirement for input on positive behaviors plan per HB58 (2020); updated consistent with HB222 (2021) and changes to R277-491 (2021); added middle schools to requirement for safe routes plan; made technical changes.

Revised 9 October 2019 – updated consistent with SB149 (2019) and HB303 (2019); removed references to school improvement plan and reading achievement plan as repealed by SB149; added requirements for LAND trust plan; added requirement for annual safety discussion; made technical changes.

Revised 8 August 2018 – updated consistent with HB343 (2016) and HB404 (2018); removed provision for appointment of PTA/PTO member and school counselor member of SCC; updated citations per recodification.

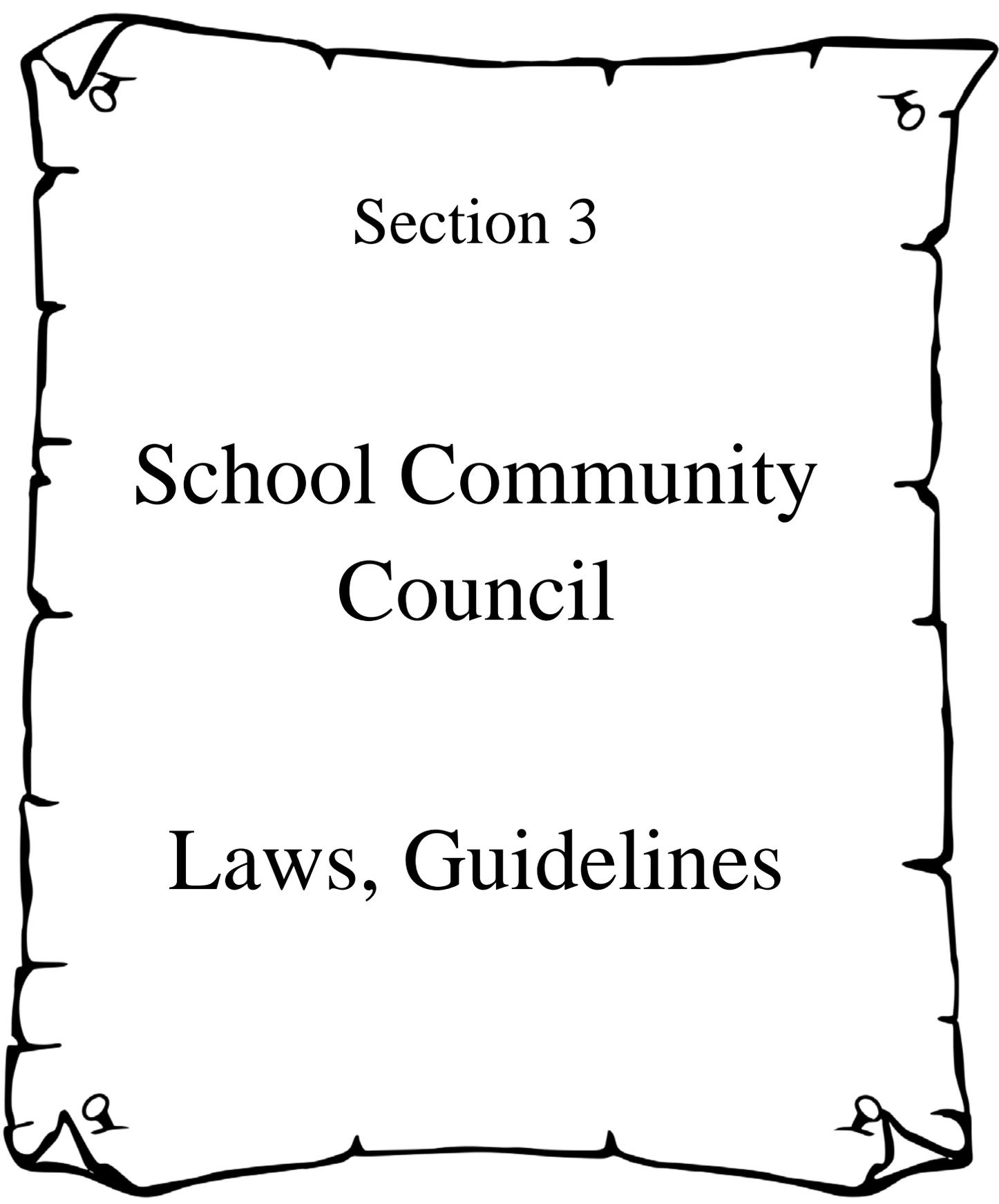
Revised 9 September 2015 – added definition of digital citizenship and provisions for safe technology utilization per HB213 (2015); added requirements for SCC involvement in school improvement plan, also per HB213 (2015); made technical changes.

Revised 11 June 2014 – revised dates for SCC elections per change to Utah law.

Revised 8 May 2013 – modified election procedures and composition of SCC; modified open meetings requirements; modified responsibilities of SCC; modified responsibilities of principal; changed co-chairs to chair and vice chair and modified corresponding responsibilities; all changes required by and consistent with HB306 (2013).

Revised 13 June 2012 – modified definition of parent member; modified composition of SCC; modified election provisions; added open and public meetings requirements; modified responsibilities of SCC; added training requirements; all changes required by and consistent with HB128 (2012).

Adopted 12 October 2011 – previous administrative directive converted to policy and updated consistent with HB152 (2011).



Section 3

School Community
Council

Laws, Guidelines

Effective 5/12/2020

53G-7-1202 School community councils -- Duties -- Composition -- Election procedures and selection of members.

- (1) As used in this section:
 - (a) "Digital citizenship" means the norms of appropriate, responsible, and healthy behavior related to technology use, including digital literacy, ethics, etiquette, and security.
 - (b) "Educator" means the same as that term is defined in Section 53E-6-102.
 - (c)
 - (i) "Parent member" means a member of a school community council who is a parent of a student who:
 - (A) is attending the school; or
 - (B) will be enrolled at the school during the parent's term of office.
 - (ii) "Parent member" may not include an educator who is employed at the school.
 - (d) "Safety principles" means safety principles that, when incorporated into programs and resources, impact academic achievement by strengthening a safe and wholesome learning environment, including continual efforts for safe technology utilization and digital citizenship.
 - (e) "School community council" means a council established at a district school in accordance with this section.
 - (f) "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.
 - (g) "School LAND Trust Program money" means money allocated to a school pursuant to Section 53F-2-404.
- (2) A district school, in consultation with the district school's local school board, shall establish a school community council at the school building level for the purpose of:
 - (a) involving parents 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, 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 the School LAND Trust Program and LAND Trust plan in accordance with Section 53G-7-1206;
 - (ii) advise and make recommendations to school and school district administrators and the local school board regarding:
 - (A) the school and its programs;
 - (B) school district programs;
 - (C) a child access routing plan in accordance with Section 53G-4-402;
 - (D) safe technology utilization and digital citizenship; and
 - (E) other issues relating to the community environment for students;
 - (iii) provide for education and awareness on safe technology utilization and digital citizenship that empowers:
 - (A) a student to make smart media and online choices; and

- (B) a parent to know how to discuss safe technology use with the parent's child;
 - (iv) partner with the school's principal and other administrators to ensure that adequate on and off campus Internet filtering is installed and consistently configured to prevent viewing of harmful content by students and school personnel, in accordance with local school board policy and Subsection 53G-7-216(3);
 - (v) in accordance with state board rule regarding school community council expenditures and funding limits:
 - (A) work with students, families, and educators to develop and incorporate safety principles at the school; and
 - (B) hold at least an annual discussion with the school's principal and district administrators regarding safety principles at the school and district level in order to coordinate the school community council's effort to develop and incorporate safety principles at the school; and
 - (vi) provide input to the school's principal on a positive behaviors plan in accordance with Section 53G-10-407.
 - (b) To fulfill the school community council's duties described in Subsections (3)(a)(iii) and (iv), a school community council may:
 - (i) partner with one or more non-profit organizations; or
 - (ii) create a subcommittee.
 - (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 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 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 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 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 members of a school community council who are not educators employed by the school district shall exceed the number of parent members who are educators employed by the school district.
 - (ii) If, after an election, the number of parent members who are not educators employed by the school district does not exceed the number of parent members who are educators employed by the school district, the parent members of the school community council shall appoint one or more parent members to the school community council so that the number of parent members who are not educators employed by the school district exceeds the number of parent 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 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)
 - (A) Except as provided in Subsection (5)(b)(ii)(B), only a parent of a student attending the school may vote in, or run as a candidate in, the election under Subsection (5)(b)(i).
 - (B) If an election is held in the spring, a parent of a student who will be attending the school the following school year may vote in, and run as a candidate in, the election under Subsection (5)(b)(i).
 - (iii) Any parent of a student who meets the qualifications of this section may file or declare the parent's candidacy for 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 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 members of a school community council shall be held near the beginning of the school year 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 members of a school community council under Subsection (5)(b)(iv)(B) that is consistent for at least a four-year period.
- (c)
 - (i) At least 10 days before the date that voting commences for the elections held under Subsections (5)(a) and (5)(b), the principal of the school, or the principal's designee, shall provide notice to each school employee or parent of the opportunity to vote in, and run as a candidate in, an election under this Subsection (5).
 - (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 elections held under Subsections (5)(a) and (5)(b) shall be made available to the public upon request.
- (e)
 - (i) If a parent position on a school community council remains unfilled after an election is held, the other parent members of the council shall appoint a parent 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 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 a parent position remains unfilled, the other parent members of the council shall appoint a parent 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 a 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 October 20 of each year, pursuant to Section 53G-7-1203.
- (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 member or school employee member as specified in Subsection (1).
- (j) Each school community council shall elect:
 - (i) a chair from its parent members; and
 - (ii) a vice chair from either its parent 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, 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 this part.

Amended by Chapter 161, 2020 General Session

Effective 5/5/2021

53G-7-1206. School LAND Trust Program.

- (1) As used in this section:
 - (a) "Charter school authorizer" means the same as that term is defined in Section [53G-5-102](#).
 - (b) "Charter trust land council" means a council established by a charter school governing board under Section [53G-7-1205](#).
 - (c) "Council" means a school community council or a charter trust land council.
 - (d) "LAND trust plan" means a school's plan to use School LAND Trust Program money to implement a component of the school's success plan.
 - (e) "School community council" means a council established at a district school in accordance with Section [53G-7-1202](#).
 - (f) "Teacher and student success plan" or "success plan" means the same as that term is defined in Section [53G-7-1301](#).
- (2) There is established the School LAND (Learning And Nurturing Development) Trust Program under the state board to:
 - (a) provide financial resources to public schools to enhance or improve student academic achievement and implement a component of a district school or charter school's teacher and student success plan; and
 - (b) involve parents of a school's students in decision making regarding the expenditure of School LAND Trust Program money allocated to the school.
- (3) To receive an allocation under Section [53F-2-404](#):
 - (a) a district school shall have established a school community council in accordance with Section [53G-7-1202](#);
 - (b) a charter school shall have established a charter trust land council in accordance with Section [53G-7-1205](#); and
 - (c) the school's principal shall provide a signed, written assurance that the school is in compliance with Subsection [\(3\)\(a\)](#) or [\(b\)](#).
- (4) (a) A council shall create a program to use the school's allocation distributed under Section [53F-2-404](#) to implement a component of the school's success 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 that the school will need to implement a component of the school's success 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 the school's allocation of funds under this section to enhance or improve academic excellence at the school.

- (b) (i) A council shall create and vote to adopt a LAND trust plan in a meeting of the council at which a quorum is present.
- (ii) If a majority of the quorum votes to adopt a LAND trust plan, the LAND trust plan is adopted.
- (c) A council shall:
 - (i) post a LAND trust plan that is adopted in accordance with Subsection [\(4\)\(b\)](#) on the School LAND Trust Program website; and
 - (ii) include with the LAND trust plan a report noting the number of council members who voted for or against the approval of the LAND trust plan and the number of council members who were absent for the vote.
- (d) (i) The local school board of a district school shall approve or disapprove a LAND trust plan.
- (ii) If a local school board disapproves a LAND trust plan:
 - (A) the local school board shall provide a written explanation of why the LAND trust plan was disapproved and request the school community council who submitted the LAND trust plan to revise the LAND trust plan; and
 - (B) the school community council shall submit a revised LAND trust plan in response to a local school board's request under Subsection [\(4\)\(d\)\(ii\)\(A\)](#).
- (iii) Once a LAND trust plan has been approved by a local school board, a school community council may amend the LAND trust plan, subject to a majority vote of the school community council and local school board approval.
- (e) A charter trust land council's LAND trust plan is subject to approval by the:
 - (i) charter school governing board; and
 - (ii) charter school's charter school authorizer.
- (5) (a) A district school or charter school shall:
 - (i) implement the program as approved;
 - (ii) provide ongoing support for the council's program; and
 - (iii) meet state board reporting requirements regarding financial and performance accountability of the program.
- (b) (i) A district school or charter school shall prepare and post an annual report of the program on the School LAND Trust Program website before the council submits a plan for the following year.
- (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 of students attending the school.

- (6) An LEA shall record the LEA's expenditures of School LAND Trust Program funds through a financial reporting system that the board identifies to assist schools in developing the annual report described in Subsection [\(5\)\(b\)](#).
- (7) The president or chair of a local school board or charter school governing board shall ensure that the members of the local school board or charter school governing board are provided with annual training on the requirements of this section.
- (8) (a) The state board shall provide training to the entities described in Subsection [\(8\)\(b\)](#) on:
 - (i) the School LAND Trust Program; and
 - (ii) (A) a school community council; or
(B) a charter trust land council.
- (b) The state board shall provide the training to:
 - (i) a local school board or a charter school governing board;
 - (ii) a school district or a charter school; and
 - (iii) a school community council.
- (9) The state board shall annually review each school's compliance with applicable law, including rules adopted by the state board in accordance with [Title 63G, Chapter 3, Utah Administrative Rulemaking Act](#), by:
 - (a) reading each LAND trust plan submitted; and
 - (b) reviewing expenditures made from School LAND Trust Program money.
- (10) The state board shall designate a staff member who administers the School LAND Trust Program:
 - (a) to serve as a member of the Land Trusts Protection and Advocacy Committee created under Section [53D-2-202](#); and
 - (b) who may coordinate with the Land Trusts Protection and Advocacy Office director, appointed under Section [53D-2-203](#), to attend meetings or events within the School and Institutional Trust System, as defined in Section [53D-2-102](#), that relate to the School LAND Trust Program.

Amended by Chapter [144](#), 2021 General Session

Effective 5/5/2021

53G-7-1203. School community councils -- Open and public meeting requirements.

- (1) As used in this section:
 - (a) (i) "Charter trust land council" means a council established by a charter school governing board under Section [53G-7-1205](#).
 - (ii) "Charter trust land council" does not include a charter school governing board acting as a charter trust land council.
 - (b) "Council" means a school community council or a charter trust land council.
 - (c) "School community council" means a council established at a school within a school district under Section [53G-7-1202](#).
 - (d) "Teacher and student success plan" means the same as that term is defined in Section [53G-7-1301](#).
- (2) A school community council or a charter trust land council:
 - (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](#).
- (3) (a) As required by Section [53G-7-1202](#), a local school board shall provide training for the members of a school community council on this section.
- (b) A charter school governing board shall provide training for the members of a charter trust land council on this section.
- (4) (a) A meeting of a council is open to the public.
- (b) A council may not close any portion of a meeting.
- (5) A 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.
- (6) (a) The notice requirement of Subsection [\(5\)](#) may be disregarded if:
 - (i) because of unforeseen circumstances it is necessary for a council to hold an emergency meeting to consider matters of an emergency or urgent nature; and
 - (ii) the 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 council may not be held unless:
 - (i) an attempt has been made to notify all the members of the council; and

- (ii) a majority of the members of the council approve the meeting.
- (7) (a) An agenda required under Subsection [\(5\)\(b\)](#) 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 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 [\(5\)](#).
- (8) (a) Written minutes shall be kept of a council meeting.
- (b) Written minutes of a council meeting shall include:
- (i) the date, time, and place of the meeting;
 - (ii) the names of 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 council; and
 - (B) after being recognized by the chair, provided testimony or comments to the 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 a 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 policies that govern and prescribe in a public meeting:
- (i) parliamentary order and procedure;
 - (ii) ethical behavior; and
 - (iii) civil discourse.
- (b) A council shall:
- (i) adopt rules of order and procedure to govern a public meeting of the 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 described in Subsection [\(9\)](#)(b)(i) available to the public:
 - (A) at each public meeting of the council; and
 - (B) on the school's website.

Amended by Chapter [144](#), 2021 General Session

Teacher and Student Success Program

Effective 5/14/2019

53G-7-1301. Definitions.

As used in this part:

- (1) "LEA distribution" means the money distributed by the state board to an LEA as described in Section [53G-7-1303](#).
- (2) "LEA governing board student success framework" means an LEA governing board student success framework described in Section [53G-7-1304](#).
- (3) "Principal" means the chief administrator at a school, including:
 - (a) a school principal;
 - (b) a charter school director; or
 - (c) the superintendent of the Utah Schools for the Deaf and the Blind.
- (4) "School allocation" means the amount of money allocated to a school or the Utah Schools for the Deaf and the Blind by an LEA governing board, as described in Section [53G-7-1304](#).
- (5) "School personnel" means an individual who:
 - (a) is employed by an LEA; and
 - (b) in an academic role, works directly with and supports students in a school.
- (6) "Statewide accountability system" means the statewide school accountability system described in [Title 53E, Chapter 5, Part 2, School Accountability System](#).
- (7) "Teacher and student success plan" or "success plan" means a school performance and student academic achievement improvement plan described in Section [53G-7-1305](#).
- (8) "Teacher and Student Success Program" or "program" means the Teacher and Student Success Program described in this part.

Enacted by Chapter [505](#), 2019 General Session

Effective 5/14/2019

53G-7-1302. Teacher and Student Success Program created.

There is created the Teacher and Student Success Program to improve school performance and student academic achievement, as described in this part.

Enacted by Chapter [505](#), 2019 General Session

Effective 5/14/2019

53G-7-1303. State funding distribution.

The state board shall distribute program funding to an LEA as described in Section [53F-2-416](#).

Enacted by Chapter [505](#), 2019 General Session

Effective 5/12/2020

53G-7-1304. Program requirements -- LEA governing board student success framework -- LEA distribution -- School allocation -- Reporting.

- (1) (a) To receive an LEA distribution, an LEA governing board shall:
 - (i) adopt an LEA governing board student success framework to provide guidelines and processes for a school within the LEA governing board's LEA to follow in developing a teacher and student success plan; and
 - (ii) submit the adopted LEA governing board student success framework to the state board.
- (b) An LEA governing board may include in the LEA governing board's student success framework any means reasonably designed to improve school performance or student academic achievement, including:
 - (i) school personnel stipends for taking on additional responsibility outside of a typical work assignment;
 - (ii) professional learning;
 - (iii) additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
 - (iv) technology;
 - (v) before- or after-school programs;
 - (vi) summer school programs;
 - (vii) community support programs or partnerships;
 - (viii) early childhood education;
 - (ix) class size reduction strategies;
 - (x) augmentation of existing programs; or
 - (xi) other means.
- (c) An LEA governing board student success framework may not support the use of program money:
 - (i) to supplant funding for existing public education programs;
 - (ii) for district administration costs; or

(iii) for capital expenditures.

- (2) (a) An LEA governing board shall use an LEA distribution as follows:
- (i) for increases to base salary and salary driven benefits for school personnel that, except as provided in Subsection [\(2\)\(c\)\(i\)](#), total 25% or less of the LEA distribution; and
 - (ii) except as provided in Subsection [\(2\)\(b\)\(ii\)](#) and in accordance with Subsection [\(3\)](#), for each school within the LEA governing board's LEA, an allocation that is equal to the product of:
 - (A) the percentage of the school's prior year average daily membership compared to the total prior year average daily membership for all schools in the LEA; and
 - (B) the remaining amount of the LEA governing board's LEA distribution after subtracting the amounts described in Subsections [\(2\)\(a\)\(i\)](#) and [\(2\)\(b\)\(ii\)](#).
- (b) (i) In accordance with [Title 63G, Chapter 3, Utah Administrative Rulemaking Act](#), the state board shall make rules for an LEA governing board to calculate and distribute a school allocation for a school in the school's first year of operation.
- (ii) In accordance with Subsection [\(3\)](#) and the rules described in Subsection [\(2\)\(b\)\(i\)](#), an LEA governing board shall distribute a school allocation for a school in the school's first year of operation.
- (c) Except as provided in Subsection [\(2\)\(d\)](#), the LEA governing board of a school district may use up to 40% of an LEA distribution for the purposes described in Subsection [\(2\)\(a\)\(i\)](#), if:
- (i) the LEA governing board has:
 - (A) approved a board local levy for the maximum amount allowed under Section [53F-8-302](#); or
 - (B) after the LEA governing board has submitted an LEA governing board student success framework to the state board, increased the board local levy described in Section [53F-8-302](#) by at least .0001 per dollar of taxable value; and
 - (ii) the school district's average teacher salary is below the state average teacher salary described in Subsection [\(2\)\(f\)](#).
- (d) The LEA governing board of a school district in a county of the fourth, fifth, or sixth class or the LEA governing board of a charter school may use up to 40% of an LEA distribution for the purposes described in Subsection [\(2\)\(a\)\(i\)](#), if the LEA's average teacher salary is below the state average teacher salary described in Subsection [\(2\)\(f\)](#).
- (e) An LEA governing board shall annually report information as requested by the state board for the state board to calculate a state average teacher salary.
- (f) The state board shall use the information described in Subsection [\(2\)\(c\)\(ii\)](#) to calculate a state average teacher salary amount and a state average teacher benefit amount.

- (3) An LEA governing board shall allocate a school allocation to a school with a teacher and student success plan that is approved as described in Section [53G-7-1305](#).
- (4) (a) Except as provided in Subsection [\(4\)\(b\)](#), a school shall use a school allocation to implement the school's success plan.
- (b) A school may use up to 5% of the school's school allocation to fund school personnel retention at the principal's discretion, not including uniform salary increases.
- (c) A school may not use a school allocation for:
- (i) capital expenditures; or
 - (ii) a purpose that is not supported by the LEA governing board student success framework for the school's LEA.
- (5) A school that receives a school allocation shall annually:
- (a) submit to the school's LEA governing board a description of:
- (i) the budgeted and actual expenditures of the school's school allocation;
 - (ii) how the expenditures relate to the school's success plan; and
 - (iii) how the school measures the success of the school's participation in the program; and
- (b) post on the school's website:
- (i) the school's approved success plan;
 - (ii) a description of the school's school allocation budgeted and actual expenditures and how the expenditures help the school accomplish the school's success plan; and
 - (iii) the school's current level of performance, as described in Section [53G-7-1306](#), according to the indicators described in Section [53E-5-205](#) or [53E-5-206](#).

Amended by Chapter [408](#), 2020 General Session

Effective 5/14/2019

53G-7-1305. Teacher and student success plans -- Plan review and approval.

- (1) (a) The principal of a school shall develop the school's teacher and student success plan:
- (i) in accordance with the LEA governing board student success framework for the school's LEA;
 - (ii) by integrating school-specific goals and criteria for improving the school's performance within the state accountability system; and
 - (iii) if the school has a school turnaround plan as defined in Section [53E-5-301](#), in accordance with the school's school turnaround plan.
- (b) A principal shall solicit input on developing a success plan from:

- (i) for a district school or charter school:
 - (A) the school community council, as defined in Section [53G-7-1202](#); or
 - (B) the charter trust land council, as described in Section [53G-7-1205](#);
 - (ii) school-level educators;
 - (iii) parents of students at the school; and
 - (iv) school-level administrators.
- (c) A principal may solicit input on developing a success plan from:
- (i) students;
 - (ii) support professionals; or
 - (iii) other community stakeholders.
- (2) (a) The principal of a school shall submit a proposed success plan to the school's LEA governing board.
- (b) An LEA governing board shall:
- (i) annually review each success plan submitted for a school within the LEA governing board's LEA;
 - (ii) in a regularly scheduled LEA governing board meeting, approve or disapprove each submitted success plan; and
 - (iii) upon disapproval of a success plan:
 - (A) explain in writing the reason for disapproval;
 - (B) make recommendations for revision; and
 - (C) allow the principal who submitted the success plan to resubmit a revised plan for review and approval.
- (3) An LEA governing board shall make the LEA governing board's best efforts to help a school complete the approval process described in Subsection [\(2\)](#) on or before June 30 of each year.
- (4) A council, as defined in Section [53G-7-1206](#), shall select a component of the approved success plan for the council's school to address within the council's School LAND Trust Program, in accordance with Section [53G-7-1206](#).

Enacted by Chapter [505](#), 2019 General Session

Effective 5/5/2021

53G-7-1306. School improvement oversight -- Performance standards.

- (1) In accordance with [Title 63G, Chapter 3, Utah Administrative Rulemaking Act](#), the state board shall make rules that:

- (a) using a criteria-setting process, determine a threshold of points under the statewide school accountability system that designates a school as succeeding in school performance and student academic achievement; and
 - (b) determine performance standards for a school described in Section [53E-5-203](#).
- (2) (a) Except as provided in Subsection [\(3\)](#), for each year following the year in which a school received approval for a success plan, an LEA governing board shall determine if the school:
- (i) meets or exceeds the threshold of points described in Subsection [\(1\)](#);
 - (ii) has demonstrated at least a 1% increase in the school's total points received under the statewide school accountability system compared to the previous school year; or
 - (iii) qualifies for and satisfies the performance standards described in Subsection [\(1\)\(b\)](#).
- (b) If the LEA governing board determines that a school does not satisfy Subsection [\(2\)\(a\)\(i\)](#), [\(ii\)](#), or [\(iii\)](#), the LEA governing board shall:
- (i) work with the school's principal to modify the school's success plan to address the school's performance; and
 - (ii) oversee and adjust the school's allocation expenditures until the LEA governing board determines the school satisfies Subsection [\(2\)\(a\)\(i\)](#), [\(ii\)](#), or [\(iii\)](#).
- (3) An LEA is not required to make the determination described in Subsection [\(2\)\(a\)](#) during the 2021-2022 school year.

Amended by Chapter [346](#), 2021 General Session

School Community Council Compliance Checklist

Effective May 2021

School Community Councils (SCC) and Elections

- ✓ The SCC must have at least two more parent/guardian members (through the remainder of this document referred to as parents) than school staff members, including the principal. The council must determine the size of the council by a majority vote of the council. (53G-7-1202(4)(c))
- ✓ The school principal serves as a voting member of the SCC. (53G-7-1202(5)(a))
- ✓ All SCC terms are for two years, with the beginning date determined by the school, consistent with local school board policies. Parent members must have a child at the school at least one of the two years of their term. (53G-7-1202(1 and 5))
- ✓ Notice of the SCC election is provided to parents and staff, at least ten days in advance of the election and must include: the positions that are available, dates and times of elections, and instructions for becoming a candidate. (53G-7-1202(5)(c))
- ✓ A formal election is not required if, after notice of the election and open seats is provided, the number of people who apply for vacant seats doesn't exceed the open positions. (53G-7-1202(5)(f))
- ✓ Elections are overseen by the principal, or designee, and are conducted by means of secret ballots. Ballots for parent elections are deposited in a secure ballot box. Parents elect parent members and the staff elects staff members. (53G-7-1202(5)(a-c))
- ✓ Elections may be held near the beginning of the school year OR they may be held in the spring and completed before the last week of the school year. When schools hold elections in the spring, the school community council shall attempt to notify parents of incoming students about the opportunity to file and vote. (53G-7-1202(5)(b)(B))
- ✓ Approximately half of the SCC seats are up for election each year. (53G-7-1202(5)(h))
- ✓ Under certain circumstances, the SCC may establish policies for voting via mailed ballots and/or secure electronic systems, consistent with Utah State Board of Education Rule on SCCs. (R277-491-3(2-3))
- ✓ Results of the elections shall be maintained for three years and made available to the public upon request. 53G-7-1202(5)(d) *The timeframe is not specified in law or rule but is recommended.*
- ✓ After the elections, the council must review how many parent members are also licensed employees in the district. If there are more parent members who are licensed employees than parent members who are not, the parent members on the council must appoint additional non-licensed parent members until there is at least a one parent majority of non-licensed employee members. (53G-7-1202(4)(d))
- ✓ If positions are vacant after the elections, parents on the council appoint parent members, and the staff appoints staff members. (53G-7-1202(5)(e))
- ✓ The SCC elects a chair and vice chair. The chair must be a parent member and the vice chair may be a parent or school employee member. The principal may not serve as an officer. (53G-7-1202(5)(j))
- ✓ The principal enters the names of the council members on the School LAND Trust website on or before October 20th. (53G-7-1202(5)(g))
- ✓ The principal provides a signed assurance that elections were conducted according to the law and board rule and council members who were not elected were appointed appropriately. (53F-2-404(5)(c))

School Community Council – Open Public Meeting Requirements

- ✓ SCC meetings are open to the public. (53G-7-1203)(4)(a)
- ✓ The local school board shall provide training for the members of the school community councils in their district. (53G-7-1202.1(8)) 53G-7-1203(3)(a)
- ✓ SCC meeting agendas are posted on the school website at least one week in advance and include the meeting agenda with a date, time, and location, and minutes of the last meeting. (53G-7-1203.1(5))
- ✓ All SCC minutes include the date, time, location, names of members present and absent, substance of all matters proposed, discussed or decided, a record of votes, name of each person who is not a member of the SCC and who is recognized by the chair to speak in the meeting, and substance of what was said. Minutes are marked as a draft until approved and once approved, will replace the draft minutes appearing on the school website. Approved

minutes are the official record of action taken in meetings. Minutes shall be retained for three years. (53G-7-1203.1(9))

- ✓ A simple majority (quorum) is required to take action. (53G-7-1202(7(a)))
- ✓ Action on a motion results from a majority vote of a quorum. (53G-7-1202(7(b)))
- ✓ Issues not listed on the agenda may arise in the meeting, be discussed and assignments made to help the SCC make a decision at a future date, but no final action should be taken on substantive issues not listed on the agenda. (53G-7-1203.1(8))
- ✓ The following schedule and report summaries are provided on the school by October 1st of each year and to every household without access to the internet. The school community council decides the best method(s) of delivery. (53G-7-1203.1(6))
 - A meeting schedule for the year
 - A list of council members with email and phone contact information, or both
 - A summary of the Final Report of the School LAND Trust Program Plan implementation for the prior year
 - The amount of money the school has received each year of the program. (R277-491-4(2)(b))
 - An invitation to parents to serve on the council and an explanation of how serving can directly influence how the funds are spent. (R277-491-4(2)(a))
- ✓ The SCC shall adopt rules of order and procedure to govern the council meetings. The document shall be posted on the website and available at each meeting. (53G-7-1203.1(10))

Duties and Responsibilities of the SCC

- ✓ The SCC reviews testing data and other reliable data to determine the needs of the students.
- ✓ The SCC creates and submits the online School LAND Trust Plan, a component of the Teacher and Student Success Plan. (53G-7-1206(4)(a)(iii))
- ✓ The SCC provides education and awareness on safe technology utilization and digital citizenship for students and parents and partners with the administration to ensure internet safety protocols are in place. (53G-7-1202(3)(iii)(D)(iv))
- ✓ The SCC regularly submits required reports to the local school board for approval. (53G-7-1202.3(a)(iii), (53F-2-404(6)(d)),
- ✓ The SCC appoints subcommittees or task forces as desired that may include participants other than elected SCC members (parents, staff, students, community members, etc.). (53G-7-1202(6))
- ✓ The SCC advises school and district administration and the local school board on local and district school issues. (53G-7-1202(3)(iii)and (c))
- ✓ The SCC provides ongoing support in implementation of approved plans. (53F-2-404(7)(a))
- ✓ SCCs shall encourage participation on the SCC, including recruiting potential applicants to apply for open positions on the council. (R277-491-6(2)(b))
- ✓ SCCs may assume other tasks and responsibilities relating to their school, such as safety, school climate, student and teacher recognition, etc. that are best addressed through local school collaboration.

References

In parenthesis, at the end of each item, is the reference of the original source document that created the requirement. References that begin with "R" reference the State Board Rules on School Community Councils and the School LAND Trust Program. The other references are state law. You may review the rules and law at the following web addresses:

<https://le.utah.gov/xcode/code.html>

<https://schools.utah.gov/administrativerules>

Elections of School Community Council Members

A Checklist

Effective July 2018

53G-7-1202 (4-5)

1. Are there at least two more parent/guardian members* (through the remainder of this document referred to as parent members) than school employee members**, including the principal, on the school community council?
2. Are there fewer parents, who are licensed district employees (not employed at the school), than parents who are not licensed district employees?
3. Are there at least two employee members on the SCC, including the principal?
4. Did the principal (or designee) provide notice of an election that included the dates and times of the election with the positions up for election and instructions for becoming a candidate? Was the notice provided at least ten days in advance of the election?
5. Was the race uncontested, not requiring ballots and voting?
If the answer is yes, skip questions 6-8.
6. Did only parents of students at the school vote for the parent positions at the election?
7. Did only employees at the school vote for the employee positions (except the principal) at the election?
8. If the race was contested, was each parent member elected by secret ballot by a majority vote of the parents voting in the election and each school employee elected by secret ballot by a majority vote of the school employees voting in the election?
9. If there were vacant positions on the council after the elections, did parents on the committee appoint parent members, and the employee members appoint employee members?
10. Did the SCC elect a chair from the parent group, and a vice-chair from the parent group or employee group?
11. Were elections and subsequent appointments, where necessary, completed according to a timeline in which councils could complete the required school website postings and the principal could complete the fall online reports on the School LAND Trust website prior to October 1st?
53G-7-1202

* Parent member means a SCC member who is a parent or guardian of a student who will be enrolled at the school at any time during the parent member's term. A parent member may not be a licensed employee at the school.

** Employee member means a member of an SCC who is a person employed at the school, including the principal.

NOTE: There are a few schools in the state that are designated by the district as 'special' for purposes of establishing a council (secure facility, juvenile detention facility, hospital program, or other small special program) who are not required to establish councils consistent with this list.

Timeline for School Community Councils and the School LAND Trust Program

Revised May 2021

Elections – Spring or Fall

Local school boards establish timelines for the election of school community councils.

- Elections may be held in the spring to be completed before the last week of the school year OR near the beginning of the school year.
- The election timeline must remain consistent for at least four years.
- Notice of the election is provided at least 10 days in advance of the election.
- School websites include information about how parents may apply to participate on the council and how they may have a direct impact on deciding how the funds will be spent.

Mid-August – October 1st

- District Business Administrators adjust the current year distribution between schools to reflect changes in enrollment, including new and closing schools.
- Districts update contact information and spring due dates on the School LAND Trust website

In the fall by October 1st

- The following is posted on the school website and in the school office with other required postings:
 - The proposed schedule of meeting dates for the year
 - The names of council members with a phone or email contact (or both)
 - A summary of implementation of the prior year School LAND Trust Plan including how the goals were completed and how the funds were spent along with the dollar amount received.
 - Rules of Order and Procedure updated and approved by the council.
- Principals enter Council Membership Report on the School LAND Trust website. The report includes names and email addresses of the current members, and phone numbers for the principal, chair and vice-chair. Principals also assure that the council was seated according to the law and that the Rules of Order and Procedure have been updated for the school year and are also consistent with the law.

January 15th

- UPEFS school level financial data is published and school trust expenditures are automatically uploaded into the School LAND Trust website.

January 15 - February 5th

- Principals enter the Final Report on the prior year's implementation, expenditures and measurement results on the School LAND Trust website

After February 5th

- Districts review Final Reports to make them public on the School LAND Trust website.
- USBE School Children's Trust staff reviews at least 30% of Final Reports to determine compliance with the law, and to ascertain if expenditures made were according to the approved plan.

Spring Reporting Due Date – Selected by the district

- Principals enter spring reports on the website
 - School LAND Trust Plan for upcoming year
 - Committee Signature Form

Prior to May 15

- Districts review spring reports
- Local board consideration and approval of Upcoming School LAND Trust Plans

Prior to July 1

- Review of School Plans by School Children's Trust Section at the Utah State Board of Education

- Final approval of School Plans on the School LAND Trust website. Plans are viewable to the public.

July - Distribution of School LAND Trust Funds to districts for all schools with approved plans.

School Safety and Digital Citizenship Responsibilities

For LEAs, School Community Councils and Charter Trust Lands Councils

Summary of Responsibilities

As with other responsibilities of school community councils, it is intended that administrators, staff and parents engage together to bring about the best possible result for students. Legislation gives councils an assignment to address digital citizenship and school safety. (HB 213 of 2016 and HB 303 of 2019)

State Board Rule R277-491, Utah Code 53G-7-1202(2)(B) and 53G-7-1205(6)(b) require at least an annual report and discussion between the council and district administration or charter school administration that results in coordination of effort to incorporate safety principles at the school. A report from the administration creates an understanding of programs, plans, and training for students and parents currently in place at each school. The required communication will provide some background for councils to begin a school specific discussion of school safety and digital citizenship, including proactive opportunities that promote the overall plans and objectives.

It is recommended, but not required, that the annual discussion with councils and administrators include IT specialists, school resource officers and those providing mental health support. The council may want to engage students in a discussion to understand student concerns and opportunities as plans are made.

Digital Citizenship

Administration Responsibilities – Report to School Community Councils

The LEA report may include:

- What filters are being used and how do they work?
- Are there different settings used for different grades and school levels?
- What is the district filtering policy on frequently used sites such as YouTube, Google Images, Weebly, etc.?
- Are there management systems available (MDM, Chrome management, LanSchool, etc.) that can add additional supervision and appropriately limit access?
- What resources does the district provide concerning educating students on safe internet use and digital citizenship?
- What is the protocol for students, employees and parents in district schools when inappropriate content is accessed?
- District capabilities to change filtering, settings and management tools based on best practices, technological limitations, and funding. Where applicable, districts could include what is provided in connection with e-rate funding.

School administration should add to the LEA report (at a minimum):

- What devices are being used and how are students using them?
- What are the main applications, programs, and sites used in different classes, grade levels, and subject areas?
- What supervision practices are in place when students are online?
- Are there management tools used that allow teachers to digitally monitor student use or limit access to some applications or sites?
- What are the school rules when inappropriate information appears for students, staff and parents?
- Are there safe reporting procedures for students, staff, and parents? How does the school balance access and safety that is grade level appropriate?
- What does the administration see as important opportunities for students related to constructive, proactive technology use?
- What does the administration see as the greatest internet threats for students?
- What are the policies in place for tablets, cell phones, etc. brought from home?
- Explain training currently provided:
 - To students about digital citizenship and safe use of technology
 - To parents and guardians about how to discuss and support digital citizenship and safe technology use with their children and how to report inappropriate content

Council Responsibilities

Councils may create a subcommittee to help accomplish digital citizenship responsibilities entirely or in part and may partner with non-profit organizations to assist in the education components. It is the responsibility of the council to see that the following is completed each year:

- Receive the report from the district and school administration (as described above).
- Discuss the report and decide:
 1. If the filtering, management systems, and supervision practices are appropriate. If not, identify what needs to be addressed in context with administrative capabilities what the school and district are capable of providing under the current filtering and management systems, supervision availability, and financial restrictions. Establish an action plan to address identified concerns.
 2. If **student education** currently implemented is appropriate and adequate. If not, identify how it could be strengthened, set goals to improve the education and create an action plan to accomplish the goals.
 3. If the **parent/guardian education** component currently implemented is appropriate and adequate. If not, identify how it could be strengthened, set goals to improve the education component and create an action plan to accomplish the goals.

School Safety

Administration Responsibilities

A discussion with the council should include but may not be limited to the following:

- Information appropriate for councils relating to building and ground safety, screening and training for school staff, access for non-custodial parents, and crisis and emergency response protocol.

- School and student needs and support related to school culture, mental health and safe school violations.
- Transportation, parking lot and safe walking route plans and protocols
- How the school is addressing safety requirements in the law that involve parents
 - o Annual safety seminar 53G-9-703
 - o Council involvement in preparing electronic device policy R277-595-3
 - o School climate survey 53G-8-802
 - o Emergency preparedness and emergency response plan review R277-400
- How does administration and staff balance safety with creating a setting for learning?
- What recent actions (over the past few years) has the administration and staff taken to increase a safe and wholesome learning environment?
- What does the administration see as the greatest day to day safety concerns?

Council Responsibilities

Councils are recommending bodies to the administration and local boards (district and charter) on issues that involve legal responsibility and financial commitments. Recommendations related to school access, building safety including playgrounds, state and federal safe school violations, etc. may be directed to the local board, as appropriate. As a result of the discussion, councils will understand there are opportunities for councils and parents to improve and address day to day safety at the school.

- Participate in the discussion. Listen to understand. Ask questions.
- Discuss and identify priorities where the council may be effective.
- Select a priority or two that councils could address.
- Prepare an action plan to address the identified issue. The action plan should include a goal, a measurement to know how well the goal was achieved and a timeline with assignments and responsibilities for reporting back. It is important to identify how the goal will support safety principles as defined above.
- The action plan could include the involvement of experts and other parent groups at the school.

There are resources and website links at <https://schools.utah.gov/resources> to assist school community councils in completing school safety and digital citizenship responsibilities.

Please note that some safety discussions must be reserved for closed meetings of the local board of education. Concerns of this nature should be forwarded to the board

R277. Education, Administration.

R277-491. School Community Councils.

R277-491-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board; and

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to:

(a) provide procedures and clarifying information to a school community council to assist the council in fulfilling school community council responsibilities consistent with Sections 53G-7-1202 through 53G-7-1203;

(b) provide direction to a local school board, school, and school district in establishing and maintaining a school community council;

(c) provide a framework and support for improved academic achievement of students that is locally driven from within an individual school;

(d) encourage increased participation of a parent, school employee, and others to support the mission of a school community council;

(e) increase public awareness of:

(i) school trust lands;

(ii) the permanent State School Fund; and

(iii) educational excellence; and

(f) enforce compliance with the laws governing a school community council.

(3) This rule does not apply to charter schools.

R277-491-2. Definitions.

(1) "Local school board" means the locally elected school board designated in Section 53G-4-201.

(2)(a) "Principal" means an administrator licensed as a principal in the state and employed in that capacity at a school.

(b) "Principal" includes a specific designee of the principal.

(3) "School community" means the geographic area a school district designates as the attendance area, with reasonable inclusion of a parent of a student who attends the school but lives outside the attendance area.

(4) "Student" means a child in a public school, grades kindergarten through 12, counted on the audited October 1 fall enrollment report.

R277-491-3. School Community Council Member Election Provisions.

(1) In addition to the election notice requirements of Section 53G-7-1202, the principal shall provide notice of:

(a) the location where a ballot may be cast; and

(b) the means by which a ballot may be cast, whether in person, by mail, or by electronic transfer.

(2)(a) A school community council may establish a procedure that allows a parent to mail a ballot to the school in the event the distance between a parent and the voting location would otherwise discourage parental participation.

(b) A mailed or hand-delivered ballot shall meet the same timeline as a ballot voted in person.

(3)(a) A school, school district, or local school board may allow a parent to vote by electronic ballot through a district approved election process that is consistent with the election requirements in Subsection 53G-7-1202(5).

(b) If allowed, the school or school district shall clearly explain on its website the opportunity to vote by electronic means.

(4) In the event of a change in statute or rule affecting the composition of a school community council, a council member who is elected or appointed prior to the change may complete the term for which the member was elected.

(5)(a) A public school that is a secure facility, juvenile detention facility, hospital program school, or other small or special school may receive School LAND Trust Program funds without having a school community council if the school demonstrates and documents a good faith effort to:

(i) recruit members;

(ii) have meetings; and

(iii) publicize the opportunity to serve on the council.

(b) A local school board shall make the determination whether to grant the exemption for a school described in Subsection (5)(a).

R277-491-4. School Community Council Principal Responsibilities.

(1) Following an election, the principal shall enter and electronically sign on the School LAND Trust Program website a Principal's Assurance Form affirming:

(a) the school community council's election;

(b) that vacancies were filled by election if necessary; and

(c) that the school community council's bylaws or procedures comply with Section 53G-7-1202, Rule R277-477, and this rule.

(2) In addition to the requirements of Subsections 53G-7-1203 (5) and (6), each year the principal shall post the following information on the school's website on or before October 20:

(a) an invitation to a parent to serve on the school community council that includes an explanation of how a parent can directly influence the expenditure of the School LAND Trust Program funds;

(b) the dollar amount the school receives each year from the School LAND Trust Program;

(c) a copy of or link to the current Teacher and Student Success Plan as required in Section 53G-7-1302; and

(d) minutes of approved council meetings for the current school year.

R277-491-5. School Community Council Chair Responsibilities.

(1) After the school community council election, the school community council shall annually elect at the council's first meeting a chair and vice chair in accordance with Subsection 53G-7-1202(5)(j).

(2) The school community council chair shall:

(a) set the agenda for every meeting;

(b) conduct every meeting;

(c) keep written minutes of every meeting, consistent with Section 53G-7-1203;

(e) inform council members about resources available on the School LAND Trust Program website; and

(f) welcome and encourage public participation in school community council meetings.

(3) The chair may delegate the responsibilities established in this section as appropriate at the chair's discretion.

R277-491-6. School Community Council Business.

(1)(a) The school community council shall adopt rules of order and procedure to govern a council meeting in accordance with Subsection 53G-7-1203(10).

(b) The rules of order and procedure shall outline the process for:

(i) electing the school community council, including:

(A) the number of parent members and school employee members on the council;

and

(B) beginning dates for the term of each member's position;

(ii) selecting a chair and vice chair;

(iii) removing from office a member who moves away or fails to attend meetings regularly; and

(iv) a member to declare a conflict of interest if required by the local school board's policy.

(2) The school community council shall:

(a) report on a plan, program, or expenditure at least annually to the local school board; and

(b) encourage participation on the school community council by members of the school community and recruit a potential candidate to run for an open position on the council.

(3)(a) The principal shall provide an annual report to the school community council that summarizes current practices used by the school district and school to facilitate the school community council's responsibilities under Subsections 53G-7-1203(3)(a)(iii)(D), (iv), and (v).

(b) The report described in Subsection (3)(a) shall include:

(i) information concerning internet filtering protocols for school and district devices that access the internet;

- (ii) local instructional practices, monitoring, and reporting procedures; and
- (iii) internet safety training provided to a student and parent by the school or district.

(c) A school community council's School LAND Trust Program plan may not conflict with the school district's approved LEA plan related to a digital teaching and learning grant awarded to the school district under Title 53F, Chapter 2, Part 5.

(4) A school community council shall comply with the requirements of Subsection 53G-7-1202(3)(vi).

(5) A school community council may advise and inform the local school board and other members of the school community regarding the uses of School LAND Trust Program funds.

KEY: school community councils

Date of Enactment or Last Substantive Amendment: August 19, 2019

Notice of Continuation: June 16, 2020

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53A-1a-108; 53A-1a-108.1; 53G-7-12

R277. Education, Administration.

R277-477. Distributions of Funds from the Trust Distribution Account and Administration of the School LAND Trust Program.

R277-477-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53F-2-404(2)(d), which allows the Board to adopt rules regarding the time and manner in which a student count shall be made for allocation of funds; and

(c) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) In accordance with Section 53D-2-202, through representation on the Land Trusts Protection and Advocacy Committee, the Board exercises trust oversight of:

(a) the Common School Trust;

(b) the School for the Deaf Trust; and

(c) the School for the Blind Trust.

(3) The Board implements the School LAND Trust Program and provides oversight, support, and training for school community councils and Charter Trust Land Councils consistent with Subsection 53G-7-1206(2), Rule R277-491, and this Rule R277-477.

(4) The purpose of this rule is to:

(a) provide financial resources to a public school to implement a component of a school's Teacher and Student Success Plan in order to enhance and improve student academic achievement;

(b) provide a means to involve a parent of a school's student in decision-making regarding the expenditure of School LAND Trust Program funds allocated to the school;

(c) provide direction in the distribution of funds from the Trust Distribution Account, as funded in Section 53F-2-404;

(d) provide for appropriate and adequate oversight of the expenditure and use of funds by a designated local board of education, an approving entity, and the Board;

(e) provide for proper allocation of funds as stated in Section 53F-2-404, and the appropriate and timely distribution of the funds;

(f) enforce compliance with statutory and rule requirements, including the

responsibility for a school community council to notify school community members regarding the use of funds; and

(g) define the roles, duties, and responsibilities of the Superintendent with regards to the School Children's Trust.

R277-477-2. Definitions.

(1) "Approving entity" means an LEA governing board, university, or other legally authorized entity that may approve or reject a plan for a district or charter school.

(2)(a) "Charter trust land council" means a council comprised of a two person majority of elected parents of students attending the charter school convened to act in lieu of the school community council for the charter school.

(b) "Charter trust land council" includes a charter school governing board if:

(i) the charter governing board meets the two-parent majority requirement; and

(ii) the charter school governing board chooses to serve as the charter trust land council.

(3) "Council" means a school community council or a charter trust land council.

(4) "Digital citizenship" means the same as that term is defined in Section 53G-7-1202.

(5) "Fall enrollment report" means the audited census of students registered in Utah public schools as reported in the audited October 1 Fall Enrollment Report of the previous year.

(6) "Funds" means School LAND Trust program funding as defined in Section 53F-2-404.

(7) "Most critical academic need" means an academic need identified in a school's Teacher and Student Success Plan.

(8) "Parent," for a charter school, includes a grandparent of a student currently enrolled at the school.

(9)(a) "Principal" means an administrator licensed as a principal in the state and employed in that capacity at a school.

(b) "Principal" includes the director of a charter school.

(10) "Satellite charter school" has the same meaning as that term is defined in Section R277-482-2.

(11) "School safety principles" has the same meaning as described in Section 53G-7-1202.

(12) "Student" means a child in public school grades kindergarten through 12 counted on the fall enrollment report of an LEA.

(13) "Trust Distribution Account" means the restricted account within the Uniform School Fund created under Subsection 53F-9-201(2).

R277-477-3. Distribution of Funds - Local Board or Local Charter Board Approval of School LAND Trust Plans.

(1) A public school receiving School LAND Trust Program funds shall have:

(a) a school community council as required by Section 53G-7-1202 and Rule R277-491;

(b) a charter school trust land council as required by Section 53G-7-1205; or

(c) an approved exemption under this rule.

(2) A public school receiving School LAND Trust Program funds shall submit a principal assurance form, as described in Section R277-491-4 and Subsection 53G-7-1206(3)(c), prior to the public school receiving a distribution of School LAND Trust Program funds.

(3) A charter school that elects to receive School LAND Trust funds shall:

(a) have a charter trust land council;

(b) be subject to Section 53G-7-1203 if the charter trust land council is not a charter school governing board; and

(c) receive training about Section 53G-7-1206.

(4) A charter school that is a small or special school may receive an exemption from the charter land trust council composition requirements contained in Subsection 53G-7-1205(9) upon application to the school's authorizer if the small or special school demonstrates and documents a good faith effort to recruit members to the charter trust land council.

(5) The principal of a charter school that elects to receive School LAND Trust funds shall submit a plan, approved by the school's governing board, to the School Children's Trust Section on the School LAND Trust website:

(a) no later than April 1; or

(b) for a newly opening charter school, no later than November 1 in the school's first year in order to receive funding in the year the newly opening charter school opens.

(6)(a) An approving entity:

(i) shall consider a plan annually; and

(ii) may approve or disapprove a school plan.

(b) If an approving entity does not approve a plan, the approving entity shall:

(i) provide a written explanation why the approving entity did not approve the plan;
and

(ii) request that the school revise the plan, consistent with Subsection 53G-7-1206(4)(d).

(7)(a) To receive funds, the principal of a public school shall submit a School LAND Trust plan to the School Children's Trust Section annually through the School LAND Trust website using the form provided.

(b) The Board may grant an exemption from a school using the Superintendent-provided form, described in Subsection (7)(a), on a case-by-case basis.

(8) In addition to the requirements of Subsection (6), the School LAND Trust plan described in Subsection (7)(a) shall include the date the council voted to approve the plan.

(9)(a) The principal of a school shall ensure that a council member has an opportunity to provide a signature indicating the member's involvement in implementing the current School LAND Trust plan and developing the school plan for the upcoming year.

(b) The principal shall collect a council member's signature, as described in Subsection (9)(a), digitally or through a paper form created by the Membership Form on the website and uploaded to the database.

(c) An LEA or district school, upon the permission of the LEA's governing board, may design the LEA or district school's own form to collect the information required by this Subsection (9).

(10)(a) An approving entity for a school district shall establish a timeline, including a deadline, for a school to submit a school's School LAND Trust plan.

(b) A timeline described in Subsection (10)(a) shall:

(i) require a school's School LAND Trust plan to be submitted to the approving entity with sufficient time so that the approving entity may approve the school's School LAND Trust plan no later than May 15 of each year; and

(ii) allow sufficient time for a council to reconsider and amend the council's School LAND Trust plan if the approving entity rejects the school's plan and still allow the school to meet the May 15 approving entity's approval deadline.

(c) After an approving entity has completed the approving entity's review, the approving entity shall notify the School Children's Trust Section that the review is complete.

(11)(a) Prior to approving a plan, an approving entity shall review a School LAND Trust plan under the approving entity's purview to confirm that a School LAND Trust plan contains:

- (i) academic goals;
- (ii) specific steps to meet the academic goals described in Subsection (11)(a)(i);
- (iii) measurements to assess improvement; and
- (iv) specific expenditures focused on student academic improvement needed to implement plan goals.

(b) The approving entity shall determine whether a School LAND Trust plan is consistent with the approving entity's pedagogy, programs, and curriculum.

(c) Prior to approving a School LAND Trust plan, the president or chair of the approving entity shall provide training annually on the requirements of Section 53G-7-1206 to the members of the approving entity.

(12)(a) After receiving the notice described in Subsection (10)(c), the School Children's Trust Section shall review each School LAND Trust plan for compliance with the law governing School LAND Trust plans.

(b) The School Children's Trust Section shall report back to the approving entity concerning which School LAND Trust plans were found to be out of compliance with the law.

(c) An approving entity shall ensure that a School LAND Trust plan that is found to be out of compliance with the law by the School Children's Trust Section is amended or revised by the council to bring the school's School LAND Trust plan into compliance with the law.

(13) If an approving entity fails to comply with Subsection (12)(c), Superintendent may report the failure to the Audit Committee of the Board as described in Section R277-477-9.

R277-477-4. Appropriate Use of School LAND Trust Program Funds.

(1) Parents, teachers, and the principal, in collaboration with an approving entity, shall review school-wide assessment data annually and use School LAND Trust Program funds in data-driven and evidence-based ways to improve educational outcomes, including:

(a) strategies that are measurable and show academic outcomes with multi-tiered systems of support; and

(b) counselors and educators working with students and families on academic and behavioral issues when a direct impact on academic achievement can be measured.

(2) School LAND Trust Program expenditures are required to have a direct impact on the instruction of students in the particular school's areas of most critical academic need.

(3) A school may not use School LAND Trust Program funds for the following:

(a) to cover the fixed costs of doing business;

(b) for construction, maintenance, facilities, overhead, security, or athletics; or

(c) to pay for non-academic in-school, co-curricular, or extracurricular activities.

(4) A school district or local school board may not require a council or school to spend the school's School LAND Trust Program funds on a specific use or set of uses.

(5)(a) A council may budget and spend no more than \$7,000 for in-school civic and character education, including student leadership skills training, digital citizenship training, and implementing school safety principles.

(b) A school may designate School LAND Trust Program funds to implement school safety principles or for an in-school civic or character education program or activity only if the plan clearly describes how the program or activity has a direct impact of the instruction of students in a school's areas of most critical academic need.

(6) Notwithstanding other provisions in this rule, a school may use funds as needed to implement a student's Individualized Education Plan.

(7) Student incentives implemented as part of an academic goal in the School LAND Trust Program may not exceed \$2 per awarded student in an academic school year.

R277-477-5. Distribution of Funds - Determination of Proportionate Share.

(1)(a) A local school board or charter school governing board shall report the prior year expenditure of distributions for each school.

(b) The total expenditures each year described in Subsection (1)(a) may not be greater than the total available funds for any school or school district.

(c) A school district shall adjust the current year distribution of funds received from the School LAND Trust Program as described in Section 53F-2-404, as necessary to maintain an equal per student distribution within a school district based on school openings and closings, boundary changes, and other enrollment changes occurring after the fall enrollment report.

(2) A charter school and each of the charter school's satellite charter schools are a single LEA for purposes of public school funding.

(3)(a) For purposes of this Subsection (3) and Subsection (4), "qualifying charter school" means a charter school that:

(i) would receive more funds from a per pupil distribution than the charter school receives from the base payment described in Subsection (3)(c); and

(ii) is not a newly opening charter school as described in Subsection (4).

(b) The Superintendent shall distribute the funds allocated to charter schools as described in this Subsection (3).

(c) The Superintendent shall first distribute a base payment to each charter school that is equal to the product of:

(i) an amount equal to the total funds available for all charter schools; and

(ii) at least 0.4%.

(d) After the Superintendent distributes the amount described in Subsection (3)(c), the Superintendent shall distribute the remaining funds to qualifying charter schools on a per pupil basis.

(4)(a) The Superintendent shall distribute an amount of funds to a newly opening charter school that is equal to the greater of:

(i) the base payment described in Subsection (2)(c); or

(ii) a per pupil amount based on the newly opened charter school's projected October 1 enrollment count.

(b) The Superintendent shall increase or decrease a newly opening charter school's first year distribution of funds in the school's second year to reflect the newly opening charter school's actual first year October 1 enrollment.

(5) If a school chooses not to apply for funds or does not meet the requirements for

receiving funds, the Superintendent shall deposit the unused balance in the Trust Distribution Account.

R277-477-6. School LAND Trust Program - Implementation of Plans and Required Reporting.

(1) A school shall implement a plan as approved.

(2)(a) The principal shall submit a plan amendment authorized by Subsection 53G-7-1206(4)(d)(iii) through the School LAND Trust website for approval, including the date the council approved the amendment and the number of votes for, against, and absent.

(b) The approving entity shall:

(i) consider the amendment for approval; and

(ii) approve an amendment before the school uses funds according to the amendment.

(c) The School Children's Trust Section shall review an amendment for compliance with statute and rule before the school uses funds according to the amendment.

(3)(a) A school shall provide an explanation for any carryover that exceeds one-tenth of the school's allocation in a given year in the School LAND Trust Plan or final report.

(b) The Superintendent shall recommend a district or school with a consistently large carryover balance over multiple years for corrective action for not making adequate and appropriate progress on an approved plan.

(c) The Superintendent may take corrective action to remedy excessive carryover balances consistent with Rule R277-114.

(4) By approving a plan on the School LAND Trust website, the approving entity affirms that:

(a) the entity has reviewed the plan; and

(b) the plan meets the requirements of statute and rule.

(5)(a) A district or charter school business official shall enter prior year audited expenditures by specific category on the School LAND Trust website on or before October 1.

(b) The expenditure data shall appear in the final report submitted online by a principal, as required by Subsection 53G-7-1206(5)(b).

(6) A principal shall submit a final report on the School LAND Trust website by

October 20 annually.

R277-477-7. School LAND Trust Program - School Children's Trust Section to Review Compliance.

(1)(a) The School Children's Trust Section shall review each school's final report for consistency with the approved school plan.

(b) The School Children's Trust Section shall create a list of all schools whose final reports indicate that funds from the School LAND Trust Program were expended inconsistent with the statute, rule, or the school's approved plan.

(c) The School Children's Trust Section shall annually report a school described in Subsection (1)(b) to the school district contact person, district superintendent, and president of the local board of education or charter board, as applicable.

(2) The School Children's Trust Section may visit a school receiving funds from the School LAND Trust Program to discuss the program, receive information and suggestions, provide training, and answer questions.

(3)(a) The Superintendent shall supervise annual compliance reviews to review expenditure of funds consistent with the approved plan, allowable expenses, and the law.

(b) The Superintendent shall report annually to the Board Audit Committee on compliance review findings and other compliance issues.

R277-477-8. Superintendent Responsibilities.

The Superintendent shall:

(1) represent the Board on the Land Trusts Protection and Advocacy Committee in accordance with Section 53D-2-202;

(2) review and approve a charter school plan on behalf of the State Charter School Board;

(3) provide notice as necessary to the State Charter School Board of changes required of charter schools for compliance with statute and rule;

(4) review and approve a plan submitted by the USDB school community council as necessary;

(5) prepare the annual distribution of funds to implement the School LAND Trust Program pursuant to Section 53F-2-404;

(6) report the total distribution amount for the following fiscal year to the Legislative Fiscal Analyst before December 31 annually;

(7) provide training to entities involved with the School LAND Trust Program consistent with Subsection 53G-7-1206(8); and

(8) implement corrective action, if appropriate, consistent with Rule R277-114 if an LEA or its council fails to comply with the provisions of this rule.

KEY: schools, trust lands funds, school community councils

Date of Enactment or Last Substantive Amendment: August 16, 2019

Notice of Continuation: August 13, 2015

Authorizing, and Implemented, or Interpreted Law: Art X Sec 3; 53A-16-101.5(4); 53A-1-401

Responsibilities of School Community Council Officers

Responsibilities of the 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.

- Prepare School Community Council Agendas, honor agendas and time constraints. Items needing action must be included on the agenda and a quorum (majority) of the council must be present to vote.
- Conduct School Community Council 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 roll call, with the member names voting for, against and absent. Minutes are prepared for posting on the school website.
- Prepare a yearly timeline that includes all required (and other) tasks to assist in preparation of each agenda, assuring councils have the necessary lead time to complete responsibilities, including the following:
 - Familiarity with the Teacher and Student Success Plan, and the academic goals defined in the plan
 - review of school data, assessments (as they are made available) and demographic information to determine critical academic need
 - review of current plan implementation and budget progress
 - preparation, amending and voting on required new plans before they are submitted to the local school board
 - tasks related to member elections, filling vacant positions after an election, and election of officers
- Provide opportunities for increased involvement of parents and school employees by encouraging issues of concern to be heard and considered by the council, to include non-elected parents and staff on task forces and subcommittees, as needed, and provide input to administration and the local school board of needs and issues of the school and school community.
- Create a welcoming and community-oriented environment.
- Develop an inclusive process for incorporating parent and education voice: make sure the SCC reflects the diversity of the school by inviting parents who are not typically present, have additional meetings to get informal feedback from families.
- Engage in regular communication and reciprocal learning: help the community understand SCCs, get meeting information out early and often in the languages of your community, share information on discussion topics prior to the meeting.
- Establish clear, written procedures and timelines consistent with Utah law, board rules, and local board policies about member and officer elections and other procedures councils are responsible for, including rules outlining parliamentary order and procedure, ethical behavior and civil discourse.
- Request any conflicts of interest be disclosed

With assistance from the school administration, the chair shall:

- Assure that all meetings are open to the public and encourage participation by parents and school employees.
- Assure training is provided to the council about their responsibilities, understanding assessments, mission and goals of the district and school, and resources available on the School LAND Trust website.
- 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, in the school office and to parents without access to the internet.
 - At least one week prior to council meetings - Agenda and draft minutes of the prior meeting.
 - By October 1st of each year (unless required earlier by the district)
 - Meeting schedule of council meetings for the year
 - List of school community council members, including contact email and/or phone numbers
 - Summary of the School LAND Trust Program Final Report each fall for the prior year.
 - Always
 - Statement about the opportunity for parents to serve on the school community council and make decisions about the School LAND Trust Program funding.
 - Funding amounts for each year from the School LAND Trust Program
 - Rules of Order and Procedure, Bylaws if they incorporate the Rules of Order and procedure, or both
 - Information about electronic voting if the district allows the school to use the process for their council elections.
- Work with the principal to provide notice of the election at least 10 days in advance to parents and staff of council positions that are up for election, how to apply, the date, time and location of the election. The election may be conducted in the spring if it is completed prior to the last week of the school year OR near the beginning of the school year. The time of the election should be consistent for at least four years. If the council chooses to hold the election in the spring, all parents who would vote if the election were held in the fall are encouraged to file, run and vote.

Parents – Parents act as the primary advocates for all children. By working as a group and understanding the legal responsibilities that lie with the principal, parents ensure the representation of various viewpoints and values within the community. Parent engagement is a key element to student achievement and student progress. *Parents have at least a two-member majority of a school community council, and are often the driving force. Parents will serve as chair and may serve as 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 effect meaningful school improvement for all children.

A Checklist for Parent Members of a School Community Council

- *Understand the roles and responsibilities of school community councils and the importance of participation as an elected parent member. Recognize that the primary responsibility of the school community council is to improve student academic performance.*
- *Understand how to be elected a member of the school community council to represent the parents of students at the school.*
- *Participate in training about council responsibilities, collaboration, student and school assessments, how to participate in preparing and editing school action plans, school trust lands that provide revenue to schools to implement the School LAND Trust Plan, and the law that directs the money to be spent on the greatest academic need.*
- *Know where to find additional help and clarification, as needed.*
- *Attend school community council meetings and actively participate.*
- *Serve as an officer on the council, or nominate good candidates to fill those roles.*
- *Represent the needs of all students at the school and promote goals and activities of school parent groups and families in the school community.*
- *Encourage parent input into school community council issues and decisions and encourage parent involvement in task forces and sub/committees, including requests made of councils by the local school district.*
- *Collaborate with the council and sub-committees and/or task forces, utilizing the skills and expertise each individual can offer, to bring about the best result for the students.*
- *Be well informed and seek answers to questions and concerns before a vote is called for.*
- *Encourage the council to establish written procedures for parent notifications, elections and other council tasks and responsibilities, including rules outlining parliamentary order and procedure, ethical behavior and civil discourse.*
- *Celebrate successes towards achieving council goals with the parents. Be forthcoming about issues of concern and plans to make improvements. Actively promote school priorities in the community.*
- *Provide support and encourage ongoing training for newly elected parent members.*

School Employee Members of School Community Councils

Teachers, counselors and school staff members are responsible for the academic and well being of students in their charge. They evaluate student skills and knowledge, and design and implement instruction best suited for each child. They work as partners with local, state, and federal entities to determine academic goals, but are generally in charge of decisions related to methods of instruction. They are also partners with other personnel to manage school functions, extracurricular activities, and classroom resources. When most effective, the various school employees combine their efforts in teams and avoid isolation. *They welcome the viewpoints of parents to take input and show respect to them.* They are responsible to the school principal.

A Checklist for School Employee Members of a School Community Council

- *Understand the roles and responsibilities of school community councils. Recognize that the primary responsibility of the school community council is to improve student academic performance.*
- *Understand and follow the required procedures for becoming elected to represent faculty on the school community council. Employee members may serve as vice-chair of the council.*
- *Participate in training about council responsibilities, collaboration, student and school assessments, how to participate in preparing and editing school action plans, school trust lands that provide revenue to schools to implement the School LAND Trust Plan, and the law that directs the money to be spent on the greatest academic need.*
- *Know where to find additional help and clarification, as needed.*
- *Attend school community council meetings and actively participate.*
- *Represent the needs of all students at the school and promote school goals among faculty. Offer support for district priorities in preparing school action plans.*
- *Encourage faculty input into school community council priorities, issues and decisions, including requests made of councils by the local school district.*
- *Encourage data based decision making.*
- *Keep the council informed of successful academic programs and their evidences of success as they make decisions about action plans. Share special expertise of faculty that might support the academic goals established by the school community council.*
- *Collaborate with the council and sub-committees and/or task forces, utilizing the skills and expertise each individual can offer, to bring about the best result for the students.*
- *Encourage the council to establish written procedures for parent notifications, elections and other council tasks and responsibilities, including rules outlining parliamentary order and procedure, ethical behavior and civil discourse.*
- *Be well informed and seek answers to questions and concerns before a vote is called for.*
- *Ensure that the required school plans are delivered to the local school board on time.*
- *Keep the faculty informed about successes towards achieving school/council goals. Be forthcoming about issues of concern and plans to make improvements. Provide support and encourage ongoing training for newly elected faculty members.*

The School Principal and his/her Role on the School Community Council (SCC)

The school principal is the Chief Executive Officer and instructional leader of the school. He or she is 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 recognize excellence and progress toward excellence. In addition, as managers, 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. They encourage participation from students, staff, parents, and the community as they work toward having a successful school of which all can be proud. *Principals are responsible to the district administration and have many specific responsibilities and timelines related to school community councils but may not act as chair, vice-chair or co-chair.*

Principal Responsibilities in his/her Role as a School Community Council Member

- *Have a working knowledge of R277-491 School Community Councils and R277-477 Distribution of Funds from the Trust Earnings Account and Administration of the School LAND Trust Program.*
- *Provide notice of the annual SCC elections, oversee the elections and provide an assurance that the elections, and subsequent appointments of unfilled positions, were conducted according to the law.*
- *Annually review the Teacher and Student Success Plan with the School Community Council, making changes or clarifications as necessary. Assist councils to support the goals in the Success Plan using the funding provided through the School LAND Trust program.*
- *Ensure that data is collected, evaluated, and utilized by the school and the SCC in their decision-making process.*
- *Ensure that the law pertaining to use of the School LAND Trust funds are followed.*
- *Be a model for collaboration. Create a welcoming and community-oriented environment.*
- *Develop an inclusive process for incorporating parent and education voice: make sure the SCC reflects the diversity of the school by inviting parents who are not typically present. Have additional meetings to get informal feedback from families.*
- *Engage in regular communication and reciprocal learning: help the community understand SCCs, get meeting information out early and often in the languages of your community, share information on discussion topics prior to the meeting.*
- *Support the council in discussing issues of interest that are not inconsistent with Utah law, board rule or district policy.*
- *Complete the required forms, assurances and reports for which the council is responsible.*
- *Assist the council chair in completing the requirements of the chair outlined in board rules.*
- *Ensure that required school website information is posted according to required timelines.*
- *Provide annual reports to the council about school safety principles, filtering, management and supervision provided for student use of devices that access the internet and any training provided to students and parents about safe internet use. Partner with the council to fulfil their responsibilities related to school safety principles, internet safety and digital citizenship.*
- *Review student safety coming to and from school, including access and routing and make recommendations to the district transportation safety committee.*

Rules of Order and Procedure

This TEMPLATE was developed at the request of schools and districts to assist School Community Councils and elected Charter Trust Lands Councils adopt Rules of Order and Procedure as required (53G-7-1203(10)). The template should 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. (required)

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, will be posted on the school website and made available in the main office. The agenda will include the date, time and location of the meeting. (required)

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

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. (best practice – example on www.SchoolLANDTrust.org/timelinesdue-date/)

The council consists of the principal, _____ school employee(s) who is/are elected in even years, _____ school employee(s) who is/are elected in odd years, and _____ parent members, half of whom are elected in even years and half in odd years. In the event there is a tie vote in an election, the principal shall flip a coin to determine the outcome. (Size of the council should be determined by the council, but councils are required to consist of the principal, at least one school employee, and at least four parents with a two-parent majority on the council. Elections are required to be staggered)

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

The council must have a quorum to vote (required). A quorum is equal to a majority of council members.

If a parent member is absent from two consecutive meetings, the chair will notify the member that if the member does not attend the next meeting, the council will consider the seat vacant and the remaining parent members will appoint a parent to fill the unexpired term. (best practice)

The council must determine a procedure for a council member to disclose a conflict of interest if required by the local school board.

Meetings shall be conducted and action taken according to very simplified rules of parliamentary procedure as required in 53G-7-1203(10). Council actions will be taken by motions and voting with votes and motions recorded in the minutes. (required)

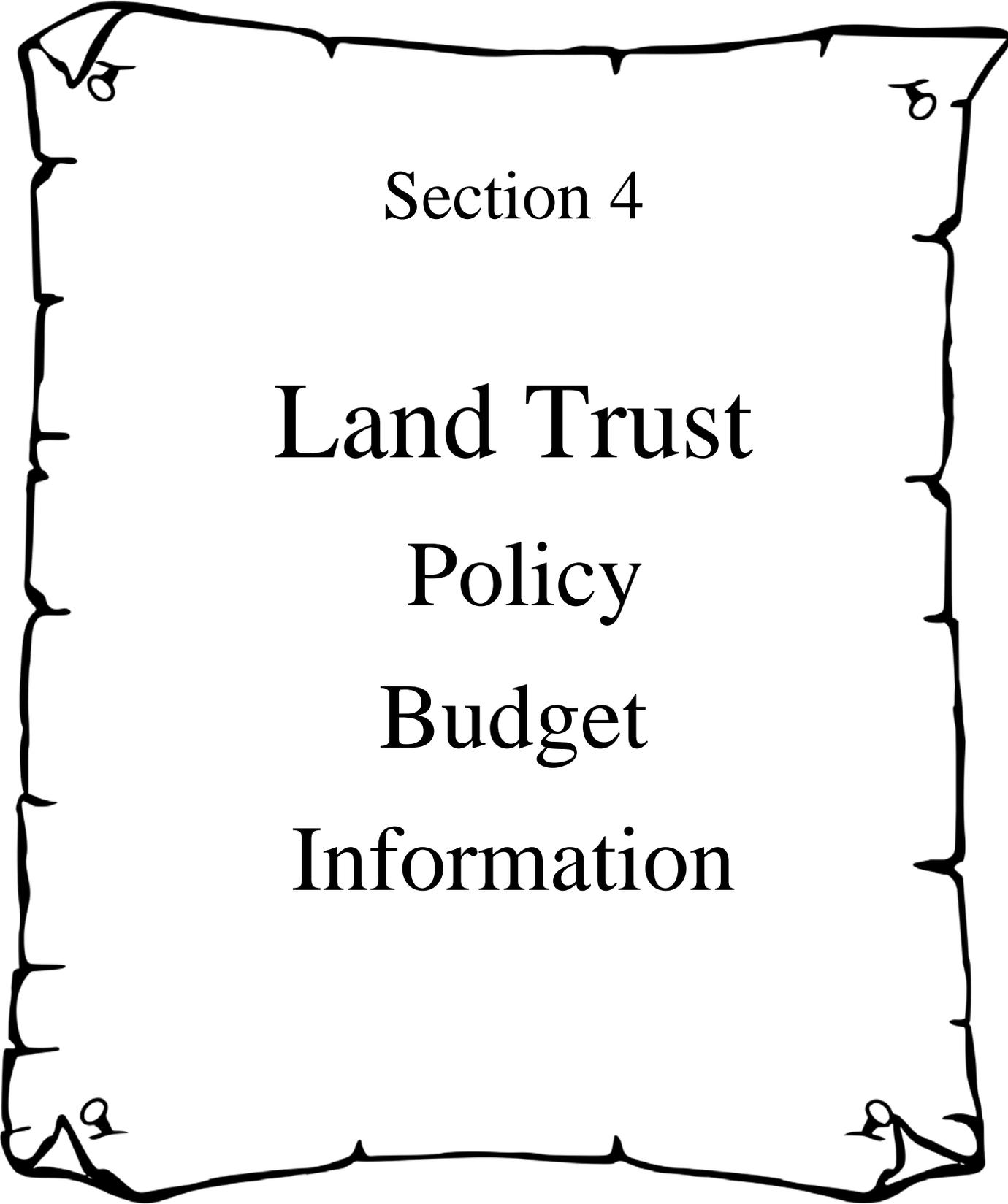
Simple Motions of Parliamentary Procedure

Used by some organizations to assist those new to the process

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 **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. 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.

- A tie vote is a lost vote.
- Most motions are main motions. A main motion may be amended.
- 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.



Section 4

Land Trust

Policy

Budget

Information

School LAND Trust Program - Appropriate Expenditures

For the 2021-2022 School Year

Utah Code 53G-7-1206 School LAND Trust Program

4(a) A council shall create a program to use its allocation...to implement a component of the school's success plan (Teacher and Student Success 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 at the school.

State Board Rule R277-477-4 Appropriate Use of School LAND Trust Program Funds

(1) Parents, teachers, and the principal, in collaboration with an approving entity, shall review school-wide assessment data annually and use School LAND Trust Program funds in data-driven and evidence-based ways to improve educational outcomes, consistent with the academic goals of the school's teacher and student success plan (success plan) framework under Subsection 53G-7-1304(1)(a) and the priorities of the LEA governing board, including:

- (a) strategies that are measurable and show academic outcomes with multi-tiered systems of support; and
- (b) counselors and educators working with students and families on academic and behavioral issues when a direct impact on academic achievement can be measured.

(2) A school's School LAND Trust Program expenditures shall have a direct impact on the instruction of students in the particular school's areas of most critical academic need and consistent with the academic priorities of the LEA's governing board:

- (a) to increase achievement in:
 - (i) English;
 - (ii) language arts;
 - (iii) mathematics; and
 - (iv) science; and
- (b) for high schools to:
 - (i) increase graduation rates; and
 - (ii) promote college and career readiness.

(3) A school may not use School LAND Trust Program funds for the following:

- (a) costs related to district or school administration, including accreditation;

(b) expenses for:

- (i) construction;
- (ii) maintenance;
- (iii) facilities;
- (iv) overhead;
- (v) furniture;
- (vi) security; or
- (vii) athletics; or

(c) expenses for non-academic in-school, co-curricular, or extracurricular activities.

(4) A school that demonstrates appropriate progress and achievement consistent with the academic priorities of the LEA governing board outlined in Subsection (2) may request local board approval of a plan to address other academic goals if the plan includes:

(a) how the goal is in accordance with the core standards established in Rule R277-700

(b) how the action plan for the goal is:

- (i) data driven;
- (ii) evidence based; and
- (iii) has a direct impact on the instruction of students consistent with Subsections (1) and (2);

(c) the data driving the decision to spend School LAND Trust funds for academic needs outlined in this Subsection (4); and

(d) the anticipated data source the school will use to measure progress.

(5) A council may budget and spend no more than \$7,000 for an academic goal or component of an academic goal than incorporates any combination of the following:

(a) digital citizenship training under Subsection 53G-7-1202(3)(a)(iii); or

(b) safety principles consistent with Subsection 53G-7-1202(1)(d)

(6) A school district or local school board may not require a council or school to spend the school's School LAND Trust Program funds on a specific use or set of uses.

(7) Student incentives implemented as part of an academic goal in the School LAND Trust Program may not exceed \$2 per awarded student in an academic school year.

NOTES

- Positive behavioral interventions are no longer limited to \$7,000 and must be directly tied to academic goals.
- Mini-grants must be approved by the local board. In cases where councils award funds for projects/activities that support a goal to be spent later, the councils must amend the plan to outline specific mini-grant expenditures and how they support the goal. Local boards must approve the amendment containing mini-grant expenditures for approval before the school may spend funds on the proposed expenditures.

Steps to Amend a Current School LAND Trust Plan

1. **Include an action item on the School Community Council or Charter Trust Land Council Agenda** (or Charter Governing Board Agenda if board is serving as Trust Land Council)
Action Item: Review Current School LAND Trust Plan and Budget
Discussion and Possible Amendment
2. **The Council receives a report on plan implementation, the budget, and justification for amending the Plan. The Council discusses proposed amendments and may offer additional ideas and suggestions.**
3. **The council votes to amend the Current Plan** and records the amendment with the vote in the minutes.
4. Principal
 - a. **Notifies the district or chartering entity of the amendment** and it is placed on the board agenda for consideration and approval. If the Charter Trust Land Council is not the local charter board, the amendment must be approved by the local charter board before going to the charter authorizer for approval.
 - b. **Enters the Amendment on the website** by logging onto the website. Select Current Plan, Click ADD AMENDMENT at the bottom of the Plan.
 - i. Enter the date and vote of the council to amend
 - ii. In the text box:
 1. Explain the reason for the amendment
 2. Identify the goal and expenditures being amended
 3. If the council is creating a new goal, be sure to include:
 - a. Goal Statement
 - b. Academic Area
 - c. Measurement
 - d. Action Plan
 - e. How the expenditures are part of the action plan
5. **Local Board or charter authorizer considers the amendment** and approves it OR may request changes. If changes are substantive, the process begins again. If changes are non-substantive, the principal may make the changes and notify the district or chartering authorizer when the changes have been made.
6. **The School Children's Trust completes a final compliance review** and approves OR may request changes. If changes are substantive, the process begins again. If they are non-substantive, the principal makes the changes. The plan is approved online.
7. **Implement the amendment.**

NOTE: If the proposed amendment is consistent with 'Increased Distribution' section in the Plan, an amendment may not be needed because the expenditure has already been approved.

Updated 5/2020 – paula.plant@schools.utah.gov

School Community Council Requirements for School Websites

Effective 1/31/2020

Updated yearly on or before October 1st: **53G-7-1203(6)**

- Council member names with a direct email, phone number or both
(The school email or phone numbers are not acceptable for parent members.)
- Proposed meeting schedule for the school year
- A report to parents on how the School LAND Trust Program funds were used in the prior year and what was accomplished for students

Always on the school website – updated as needed: **R277-491-4(2)**

- Approved council minutes for the current school year (new)
- Teacher and Student Success Plan (other information required by 53G-7-1304)
- Opportunities provided to parents by serving on the school community council and how parents can directly influence the expenditure of School LAND Trust funds
- Dollar amount received by the school each year through the program (Best practice: multi-year chart updated annually)

At least one week before each school community council meeting: **53G-7-1203(5)**

- Notice of the time, place and date of the meeting
- Meeting agenda
- Draft minutes of the previous meeting

Always on the school website, updated as needed, with a copy at every meeting **53G-7-1203(10)**

- Rules of order and procedure the council uses to conduct meetings **R277-491-6**
There is a Rules of Order and Procedure template on <https://schools.utah.gov/schoollandtrust>. If using this template, please ensure the council enters the membership size, makes other changes as apply, and votes to approve the rules in a council meeting. A best practice is for the council to review the rules annually.

If a district has in place a process for electronic voting, the website will include: **R277-491-3**

- Directions for electronic voting to elect parents for the school community council
- How a parent may vote by paper ballot, if preferred

Optional, but encouraged:

- Notice of the election that includes the dates, times and location, open positions, and how to file. This notice should be posted at least ten days prior to the election.
- This notice could include the form for filing for a council position.

Council Meeting Agendas should include:

53G-7-1203(8)

- Notice to the public of the topics that will be considered at the meeting with each topic listed under an agenda item for the meeting
- Items to be voted on must be identified as an action item

Written minutes of a council meeting should include:

53G-7-1203

- Date, time and place of the meeting
- Names of members present and absent
- A brief statement of matters proposed, discussed or decided
- A record, by individual member, of each vote taken
- The name of each person who:
 - Is not a member of the council, and,
 - After being recognized by the chair, provided testimony or comments to the council
- The substance, in brief, of the testimony of comments to the council provided to the council
- Any other information that is a record of the proceedings of the meeting that any member requests be entered into the minutes

Steps to Receive Funding

What Your School Must Do to Receive School LAND Trust Funds

1. FORM A SCHOOL COMMUNITY COUNCIL THROUGH THE REQUIRED ELECTION PROCESS

The School Community Council (SCC) is responsible for the School LAND Trust Program.

Who – The membership of the SCC must include:

- The school principal
- At least one school employee elected by the school employees (in addition to the principal). Employee members may or may not be licensed employees.
- At least four parents (or guardians) elected by majority vote of the parent Any parent is eligible if they have a child who will be enrolled at the school during their term of office, unless they are a licensed employee at the school.
- The committee may have more members than stated here. The number of parent members must exceed the number of school employees, including the principal by at least two.

How – The election

- Provide notice to staff and parents at least ten days in advance of the election. Include:
 - The open positions, how to file and the due date for filing
 - When and where the election will be – it must be at the school, overseen by the principal
- Elections must be completed before the last week of the school year OR may be held near the beginning of the school year.
 - Elections are to be held by secret ballot, with ballots deposited in a secure ballot box and the results are to be saved at the school.
 - After the election, if there are more parents on the council who are also licensed employees in the school district, than parents who are not, the parent members on the council need to appoint additional non-licensed parents until non-licensed parents are in the majority.
- If positions on the council are unfilled, the parent members appoint a replacement for a parent position and employee members appoint a replacement for employee position. Principals may encourage the council in their appointments but should not appoint members to the council.

2. ASSESS ACADEMIC NEEDS & IDENTIFY THE PRIORITIES

Councils will have already completed this step in preparing the School Improvement Plan (SIP) and select from the academic needs and goals in the SIP, an area in which to focus the school LAND Trust Plan.

- Select a need that is academic – See [Appropriate Expenditures](#)

- Set goals that are specific, measurable, achievable, realistic and time-based

3. **PREPARE AN ACTION PLAN**

Prepare an action plan to address the need(s) and meet the goal(s) identified.

- Review the current plan to determine if adjustments need to be made or a new plan prepared.
- If the school and council have conducted a formal school-wide assessment in preparing the SIP, the results should help the council select the academic need, the steps needed to address the need and assessments to monitor progress
- If a new plan (or revision) needs to be prepared, begin by brainstorming many options that will directly impact instruction.
- Collect various examples of research based programs, practices, software, materials, equipment, and strategies that could effectively meet this need.
- Invite all members to describe how the group they represent can provide support towards students reaching the goal
- Identify barriers and how the plan will address them.
- Prepare a step by step outline of the action plan that includes duties and responsibilities, who is responsible and the timeframe

Funding the plan

- Decide how much funding will be required to implement the plan.
- Develop a budget
 - Review funding available from the School LAND Trust Program.
 - Consider finding matching money to help implement the plan.
 - Funds from the School LAND Trust Program can be matching money for a grant
 - Consider involving business partners

Measuring progress and results

- Identify methods for measuring student improvement that are data driven
- Establish the beginning point (baseline) from current assessments
- Define the assessment goal and a timeline to reach
- Include in the plan how progress will be tracked and how final results will be assessed
- Schedule regular progress reports

Approving the plan and Submitting On-line

- When the plan is complete, the council adopts it through a motion and vote. The motion is recorded in the minutes with who voted for, against and who was absent.
- The plan is submitted on the website at schoolandtrust.org
- The local school board considers the plan and approves it, or may send it back to the council with an explanation about what needs to be amended.
- The school plan goes back to the local school board for final approval.
- Council members will be asked to sign a Membership Signature Form indicating their involvement in preparing and approving the School LAND Trust Plan.

4. **DO IT! AND SHARE THE RESULTS!**

Implement your plan with enthusiasm – focus on results.

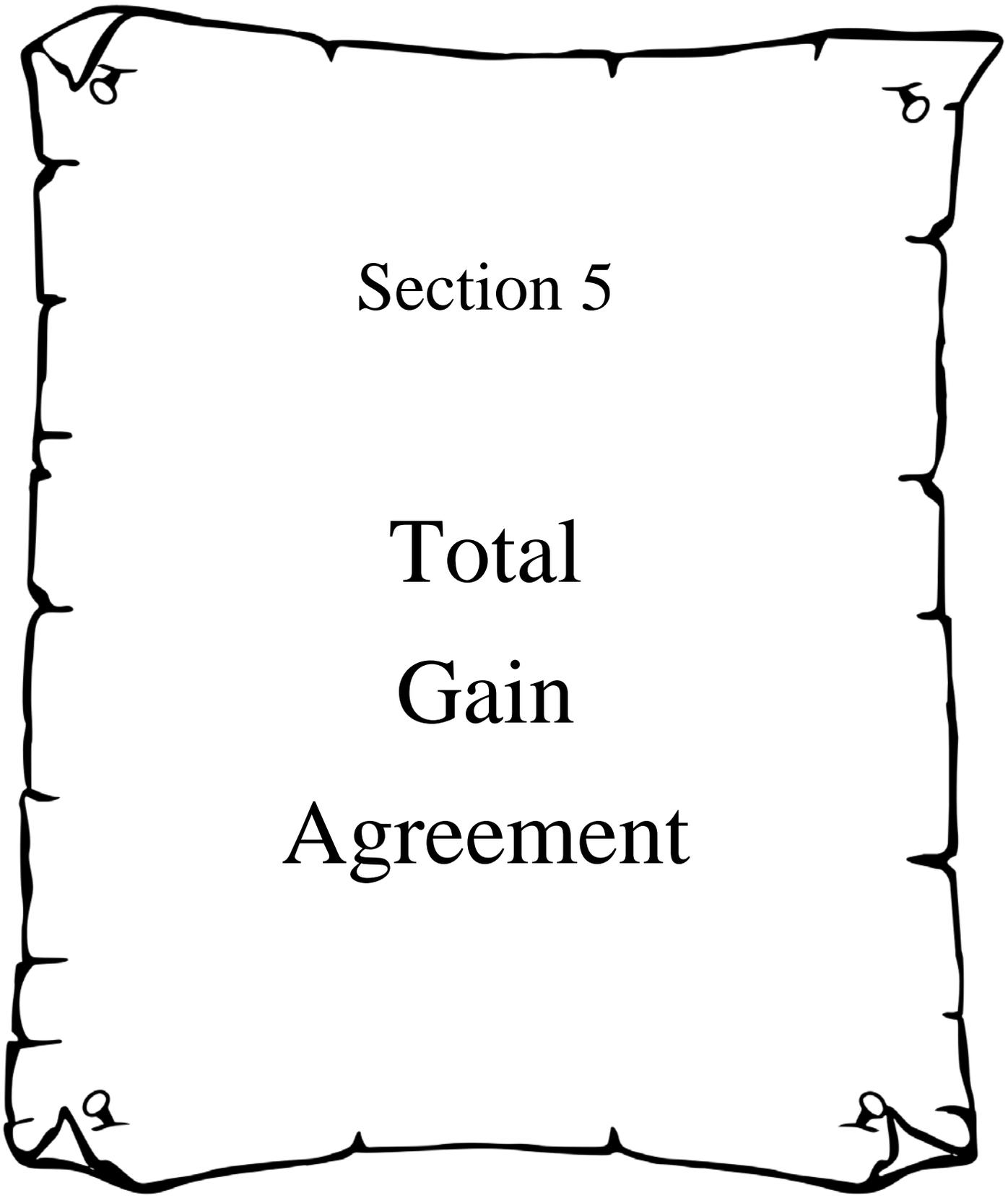
- Follow the steps in the action plan
- Receive regular updates of assessment measurements
- Receive regular reports from those with duties and responsibilities in the action plan.
- Make adjustments, if necessary

Publicize your plan – See examples below

- In the school newsletter
- Contact local media to share successes
- Have the 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 us**
 - Write a letter from the SCC about what the school accomplished because of these funds and thanking them for supporting the program.
 - Send the letter to elected policy ma Links to find your policy makers and their contact information are found on the website at www.schoollandtrust.org

The Final Report – Submit the Final Report online before November 16th following the implementation year

- District business administrators enter the expenditures
- SCCs should review the expenditures to be sure they are consistent with school records
- SCCs complete the narrative sections and submit the Final Report online
- As part of the Final Report, principals enter and sign a Principal’s Assurance Form assuring that councils have been properly constituted according to the law.
- Prepare a summary of the Final Report and make it available to all parents
- **The Final Report summary, names and contact information of council members, the council meeting schedule for the year, and the distribution amounts for each school year are posted on the school website**



Section 5

Total
Gain
Agreement

WORKING TOGETHER AS A TEAM

Team Building Ideas and Suggestions

Ground Rules

Following is a sampling of various ground rules or norms that help workgroups function productively:

- Begin and end on time
- All individuals are equal and their contributions are of equal value.
- Everyone participates--be fully present
- Active listening
- One speaker at a time--no side conversations
- Speak the truth of your experience--own what you know and encourage others to do the same
- Attack issues, not people
- If uncomfortable, speak up. Silence= agreement
- Support honest questioning
- Value diversity--all ideas and points of view are okay
- Be willing to change--value the past but be willing to let go of the parts of the past that are not currently helpful to you
- Strive for consensus in decision-making--reach an agreement for the good of the whole
- Honor agreements
- Respect confidentiality

Brainstorming

WHAT?

Brainstorming is a way of generating as many ideas as possible about a topic.

WHY?

Often groups get too focused on one idea and engage in "tunnel vision." Or perhaps the discussion is dominated by one person while the other group members sit silent. Brainstorming is a way of encouraging the active participation of all members and at the same time gets the "creative juices" flowing again.

HOW?

Step 1: All members of the group are encouraged to offer as many ideas as possible, no matter how outlandish they may seem at first glance. Ideas should be generated by group members in a "round robin" fashion with one idea coming from each individual in turn. This gives all group members an equal opportunity to share ideas. The recorder writes, verbatim, the ideas on a flip-chart. While the ideas are being generated, the following norms apply:

- Do not evaluate the ideas. Clarifying questions may be asked only so that the idea can be recorded accurately.
- Suggest all ideas. Even the strange and absurd should be heard.
- Generating as many as possible during this time is important.
- Look for ways to combine or "piggy-back" on another person's idea.

Step 2: Ask questions about the ideas listed so that everyone in the group understands each suggestion. Record any other new ideas that emerge from your discussion.

Step 3: Evaluate and narrow down the ideas to the most feasible and workable. Methods for reaching consensus are helpful here.

Variation: Sometimes group members are too intimidated to state their ideas openly in the group. If this should be the case, try the following before going into the Brainstorming process: Have each individual write down on a piece of paper all the ideas that come to mind. After five to ten minutes, have each person read his/her ideas as the recorder lists them on the flip-chart. Then proceed through Steps 1, 2, and 3 of the Brainstorming process.

Best/Worst Case Scenarios

WHAT?

The Best/Worst Case Scenarios process requires the group to visualize what the most successful implementation of a solution might look like. At the same time, it asks the group to also envision what the most disastrous outcome might be. This analysis allows the group to modify its plan to include ways of preventing problems and contingencies should the "worst" case come true.

WHY?

Too often, groups will focus on only one aspect of a solution- the positive or the negative. This "Best/Worst Case Scenario" process requires the group to look at both sides of the coin. Furthermore, the group must generate ideas for preventing failure as well as dealing with it should things go wrong.

HOW?

Step 1: Tape two pieces of chart paper on the wall or use two easels. Write the idea at the top of each flip-chart page. Label one sheet "Best Case" and the other "Worst Case."

Step 2: Ask the group to describe what perfect implementation of the solution would look like. List all ideas on the "Best Case" sheet.

Step 3: Now ask the group to describe what an unsuccessful implementation of the solution would look like. Focus on the question "What could go wrong?" Record all ideas on the "Worst Case" sheet.

Step 4: Focus on ideas for preventing the "Worst Case" from happening. List all ideas.

Step 5: Next, examine the "Worst Case" sheet and generate ideas for dealing with failure should it occur. List these contingencies on the flip-chart.

Step 6: Examine the "Best Case" sheet and generate ideas for maximizing the potential of achieving this outcome.

Step 7: Acknowledge that either is possible, depending on the group's ability to work effectively

There is a lot of great information regarding the school land trust which can be accessed on the official web site:

<https://www.schools.utah.gov/schoollandtrust>

Much of the information included in this booklet can be found at the site. Information can be found regarding school, timelines and due dates, laws and rules, elections, etc. The site is updated regularly.

If you have questions regarding School Community Council issues, please visit with your local principal. If you have questions that you feel would best be addressed at the district level, please feel free to contact:

Ben Ford (801) 354-7400

John Allan (801) 354-7400

If you have questions that you feel should be addressed at the state level, you can contact the state School Land Trust representatives at 801-538-7500.