# Shared Governance Guide

SALT LAKE CITY
SCHOOL DISTRICT
*Your Best Choice*

WORKING DOCUMENT

rev. 9/24/2014

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# SHARED GOVERNANCE, COLLABORATION, AND STUDENT ACHIEVEMENT

Our school district is a complex organization, which can succeed only if we enlist the energy, creativity, and effort of many people to accomplish our goals. The Salt Lake City School District Board of Education believes that ideal conditions for student learning can be realized when shared governance is thoughtfully used to support student achievement.

Shared governance is the Salt Lake City School District's collaborative process for making decisions at school sites and in district departments. Shared governance requires each of us to work together with respect, trust, good faith effort, and purpose in pursuit of our mission: Student Learning.

The board retains overall legal responsibility for governing the district but may delegate decisions, subject to periodic review and appropriate accountability.

Although shared governance facilitates a broad range of decisions, it does operate within the following limits:

- law;
- board of education policies;
- negotiated agreements;
- budget; and
- ethics.

A Code of Conduct for all stakeholders is being developed by the board to further describe the ethical and professional behavior necessary for meaningful collaborative effort focused on student achievement.

Questions about the shared governance process should be referred to the office of the superintendent. Board policies C-1, Parent and Community Involvement, and G-18, Complaint Resolution Process, which appear in the Appendix to this Shared Governance Guide, may also be helpful in understanding shared governance.

All policies discussed in the guide can be found on the school district's website:
http://www.slcschools.org/policies/

# PRINCIPLES OF SHARED GOVERNANCE

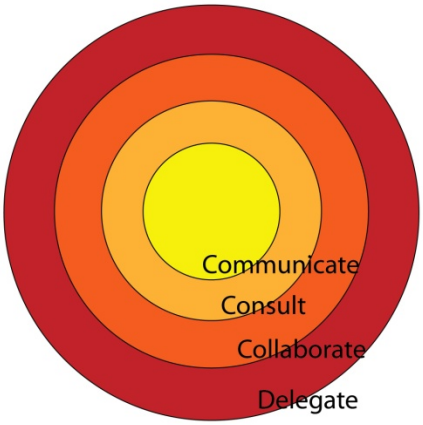
Shared governance is an effective method for making decisions. It is most effective when all participants have a thorough understanding of its structure and the following basic principles:

- delegation;
- openness, trust, and equity;
- decision-making;
- review and adjudication;
- accountability; and
- dialogue and communication.

## *Delegation*

The Salt Lake City School District Board of Education has the exclusive right and responsibility to determine the goals and direction of the schools and to use all its resources to achieve such goals, within the bounds of state and federal law and rules of the Utah State Board of Education. Board decisions should accurately reflect the public's interests. Statutes of the state of Utah require all local school boards to make decisions by majority vote; thus the obligation to seek consensus under shared governance does not bind the board in its decision-making.

The board delegates to school sites and departments the right to make some decisions, using the shared governance process. Site-based decisions must conform to legal requirements, state and federal rules and regulations, the district's Student Achievement Plan, policies, procedures, guidelines, and contractual obligations, including negotiated employee agreements.




**Decision Circles**

The above Decision Circles show various levels of decision making. Where does the authority for a given decision reside: federal law, state law, school board, superintendent, department, principal, teacher, parent, student, community council, or other?

- Communicate: Laws, policies, regulations, or decisions made by any group or individual need to be communicated to the appropriate constituents.
- Consult: Although the final decision may rest with other groups or individuals, some decisions need input from others before they are made. It is important for all decision makers to gather information that will be helpful in making any given decision.
- Collaborate: Involvement of stakeholders in making decisions using the principles of Shared Governance, i.e., School Community Councils and School Improvement Councils.
- Delegate: Some issues or topics may be given by the primary decision maker to another individual or group to make a decision or recommendation.

### *Openness, Trust, and Equity*

Under shared governance, openness, trust, and equity are paramount. Only through these principles can a group reach consensus and ensure cooperation.

Openness can exist only in an atmosphere of safety in which members of a group are able to speak their minds without fear of coercion, ridicule, or retribution. Openness requires that each member be reflective and willing to work for the betterment of the community in a spirit of good faith.

Trust begins when openness exists. It is further developed through the willingness of all members to make and keep commitments and to actively support final decisions.

Equity exists when the common good of the community is the goal of each council or committee member. Special interests must be noted; however, they alone should not determine the final decision. All points of view must be considered.

### *Accountability*

When a decision is made through shared governance, all stakeholders are expected to be accountable for its success. A decision is final and ongoing until it is reviewed and changed through the shared governance process. In general, shared governance decisions and their outcomes should be reviewed at least annually. As with trust, accountability is enhanced when all members actively support final decisions.

### *Dialogue and Communication*

Shared governance involves discussing issues for which it can be difficult to find consensus. A fundamental component of civility and respect is personal responsibility. A pending decision demands that the decision makers communicate with all stakeholders. A focus on issues and not on people should be the guiding principle.

School committees, planning groups, and programs can be coordinated through the SIC and/or the SCC. Where appropriate, such committees may be ad hoc to either council. Recommendations from any groups, committee, or programs should be weighed carefully through the shared governance process, before being implemented, to determine their impact on all stakeholders.

## SCHOOL COMMUNITY COUNCIL DECISIONS AND RESPONSIBILITIES

A School Community Council (SCC) is established in each school to provide a cooperative means of improving the educational programs and conditions within that school. Its membership should represent school employees and parents or guardians of students. Ideas for discussion topics may be generated by any individual or group in the school community.

## *Decisions and Responsibilities*

Decisions and responsibilities allocated to the SCC by Utah state statute include the following:

- Develop a School Improvement Plan (SIP).
- Develop the School LAND Trust Plan.
- Assist in the development and implementation of a school professional development plan.
- Advise and make recommendations to school and school district administrators and the local school board regarding the school and its programs, school district programs, and other issues relating to the community environment for students.
- Develop a reading achievement plan. (Note: State law requires only that elementary schools develop such a plan. The Salt Lake City School District requires that all School Improvement Plans contain a literacy component.)

To carry out these responsibilities, members of an SCC must also plan to accomplish the following tasks (some may be delegated with results approved by the council):

- Identify the school's most critical academic needs and recommend courses of action to meet those needs.
- Review the school budgets, federal and state accountability data, and other information provided by the principal, to develop a School Improvement Plan designed to produce a measurable increase in student achievement.
- Describe how the school intends to enhance or improve academic achievement. Include all financial resources available to the school: School LAND Trust Program monies (received under section 53A-16-101.5 of the Utah Code), federal, state, local, and private grants.
- Develop a list of programs, practices, materials, or equipment the school will need to implement its improvement plan.
- See that local reporting requirements for performance and accountability are reflected in the School Improvement Plan.

School Improvement Plans must:

- focus on the school's most critical academic needs;
- relate to relevant "essentials of a learning community" as described in the district's Student Achievement Plan;
- maintain student privacy, both in the plan itself and in the process of its development; and
- be presented to and approved annually by the school board.

School Improvement Plans may:

- include a variety of actions to improve academic achievement;
- address aspects of community environment for students other than academic achievement; and
- involve a multiyear program or effort.

In the Salt Lake City School District SCCs have the following additional responsibilities:

- Provide ongoing support for the plan and monitor its implementation.

- Review the school's Emergency Preparedness Plan annually. (See Board Policy G-2, Emergency Preparedness.)
- While state law does not require the SCC to develop and implement a child access routing plan, the Salt Lake City School District recommends the SCC be involved in the development of the plan.
- Oversee the evaluation and implementation of the district wellness policy at the school site. (See Board Policy G-3, Wellness.)
- Approve student overnight trips pursuant to board policy. (See Board Policy I-19 AP, Overnight/Extended Trips.)
- Approve fundraising activities involving students, in advance, as described in board policy I-17, Student Fundraising Activities.
- Work collaboratively on school discipline, attendance, and citizenship policies including site-based plans to deal with student harassment and bullying. (See the following board policies and associated procedures): S-3 Student Discipline; S-4, Student Attendance and Exemption from School; and G-19, Non-Discrimination and Anti-Harassment for Students and Employees.)
- Determine and facilitate discussion of site-based uniform or dress codes pursuant to board policy and state law. (See Board Policy S-5, Dress and Grooming.)
- Evaluate the school and community efforts in shared governance after receiving SCC survey results and making recommendations to school and/or district administration.
- Recommend a school calendar from among the choices approved by the district's calendar committee.
- Recommend calendar variances within parameters set by the board.
- Assist with grant applications and business partnerships if the council or its members choose to do so.

## *Composition and Selection of Members*

Each council consists of school employee members and parent or guardian members. (See Utah Code §53A-1a-108.)

Each SCC for a high school should have at least six parent or guardian members and four school employee members, including the principal; and each SCC for a school other than a high school should have at least four parent or guardian members and two employee members, including the principal.

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:

- the membership includes two or more parent or guardian members than the number of school employee members; and
- there are at least two school employee members on the school community council.

The number of parent or guardian members of a school community council who are not educators employed by the school district shall exceed the number of parent or guardian members who are educators employed by the school district.

Any member elected or appointed to a School Community Council serves a two-year term. The Salt Lake City School District prefers that the terms of all members begin on July 1 to facilitate consistent communication and

training. State law allows flexibility in the beginning date of council members' terms. The principal should notify the school leadership support team if the council agrees on an alternative date.

The ballot and voting process is required only in the event of a school community council contested race. In contested races, elections must follow procedures required by law:

- Each school shall establish a timeline for the election of parent or legal guardian members of a school community council.
- The election shall be held near the beginning of the school year or held in the spring and completed before the last week of school.
- The timing of the election must remain the same for at least four years.
- Notice must be given at least 10 days in advance of elections.
- The principal or principal's designee must oversee the elections.
- Elections must be by secret ballot deposited in a secure ballot box.
- Elections may be conducted by electronic ballot.
- Ballots and the results of each election shall be maintained for three years.
- If there is not a contested race, the school need not hold an election.
- There are no term limits for parents/guardians, but they must have a child attending the school during each two-year term.
- Terms are to be staggered so that approximately half of the council is up for election each year.
- The School Community Council may determine the size of the council by a majority vote of a quorum.

Each school employee member, except the principal, must be elected by a majority vote of the school employees in a publicized election. The principal serves as an ex officio member with full voting privileges.

Any qualified parent or guardian may file or declare as a candidate for election to an SCC. A parent or guardian is considered "qualified" for membership on an SCC, if, at any time during his or her term of office, he or she has a student attending, or will have a student enrolled at the school.

Each parent or guardian member must be selected by the vote of a majority of parents or guardians of students in the school who participate in a publicized election. Results of the election must be made available to members of the public upon request and will be maintained for three years.

If, after an election, a parent or guardian position on the SCC remains unfilled, the other parent or guardian members of the council should appoint a qualified parent or guardian to fill the position. If, after an election, a school employee position on the SCC remains unfilled, the other school employee members of the council should appoint a qualified employee to fill the position. Following the election, if there are more parent members who are educators in the district than parents who are not educators in the district elected to the council, the parents on the council shall appoint additional parent members until the number of parent members who are not educators exceeds the number of parent educators in the district. Additionally, council membership must include two or more parents or guardians than the number of school employees. The chair of the SCC must, through the superintendent's office, notify the local school board of each appointment made.

Councils shall have a chair and vice-chair, the chair must be a parent and the vice-chair may be a parent or employee member, excluding the principal.

Following the election, principals shall enter and electronically sign on the School LAND Trust website a Principal's Assurance Form that assures the membership of the council conforms to the law; the members were elected according to the requirements in law and board rule; and when appointments need to be made, parent or employee members on the council fill the vacant positions according to the law. Legislative audits may be conducted to review election procedures. School LAND Trust funding may be reduced or eliminated if a legislative audit finds improper elections or membership nonconformity to the law.

## *Operating Procedures*

The council meets monthly, or more often if business dictates. Meetings are conducted using informal parliamentary procedures. Meeting agendas are set by the SCC chair in consultation with the SIC chair and the principal or designee. An open agenda is used so that individual members of the council may introduce items of business or points of view to be considered. Council members shall not be discouraged or prohibited from discussing any issue or concern not prohibited by law. Before a decisions are made, a quorum of one-half of the membership must be present.

Minutes of the council proceedings must be distributed to members of the council within ten (10) days of each meeting, and approved by vote of the council members at a subsequent meeting. Once minutes have been approved by vote of the members, they become the official record of the proceedings. Official minutes must be posted on the school website as soon as possible after they have been approved.

Salt Lake City School District recommends that audio recordings of council meetings be made and kept at the school for one year. Posting of audio recordings on the school's website is optional.

One week prior to each council meeting, the SCC Chair, assisted by the school principal, must post the following on the school website and provide this information through at least one other direct delivery method:

- notice of the upcoming meeting, including the date, time, and place;
- agenda for the meeting; and
- official minutes (approved by the committee via email or by some other agreed-upon procedure) or unofficial minutes of the previous meeting (labeled "draft," or "awaiting formal approval").

Annually, on or before October 20, state law requires the following to be completed:

- the council must be in place, including elections and subsequent appointments
- The Membership Form, Principal Assurance Form and Final Report of the prior year's School LAND Trust plan implementation must be submitted on the LAND Trust website
- Fall notification requirements that include:
    - Names and contact information (direct email, phone or both) for each member of the council
    - Proposed school community council meeting schedule for the year
    - A summary of the implementation of the School LAND Trust Program Plan completed in the prior school year. This includes accomplishments and how the money was spent.

These reports may be communicated in the following ways:

- post on the school website; and

- using one or a combination of the following methods of delivery to ensure that all parents or guardians receive the information:
  - send to each student's household by mail, voicemail, or e-mail; and/or
  - give to parents and guardians, in written form, during annual registration or with report cards.
- School LAND Trust funds are not to be used to provide parent notifications

Principals shall ensure that school websites fully communicate the opportunities provided to parents to serve on the school community council and how parents can directly influence the expenditure of the School LAND Trust Program funds.

The council may determine additional operating procedures through mutual agreement.

The chair and/or chair elect (a parent or guardian) and vice-chair (a parent or a school employee, excluding the principal) are elected by the council in the spring to serve beginning July 1, though state law allows some flexibility in the beginning date of council and leadership terms, as described above under Composition and Selection of Members.

Councils may determine procedures for replacing SCC members should they fail to meet attendance requirements as set by the council.

An SCC may create subcommittees or task forces to advise or make recommendations to the council or to develop all or part of a plan. Individuals who are not council members, including parents, school employees, or other community members, may serve on a subcommittee or task force. Any plan or part of a plan developed by a subcommittee or task force is subject to the approval of the SCC.

A group of parents who feel that they are not adequately represented on the SCC may petition the council for an additional representative position. The SCC can accept or reject the petition. Petitioners may appeal the SCC decision to the District's Shared Governance Committee.

## *Decision-making*

Under shared governance, groups strive for consensus.

Consensus is a collective opinion arrived at by a group whose members have listened carefully, communicated openly, been able to state their opposition to other members' views, and sought and considered alternatives in a constructive problem-solving manner. All members, because they have had the opportunity to influence the decision, should understand and support it.

Consensus evolves from open discussions, until participants feel satisfied with their decision. Reaching consensus should be the goal in all councils and committees of the district.

Consensus does not mean one hundred percent agreement. Seldom will everyone be wholly satisfied with any decision. Consensus does require that all participants be able to accept and support a decision.

Consensus takes time, and decisions should not be rushed. When the process is effectively implemented, it provides the opportunity for compromise and precludes the unilateral, capricious, or arbitrary exercise of power.

When it is clear a decision cannot be reached through consensus, the law requires a simple majority vote using parliamentary procedures that must be recorded.

# PROCEDURAL GUIDELINES

The following guidelines have been modified from those that have proven helpful to school boards and may be helpful to School Community Councils.

1. A council should agree on and adopt an agenda format that it will follow at regular meetings.

2. Action items on the agenda require:

- a motion by a council member;
- a second to the motion;
- a discussion of the motion by the school community council;
- a vote by the school community council.

2. Each motion should be limited to one idea or issue.

3. No new motion may be made while another is being discussed.

4. A motion may be amended and votes on the amendments must be taken before acting on the original motion.

6. Before a vote on a main motion is taken, business can be interrupted by a motion:

- to table the main motion;
- to postpone action;
- to refer the motion to a committee;
- to withdraw it from consideration;
- to adjourn the meeting.

The subsidiary motions must be disposed of prior to action on the main motion.

7. Debate can be closed formally with a motion to move the question and a two-thirds affirmative vote.

8. When the council chair senses the discussion has ended, a vote may be taken without a formal motion to close debate unless a member objects.

9. Some motions are not debatable, such as a motion to adjourn or to appeal a decision to the chair. See the simplified chart of “Parliamentary Motions”.

10. A community council member, but no one else, may question a council procedure by rising to a point of order at any time. After the point is stated, the chair issues a ruling that may be appealed to a vote of the full council. Council policy should specify the number of votes required to over-rule the chair or to suspend a rule.

11. Before a motion is voted upon, it should be read aloud by the secretary.

12. The chair, by virtue of membership on the council, is expected to vote on each issue before the council.

13. The chair should indicate before each vote whether a simple or special majority is required.

14. The chair should keep readily at hand a reference guide, such as the chart of parliamentary motions.

# PARLIMENTARY MOTIONS

| **Motion & Order of Precedence** | **You Say:** | **Debatable** | **Amendable** | **Vote Required** |
|---|---|---|---|---|
| 8. Adjourn | I move to **adjourn** | No | No | Majority |
| 7. Recess | I move to **recess** for | No | No | Majority |
| 6. Close Debate | I move the **previous question** | no | no | 2/3 |
| 5. Postpone Definitely | I move to **postpone the motion to** | Yes | Yes | Majority |
| 4. Refer to Committee | I move to **refer** the motion to | Yes | Yes | Majority |
| 3. Amend the Amendment | I move to **amend the amendment** by | Yes | Yes | Majority |
| 2. Amend or substitute | I move to **amend** the motion by | Yes | Yes | Majority |
| 1. Main Motion | I move to | Yes | Yes | Majority |
| Reconsider | | Yes | Yes | Majority |
| Rescind | | Yes | Yes | Majority |
| **Incidental Motions -** no order of precedence. Arise incidentally and decided immediately | | | | |
| Point of Order (to enforce rules) | Point of Order | No | No | None |
| Parliamentary Inquiry | Parliamentary questions | No | No | None |

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

# SCHOOL COMMUNITY COUNCIL TIMELINE

## *Topics, Considerations, and Due Dates* for the 2014-15 School Year*

### August/September

- Review approved plans – LAND Trust and SIP and adjust based on data.
- Review budget.
- Review and modify SCC Operating Procedures (posting of minutes, SCC schedule, representation, etc.).
- Discuss upcoming events.
- Arrange for shared governance training and information to community (Back-to-School).
- Publish meeting schedule for the year.
- Begin 2015-16 SIP/LAND Trust Process/Parent Compact.
- Conduct SCC elections (in the event of contested races). Timeline of elections must be consistent for four years.

### October

- LAND Trust fall requirements: DUE October 20, 2014.
- Review "Touch the Future" and "Earning for Education" at http://www.schoollandtrust.org/school-trust/program/.
- Review UCAS data/refine SIP plan if necessary.
- Attend SCC Chair meeting, October 14, 2014, 7:00 p.m., Rm. 112-113.

### November

- Review board-approved fees (Policy S-10) and fee schedule for 2015-16 revisions.

### December

- Discuss Overnight/Extended Trips or Activities for 2015-16 at minimum of two meetings.

### January

- Review Child Access Routing Plan (aka Safe Walking Route/SNAP) and School Emergency Plan.
- Discuss boundary considerations if any.
- Discuss Overnight/Extended Trips or Activities for 2015-16 at minimum of two meetings.
- Attend SCC Chair meeting, January 13, 2015, 7:00 p.m., Rm. 112-113.
- **FEES/FEE SCHEDULE**: DUE JANUARY 15, 2015.
- Publish SCC's actions and activities for the first half of the year.

### February

- Continue 2015-16 SIP/LAND Trust Process/Parent Compact.
- Discuss Overnight/Extended Trips or Activities at minimum of two meetings.
- Forward annual SCC Survey link (or PDF copy of survey) to all SCC members.

- Complete SCC Survey by February 27, 2015.

### March

- Continue 2015-16 SIP/LAND Trust Process/Parent Compact.
- Attend SCC Chair meeting, March 10, 2015, 7:00 p.m., Rm. 112-113.
- **OVERNIGHT/EXTENDED TRIPS OR ACTIVITIES**: DUE MARCH 13, 2015.

### April

- **SAFE WALKING ROUTE OR SNAP**: DUE APRIL 1, 2015.
- **eSIP and LANDTRUST PLANS WITH SIGNATURE PAGES**: DUE APRIL 22, 2015.
- Review budget.
- If not conducted in the fall, conduct SCC elections (in the event of contested races). Timeline of elections must be consistent for four years.

### May

- Attend SCC Chair meeting, May 12, 2015, 7:00 p.m., Rm. 112-113.

*Due Dates: Changes will be communicated to you.

# SCC CHAIRPERSON GUIDE

## *Duties of the Chairperson*

A School Community Council (SCC) chairperson provides the Council with leadership. S/he should prepare for meetings in advance. The chair should see the big picture and be open to issues brought for discussion. The chair should create a safe environment for all participants and be an impartial facilitator. The chair's responsibility is to make the meeting productive by keeping the group and meetings on task.

The chairperson enables members of the council to more fully utilize their potential and talents in order to help the SCC identify and achieve its vision and goals. The chair should:

- Conduct the meeting and arrange for audio recording.
- Communicate the purpose of the council to the council members.
- Establish a climate of openness, trust and respect.
- Set the agenda with the principal, SIC chair.
- Focus on issues, not positions.
- Encourage dialogue and participation by all council members.
- Lead the discussion regardless who presents the material.
- Set "ground rules" with council members at the first meeting.
- Access additional resources, if necessary, to assist with information gathering (i.e., district office personnel and professional groups, or community members).

## *Setting the Agenda*

The agenda is a powerful meeting tool. It ensures that everyone comes to the meeting prepared. It gives clear expectations for the meeting. The agenda is set using suggestions from the SCC members and is finalized by the SCC chair, principal, and the SIC chair. The agenda should include:

- a welcome and introduction of guests;
- approval of minutes from previous meeting;
- principal's report;
- member reports;
- items for discussion;
- items needing action;
- assignments (when necessary);
- a summary of the meeting; and
- setting next "tentative" agenda.

## *Keeping Minutes*

Minutes are a record of what happened during a meeting. The minutes are a summary of what actually occurred and can be a valuable tool for productive meetings. The fewer the words the better. The minutes should state the important facts briefly but thoroughly. Minutes should be written as soon as possible and checked by the chairperson. They should then be distributed within 10 days to all council members and to everyone who will be expected to act on them. Minutes should include:

- a list of members and others present;
- decisions made by parliamentary procedures;
- assignments given; and
- date and tentative agenda for the next meeting.

## *Effective Decision Making*

The benefits of group decision-making are better thinking, better buy-in, and better decisions all around. The success of group decision-making requires the group to take advantage of the full range of experience and skills that reside in its membership. In a group participatory process, the overall expectations are that all members will accept and take responsibility for making their meetings work, and that their decisions will be supported and implemented.

In group decision-making, full participation, mutual understanding, inclusive solutions, and shared responsibilities are core values. Participants are problem solvers. A participatory process encourages group discussions about issues. It replaces positions and demands with clarification and understanding of individual interests, and it makes creative solutions possible. The group decision-making process should include:

- group participation and discussion;
- sharing of information;
- decisions made by consensus whenever possible, or by simple majority vote using parliamentary procedures; and

- follow-up to ensure implementation of decisions.

Decisions take time. It is highly recommended that an issue be introduced and thoroughly discussed at a meeting. If everyone feels comfortable about the recommendation, then consensus occurs. If consensus does not happen, the recommendation should be carried over to a future meeting. Sometimes members need time to think about the recommendation or to find out how constituents feel. Then a decision can be made. When discussions and time for thought is allowed, the buy-in for the final decision is greater. When the buy-in occurs, there is greater support for the decision.

### *Consensus*

Consensus is one of the most important tools in a group participatory process. In group decision-making, reaching consensus means that all members of the group can agree on one solution. After thorough discussion of all generated options and everyone has had an opportunity to be heard, the members should agree on one option they will support.

A good consensus decision is where:

- everyone has an active part;
- all aspects of the problem have been explored;
- all views have been discussed; and
- everyone works for its success.

When it is clear a decision cannot be reached through consensus, the law requires a simple majority vote using parliamentary procedures that must be recorded

### *Responsibilities of the SCC*

A School Community Council is established in each school and is comprised of employees and patrons of that school. There are many responsibilities and decisions allocated to the SCC by the Board of Education. State law requires the following decisions be made by the SCC:

- evaluation of UCAS data to create a School Improvement Plan;
- development of a LAND Trust plan with the School Improvement Plan;
- development of a Reading Achievement Plan (Grades K-3); and
- assistance in development and implementation of staff development.

Other responsibilities are allocated to SCCs by the Board of Education and are listed in this document.

## SCHOOL IMPROVEMENT COUNCILS

A School Improvement Council (SIC) is established in each school, with membership representing faculty, staff, and administrators at that school.

An SIC exists to provide an orderly and professional means of improving educational programs and conditions within a school through the shared governance process.

## *Operating Conditions*

School improvement councils operate within a parity relationship between two parties: (1) the administration, which always includes the principal and may include assistant principals or others acting in an administrative role, and (2) faculty and staff together. In decisions delegated to the SIC, neither party to this relationship may impose a decision on the other. Nor may either party advocate action that violates board policy and/or negotiated agreements.

An SIC makes recommendations to the faculty/staff for discussion and approval through consensus—or by ratification when consensus cannot be reached—then represents its decisions to the School Community Council (SCC).

An SIC is a forum in which the concerns of any school community member or school employee may be raised and addressed. SIC members must strive to act in accordance with shared governance principles, specifically:

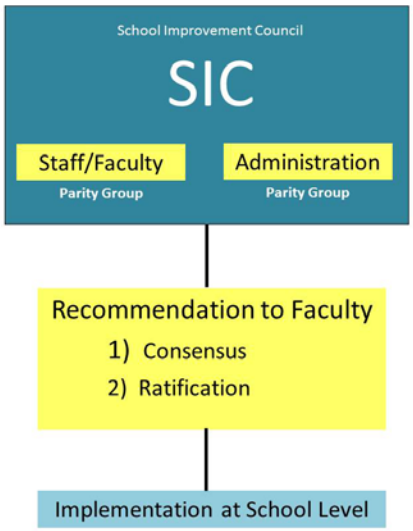
- Consider all issues on the basis of what is in the best interest of students.
- Consult with constituencies to get input and approval on issues. All employees have an obligation to fairly reflect the ideas of those they represent.
- Support the decisions of the board of education, superintendent of schools, school principal and administrative team, and SCC and work to implement those decisions.

## *Decisions and Responsibilities*

Responsibilities allocated to the SIC include the following:

- Determine and support the site goals and objectives in cooperation with administrators, faculty, staff, and SCC, in addition to and in alignment with board/district goals.
- Recommend site-based professional development plans for consideration by the SCC, administration, and the faculty.
- Recommend the use of site-based professional development days with faculty approval and in cooperation with the SCC.
- Determine the school day with input from the SCC and subject to the superintendent's approval and within parameters outlined by the board of education.
- Identify unassigned teachers and declare vacancies at the site as outlined in the Written Agreement.
- Schedule with the SCC appropriate times and days for parent/teacher conferences and/or back-to-school-nights.
- As assigned by administrators, interview teacher applicants and make recommendations to the school administrator.
- Provide input and review expenditures of school budgets.

- Conduct an annual self-evaluation based on SIC survey results.




### *Review and Adjudication*

When the SIC fails to reach a decision through consensus or parity, the chairperson of the council and the principal must explain the issues to the superintendent in writing. In the spirit of full disclosure, a copy of the referral letter should also be sent to the president of all affected employee groups. The superintendent must respond within ten working days.

### *Membership*

Minimum membership on the SIC will be determined according to the rules outlined in Section 15.3 of the Written Agreement negotiated with the Salt Lake Teachers Association (SLTA).

### *Operating Procedures*

The council meets monthly, or more often if business dictates, elects a chairperson, and determines operating procedures through mutual agreement of the faculty/staff and the principal, consistent with parameters outlined in the Written Agreement (WA 15.3).

The superintendent or designee(s) and the teachers' association must collaborate in preparing an instrument for evaluating the councils to be distributed to all faculties, staff, and members of the councils by May 5 of each year.

## ALLOCATION OF DECISIONS AND RESPONSIBILITIES

The following section offers examples of the kinds of decisions allocated to various groups and individuals involved in shared governance. Decisions listed here are meant to be representative, not all-inclusive.

## Board/District

The state delegates much of its authority over education to the local boards of education, which are elected by and responsible to their district's citizens. The Salt Lake City Board of Education further delegates decisions to individual schools with the understanding that it retains authority to govern the district and monitor all site-based decisions. Decisions retained by the board include, but are not limited to, the following:

- Determine board/district goals and objectives.
- Determine, implement, and revise board policies.
- Develop budgets and allocate funds with consideration given for site-based discretion.
- Establish a standard educational program that includes, at minimum, the state core curriculum.
- Establish graduation requirements.
- Establish expected student performance results, performance standards, and benchmarks.
- Establish accountability and assessment measures (e.g., standardized testing, state mandated testing, and district testing).
- Establish teaching and performance standards.
- Establish evaluation criteria for district employees.
- Meet legal requirements and contractual obligations.
- Provide leadership in gathering and disseminating balanced research data to inform and guide sites as they make decisions about curricula, instructional philosophy, models, materials, and technology.
- Provide assistance and guidance to schools in planning and conducting professional development.
- Adopt school calendars and establish criteria for variances.
- Determine school schedules (e.g., block, trimester, traditional, etc.).
- Seek waivers of state rules and guidelines, when appropriate.
- Establish a process by which sites may seek waivers of district policies and procedures.

The board directs the superintendent to accomplish the following specific tasks in the interest of shared governance:

- Schedule meetings (at least quarterly) for the superintendent and the SCC chairs to discuss common problems facing schools and the community.
- Create a District Shared Governance Committee, comprised of representatives from all stakeholder groups, to discuss issues involving the practice of shared governance in the Salt Lake City School District. This committee must meet at least annually.
- Provide consistent annual training through the District Shared Governance Committee and employee associations for stakeholders to become familiar with statutes, policies and guidelines that relate to shared governance.
- Provide statutory information of SCC requirements and responsibilities to School Community Councils.
- Provide an SCC survey for each site and share the results at a board meeting and with each responding group.
- Organize a Shared Governance Ad Hoc Committee, when requested, accountable to the superintendent. This committee provides assistance for any stakeholder(s) to facilitate shared governance.

- Respond to requests for assistance with shared governance. Any employee(s) and/or patron(s) may request assistance by contacting any member of the District Shared Governance Committee, including the superintendent, in writing. The superintendent must be informed of any such request and must convene an ad hoc committee to meet with the person(s) requesting assistance to accomplish the following:
  - a meeting with all stakeholder(s);
  - written recommendations resulting from the meeting; and
  - a report to the superintendent, outlining the issues and the committee's recommendations.
- Appoint a person or persons to assist schools with shared governance. Responsibilities include:
  - reviewing the monthly minutes and attending at least one meeting of each council every school year;
  - working cooperatively with the superintendent, SIC, and SCC to assist in the improvement of the shared governance process by conducting and reviewing annual surveys of council members;
  - acknowledging progress as well as identifying concerns and making suggestions to the members of the council; and
  - determining, with the administrator and the SCC chair, whether the SCC conforms to district policies and the Shared Governance Guide.

## School Administrators

School administrators are essential to successful site-based decision-making. They serve as instructional leaders in the school and are responsible for its day-to-day operations. They routinely make decisions according to district and school policies and guidelines. In shared governance councils, administrators must provide sufficient information so that all parties may contribute thoughtfully in the decision-making process.

Many decisions are the sole responsibility of the school administrator; however, decisions involving the formulation of school policy should be made in consultation with the teachers, staff, SIC, and SCC. Decisions and responsibilities allocated to the administrators include, but are not limited to, the following:

- Determine and support site-specific goals and objectives in cooperation with faculty, staff, SIC, and SCC, in addition to and in alignment with board/district goals.
- Account for student achievement in the school.
- Share accountability information about student performance with the SCC.
- Determine emergency actions, as needed, in consultation with the superintendent or designee.
- Discipline students within the parameters of applicable discipline policies.
- Develop and manage school budgets with input from teachers/staff, SIC, and SCC and present these budgets to teachers/staff, SIC, and SCC for semi-annual review.
- Convene and serve on selection committees making final recommendations for hiring of teachers.
- Serve on selection committees as required by the district and employee agreements.
- Evaluate school employees as determined by the district and employee agreements.
- Assign teachers to classrooms or teaching spaces and determine teaching assignments.
- Ensure that shared governance policies and procedures are followed at the school or site.
- Consult with appropriate district leaders, especially members of the school support team when questions or problems arise.

## Teachers

As instructional leaders, teachers are responsible for developing and implementing programs. They routinely make decisions that affect student learning, the school district's primary mission. Decisions and responsibilities allocated to teachers include, but are not limited to, the following:

- Determine and support site-based goals and objectives in cooperation with school administrators, other faculty, staff, SIC, and SCC, in addition to and in alignment with the board/district goals.
- Account for student achievement in the classroom.
- Communicate the state core curriculum, while determining delivery standards, and selecting appropriate instructional strategies to help students learn.
- Select or develop assessment tools in addition to those mandated by the district and state.
- Inform parents/guardians of the progress achieved by their students.
- Volunteer to serve on committees as needed.
- Provide input and review expenditures of school budgets.

## Classified Personnel

The unique expertise of classified personnel plays an integral role in making Salt Lake City School District effective in its core mission. All district operations should take place in an atmosphere of shared governance.

For all employees, the shared governance framework means that, whenever feasible, the interests of persons affected by a decision should be represented prior to that decision being made. Committees, councils, and other representative advisory groups should strive to reach decisions through consensus.

Decisions and responsibilities allocated to classified employees include, but are not limited to, the following:

- Determine and support site goals and objectives in cooperation with administrators, faculty, staff, SIC, and the SCC, in addition to and in alignment with board/district goals.
- Serve on committees such as negotiation, task, job classification and review, and committees that meet with principals, managers, directors, or other administrators.
- Provide input to and review expenditures of the school budgets.

# DISTRICT DEPARTMENTS

District committees, councils, and departments also operate under shared governance guidelines.

When people believe that what they think, say, and do will make a difference, they act accordingly. The attitude of shared governance can improve employee performance and success in any job.

Councils and committees may be composed of teachers, administrators, classified and other support personnel, parents, and community members, depending on the decisions and services required.
Membership on district committees and councils should reflect the demographics of the district, as well as the interests of all parties affected by their decisions. These district shared governance councils and committees can appeal to the superintendent and board of education, if necessary.

All departments within the organizational structure of the Salt Lake City School District should strive to make and communicate decisions with the principles of shared governance in mind.

Managers—including department heads, principals, and the superintendent—play a critical role. They must lead by example, seeking input and facilitating collaborative decision-making. Each individual employee is responsible for bringing ideas to the table and for showing respect for the ideas of others.

# SHARED GOVERNANCE GLOSSARY

Ad hoc is Latin for "to this." An ad hoc committee is one that is asked to meet for a specific purpose.

Administration refers, in general, to employees responsible for the maintenance and supervision of the district or schools, distinct from teaching or support staff.

Accountability and assessment measures are instruments or collected data used to quantify a student's knowledge.

Associations include the Parent Teacher (Student) Association (PTA/PTSA) and the following district employee groups: Salt Lake Teachers Association (SLTA), Salt Lake Association of School Administrators (SLASA), Comprehensive Employees, Buildings & Grounds (B&G) Employees, Child Nutrition Employees, and the Salt Lake Educational Office Personnel Association (SLEOPA).

Benchmark is a level of student achievement as measured against a standard.

Board Policy C-1, Parent and Community Involvement promotes parent, family, and community involvement, including but not limited to participation in shared governance councils, as beneficial to student success.

Board Policy G-2, Emergency Preparedness, requires that each school develop an Emergency Preparedness Plan, reviewed annually by the SCC.

Board Policy G-3, Wellness, specifies actions the district will support to improve the wellness of employees and students. The SCC must monitor implementation of the policy at each school.

Board Policy G-18, Complaint Resolution Process, outlines a process by which employees and parents can resolve complaints or persistent concerns, initiating discussions that will lead to improved educational services within the district.

Board Policy G-19, Discrimination, Harassment, and Retaliation Prohibited, promotes a safe work and learning environment that fosters mutual respect and positive regard for all persons.

Board Policy I-17, Student Fundraising Activities, outlines conditions that must be met—including SIC and SCC approval—before students may engage in fundraising.

Board Policy I-19, Overnight/Extended Trips or Activities, outlines conditions that must be met—including SCC approval—before students may take such trips.

Board Policy S-3, Student Discipline, encourages a safe and secure school environment and encourages students and staff to take citizenship responsibilities. Administrative Procedures to this policy require that each school, with input from the SCC, develop its own discipline plan, including measures designed to address bullying.

Board Policy S-4, Student Attendance and Exemption from School, supports local schools' efforts to develop and implement attendance plans. The SCC should review site-based attendance policies.

Board Policy S-5, Dress and Grooming, describes the process by which schools may adopt or change student dress codes according to state law. The SCC must be involved.

Child access routing plan is identified as the safe walking route and is submitted on the SNAP (Student Neighborhood Access Plan) website (http://www.udot.utah.gov/snap/). The district encourages the SCC to help develop the plan.

Classified personnel describes employees whose jobs do not require a license from the Utah State Office of Education or who are not administrators or teachers.

Community members, specifically parents and guardians of students in the school, form one of the parity groups in the School Community Council (SCC). The other consists of employees of the school, specifically faculty, administration, and staff.

Consensus means a general agreement, shared by all concerned, that they are able to accept and support the overall plan; consensus is not one hundred percent agreement.

Curriculum means the courses of study offered by a school or school district. The state core curriculum represents courses and standards the state expects teachers to teach and students to learn.

Departments are administrative divisions in the structure of the school district. Examples might include Facility Services, Transportation, or Human Resources.

District Shared Governance Committee, a standing committee that meets at least annually to review the state of shared governance in the Salt Lake City School District.

Emergency Preparedness Plan is a school-level plan required under state code and described in Board Policy G-2. The SCC must review the plan annually.

Employees of the school, specifically faculty, administration, and staff members of the School Community Council (SCC), form one of the parity groups in such a council. The other consists of parents and guardians, who are community members not employed by the school.

Essentials of a learning community define key concepts in the current board-approved Student Achievement Plan. The board has identified eight essentials: curriculum and instruction, assessment, early childhood, remediation and interventions, advocacy and transitions, choice initiatives, family and community involvement, and internal communication and external relations.

Faculty means all certified teachers, who are paid from the Teacher Salary Schedule and assigned to schools. Faculty and staff together make up one of two parity groups in SIC. The other is administration.

Open agenda allows individual members of a council or committee to introduce items of business or points of view to be considered in a council meeting.

Parent Teacher Association (PTA) is the largest volunteer child advocacy organization in the United States. Parents in the Salt Lake City School District are encouraged to join local chapters established in most schools. Secondary students may also join Parent Student Teacher Association (PTSA) chapters.

Parity means each party in a School Improvement Council group has equal strength. One party cannot impose a decision upon the other. Each parity group has one vote.

Performance results are the knowledge, competencies, and personal qualities students are expected to display.

Performance standards are observable behaviors that show the values, skills, understandings, and knowledge students are expected to acquire.

Ratification is the process used by a faculty to confirm SIC decisions when consensus cannot be reached. The ratification percentage required for approval of a decision is determined annually by each faculty but must be no less than 66% of faculty in attendance.

Reading achievement plan refers to one of the elements of a school's improvement plan, which an SCC is expected to help develop under Utah law. The eventual goal of school and district-level plans is to get every student reading at the appropriate level by third grade.

Review and adjudication is the process by which the superintendent resolves an issue that cannot be decided by the SIC at a school site and is referred by the site-based council chairperson and principal.

Salt Lake City School District Board of Education is a seven-member elected board representing geographic precincts within the school district. The board sets policy governing the schools, hires the superintendent, and holds the superintendent accountable for overall performance.

School Community Council (SCC) is the shared governance council representing the patrons and employees of the school. It is one of the decision-making groups in the school.

School Improvement Council (SIC) is the shared governance council representing the faculty, classified personnel (staff), and administration of each school. It is one of the decision-making groups in the school.

School Improvement Plan (SIP) is a plan each school must submit annually to show that administrators, faculty, and parents on the SCC have analyzed available data about student performance and school climate and formulated strategies and expenditures to improve the school consistent with principles articulated in the districtwide Student Achievement Plan.

School LAND Trust Program describes the program by which interest from invested revenue generated by millions of acres of trust lands in Utah is distributed to every public school in the state. School community councils prepare plans, approved by local school boards, which identify an academic need and a proposed solution using the annual dividend.

School budgets include funds identified for any specific purpose in the operation of the schools.

School professional development plan refers to one of the elements of a school's improvement plan, which an SCC is expected to help develop under Utah law.

School leadership support team consists of district administrators assigned to a specific group of schools to counsel, help, and support their operation.

Shared governance is the process by which decisions are made in the Salt Lake City School District. It requires the superintendent to administer the schools, under the general direction of the board of education, while seeking input from and cooperating with employees and members of the community.

Shared Governance Ad Hoc Committee refers to a committee convened by the superintendent at the request of stakeholders to deal with a specific shared governance issue.

Simple Majority is a majority in which the highest number of votes cast for any one candidate, issue, or item exceeds the second-highest number, while not constituting an absolute majority.

Site(s) may refer to individual schools, district departments, or other workplaces.

Site-based decisions are those delegated to the school sites and district departments.

Staff can refer to all personnel, or specifically, to those employees who are neither teachers nor administrators.

Student Achievement Plan, a districtwide plan containing missions and objectives the district, schools, and departments intend to pursue over time. The current plan is organized around "eight essentials of a learning community."

Superintendent is the chief executive officer of the district, hired by the board of education. The superintendent is responsible for administrating board policies, providing support for school programs, and advocating for the public schools.

Written Agreement is the document that contains agreements and procedures negotiated between the Salt Lake Teachers Association and the Salt Lake City School District Board of Education.

Utah State Board of Education is a 15-member elected board representing each geographical region of the state and charged with the general governance of the state public school system.

# BOARD POLICY G18: COMPLAINT RESOLUTIO PROCESS

## REFERENCES

Administrative Procedures for Board Policy G18
Form G-18, Complaint and Resolution Request

## THE POLICY

The Salt Lake City School District Board of Education develops and supports processes to resolve complaints and disagreements among stakeholders in a professional and efficient manner.

The purpose of this policy is to provide a complaint resolution process to be used when an individual's concerns have not been resolved through an informal process, and when there is no other specified resolution process. This process is not intended for any type of grievance, complaint, or appeal that is covered by a separate board policy.

When appropriate, the board encourages an individual to initially discuss his or her concerns in an informal conference with the appropriate teacher, principal, or staff member. Concerns should be expressed as soon as possible to allow timely action, avoid complications or misunderstandings, and involve the minimum number of people necessary to reach a satisfactory resolution.

If an informal conference fails to produce a satisfactory resolution, an individual may initiate this complaint resolution process by timely filing a written "Complaint and Resolution Request" form.

The process and form described in this policy and associated administrative procedures do not create any new or additional rights beyond those granted by law or board policy.

rev. 4/1/2014

# BOARD POLICY C1: PARENT AND COMMUNIT INVOLVEMENT

## REFERENCES

Administrative Procedures for Board Policy C-1
Utah Code § 53A-1a-108
Utah Code § 53A-3-402
Utah Code §53A-16-101
Utah Administrative Code R277-477
Utah Administrative Code R277-491
Section 1118(a) Federal Elementary and Secondary School Act (NCLB)

## THE POLICY

It is the policy of the Salt Lake City School District Board of Education to promote parent, family, and community involvement as beneficial to student success

The purpose of this policy is to encourage family and community involvement in schools and in decisions impacting education and to require that district employees comply with applicable laws, regulations, and board goals.

**Parent and Community Involvement:** The board invites and encourages parents or guardians, volunteers, business partners, elected leaders, community members, and employees to be actively involved in promoting student learning. Parent and family involvement can occur in a variety of ways. Examples include supporting progress toward student achievement goals through activities at home, such as reading together, checking homework, and talking about new things learned; attending school events and teacher conferences; and participating in the development and implementation of the Student Education Plan, the School-Parent Compact, and the School Improvement Plan. Serving on the School Community Council (SCC) and/or participating in the Parent Teacher Association (PTA) or other parent organizations can also be effective ways to influence school-level support for student learning. The board encourages the development of Community Learning Centers to further enhance family and community involvement in activities and services collaboratively designed to improve and enrich the community.

The board expects each Salt Lake City School District school to build a school culture that welcomes family and community involvement. Educational programs should be designed to link family members to student achievement goals, engage them in activities supporting those goals, and encourage frequent, appropriate, and varied two-way communication between school and home, so that all families understand what is happening in the classroom and what they need to do to support student learning.

**Shared Governance:** The board supports shared governance as a process for educational decision-making and has delegated the responsibility for that process to the superintendent. Shared governance represents the district's philosophy that education is a shared responsibility of the school district, parents, and community. Under shared governance, parents, district personnel, and community members can actively participate and cooperate in the development, implementation, and review of school plans related to the education of students. School-level decision-making operates within board of education policy, ethics, budget, and law. Shared governance training is offered prior to the beginning of each school year for SCC chairs and members, and by request throughout the year.

**School Community Councils and District Advisory Groups:** Within each local school, the SCC, which operates in accordance with state law and the principles of shared governance, provides an important forum for cooperative improvement of educational programs and conditions. District advisory groups may also be established by the board of education to allow staff, parents, and other community members, and/or organizations to participate in supporting and improving the district's educational program. When appropriate, board leadership and the superintendent will consult with representative groups regarding the membership of such committees.

# UTAH STATE OFFICE OF EDUCATION ADMINISTRATIVE RULES

## R277-491. School Community Councils.

### R277-491-1. Definitions.

A. "Board" means the Utah State Board of Education.

B. "Candidate" means a parent or school employee who has filed for election to the school community council.

C. "Contested race" means the election of members to a school Community council when there are more candidates than open positions.

D. "Days" means calendar days unless otherwise specifically designated.

E. "Educator" means a person employed by the school district where the person's child attends school and who holds a current license.

F. "Parent" means the parent or legal guardian of a student attending a school district public school.

G. "Parent or legal guardian member":

(1) means a member of a school community council who is a parent of a student who will be enrolled at the school at any time during the parent's or legal guardian's term of office; and

(2) may not include an educator that the school employs.

H. "School principal" means the principal of the school, or designee as assigned by the principal.

I. "School community" means the geographic area the school district designates as the attendance area with reasonable inclusion of the parents ~~or~~ and legal guardians of additional students who currently attend the school.

J. "School community council" means the council organized at each school district public school consistent with Section 53A- 1a-108 and R277-491. The council includes the principal school employee members and parent members. Each council shall have at least a two parent member majority.

K. "School employee member" means a member of a school community council that the school or school district employs, including the principal.

L. "Student" means a child in public school grades kindergarten through twelve counted on the audited October 1 Fall Enrollment Report.

M. "USDB" means the Utah Schools for the Deaf and the Blind.

N. "USOE" means the Utah State Office of Education.

### R277-491-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board and by Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities.

B. Local boards of education are responsible for school community council operations, plan~~s~~ approval, oversight, and training.

C. The purpose of this rule is to:

(1) provide procedures and clarifying information to school community councils to assist them in fulfilling school community council responsibilities consistent with Section 53A-1a-108(3);

(2) provide direction to school districts and schools in establishing and maintaining school community councils whose primary focus is to develop, approve, and assist in implementing school improvement school plans, and advise school/school district administrators consistent with Sections 53A-1a-108(3) and 53A-16-101.5;

(3) provide a framework and support for improved academic achievement of students that is locally driven from within individual schools, through critical review of assessments and other indicators of student success, by establishing meaningful, measurable goals and implementing research-based programs and processes to reach the goals;

(4) encourage increased participation of the parents, school employees and others that support the purposes of the school community councils; ~~and~~

(5) encourage compliance with the law; and

(6) increase public awareness of:

(a) school trust lands and related policies;

(b) management of the permanent State School Fund established in the Utah Constitution Article X, Section 5; and

(c) educational excellence

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

A. Each school shall establish a timeline for the election of parent or legal guardian members of a school community council; the timeline shall remain consistent for at least a four-year period.

B. A school shall hold the election for the parent or legal guardian members of a school community council near the beginning of the school year or in the spring and completed before the last week of school.

C. If a school holds the election in the spring, the school community council shall attempt to notify parents of incoming students about the opportunity to run for the council, and provide those parents with the opportunity to vote in the election.

D. A school community council member's term lasts two years. A school community council shall stagger terms so that approximately half of the council positions are elected each year.

E. A public school that is a secure facility, juvenile detention facility hospital program school, or other small special program may receive School LAND Trust Program funds without having a school community council if the school demonstrates and documents a good faith effort to recruit members, have meetings and publicize results. The local board of education shall make this determination.

F. Each school community council shall determine the size of the council by a majority vote of a quorum of council members, provided that the resulting council has at least one employee member, the principal, and a two person majority of parents.

G. The principal shall provide notice of the school community council elections to the school community at least 10 days prior to the elections. The principal shall include in the notice the dates, times, and location of the election, the positions up for election and information about becoming a candidate.

H. Parents and guardians may stand for election as parent or guardian members of a school community council at a school consistent with the definition of parent member in R277-491-1G.

I. The USOE encourages school community councils to establish clear and written timelines and procedures for school community council elections that may include receiving information from applicants in a timely manner.

J. A school need only conduct an election if the school community council position(s) are contested.

K. Parents may vote for the school community council parent members if their child(ren) are enrolled at the school, or to the extent possible consistent with R277-491-3C.

L. School community councils may establish procedures that allow for ballots to be clearly marked and mailed to the school in the case of distances that would otherwise discourage parent participation. Hand-delivered or mailed ballots shall meet the same timelines for voters voting in person.

M. Entire school districts or schools may allow parents to vote by electronic ballot. The school district or school shall clearly explain on its website the opportunity to vote by electronic means, if allowed by the school district or school.

N. Following the election, if those taking part in the election elect to the council more parent members who are educators in that district than parents who are not educators in that district. The parents on that council shall appoint additional parent members until the number of parent members who are not educators exceeds the number of parent educators in that district.

O. School community council members who were duly elected or appointed prior to a subsequent change in the law or Board rule may complete the term for which they were elected. All school community council members shall satisfy requirements of Utah law and Board rule in subsequent terms.

## R277-491-4. Local School Board and School District Responsibilities Relating to School Community Councils.

A. Local boards of education may ask school community councils to address local issues at the school community council level for discussion before bringing the issues to local boards of education. Local boards of education may ask school community councils for information to inform local board decisions.

B. A local school board, in compliance with Section 53A-1a-108, shall ensure that all council members receive annual training, including training for the chair and vice chair about their specific responsibilities, and about the school community council requirements of Sections 53A-1a-108, 53A-1a-108.1, 53A-16-108.5, and 53A-16-101.5.

C. A school or school district administrator shall not prohibit or discourage a school community council from discussing any issue or concern not prohibited by law and raised by any school community council member.

## R277-491-5. School Community Council Principal Responsibilities.

A. Following the election, the principal shall enter and electronically sign on the School LAND Trust website a Principal's Assurance affirming the school community council's election, that vacancies were filled after the election, as necessary, and that the school community council's bylaws or procedures comply with Section 53A-1a-108 and R277-477 and R277-491.

B. A principal may not serve as chair or vice-chair of the school community council.

C. Annually, on or before October 20, the principal shall provide the following information the school website, in the school office, and if needed, through a method that the council decides is best for the parents at the school who do not have internet access, and as provided in Section 53A-1a-108 and 53A-1a-108.1:

(1) A list of the members of the school community council and each member's direct email or phone number, or both;

(2) The school community council meeting schedule; and

(3) A summary of the annual report describing how the school used the School LAND Trust Program funds consistent with Section 53A-1a-108.1(5)(b).

D. Principals shall ensure that school websites fully communicate the opportunities provided to parents to serve on the school community council and how parents can directly influence the expenditure of the School LAND Trust Program funds. Principals shall include on the website each school's dollar amount received each year through the program.

## R277-491-6. School Community Council Chair Responsibilities.

A. After the council is seated each year, the council shall elect a chair from the parent members and a vice-chair from the parent or school employee members.

B. The school community council chair or designee shall:

(1) post the school community council meeting information (time, place and date of meeting; meeting agenda; and previous meeting draft minutes) on the school's website at least one week prior to each meeting;

(2) set the agenda for every meeting;

(3) conduct every meeting;

(4) assure that written minutes are kept consistent with Section 53A-1a-108.1(8);

(5) inform council members on resources available on the School LAND Trust website;

(6) assure that the council adopts a set of rules of order and procedures, including procedures for electing the chair and vice-chair, that the chair follows to conduct each meeting. The principal shall post these rules on the school website and make them available at each meeting; and

(7) welcome and encourage public participation.

C. School community council responsibilities do not allow for closed meetings, consistent with Section 53A-1a-108.1.

## R277-491-7. School Community Council Business.

A. School community councils shall report on plans, programs, and expenditures, at least annually to local boards of education and cooperate with USOE monitoring and audits.

B. School community councils shall encourage participation on the school community council and may recruit potential applicants to apply for open positions on the council.

C. The USOE encourages :

1. school community councils to establish clear and written procedures governing the removal from office of a member who moves away or consistently does not attend meetings, and additional clarifications to assist in the efficient operation of school community councils, consistent with the law and Board rule; and

2. school principals to attend all school community council meetings.

## R277-491-8. Development of Plans.

A. School community council members shall participate fully in the development of various school plans described in Section 53A-1a-108(3) including, at a minimum:

(1) The School Improvement Plan;

(2) The School LAND Trust Plan;

(3) The Reading Achievement Plan (for elementary schools); and

(4) The Professional Development Plan.

B. The USOE encourages:

1. school community councils advise and inform elected local school board members and other interested community members regarding the uses of these funds.

## R277-491.9. Failure to Comply with Rule

A. If a school district, school, or school community council fails to comply with the provisions of this rule, the School Children's Trust Director appointed under Section 53A-16-101.6 may report such failure to the Audit Committee of the Utah State Board of Education.

B. The Audit Committee of the Utah State Board of Education may recommend to the Board a reduction or elimination of School LAND Trust funds for a school district or school if the Audit Committee finds that the school district, school, or school community council has filed to comply with the Utah law or Board Rule.

## R277-477. Distribution of Funds from the Interest and Dividend Account (School LAND Trust Funds) and Administration of the School LAND Trust Program.

### R277-477-1. Definitions.

A. “Approving Entity” means the school district, Univeristy or other legally authorized entity that approves or rejects plans for a district or charter school.

B. “Board” means the Utah State Board of Education. The Board is the primary representative and advocate for beneficiaries of the School Trust corpus and the School LAND Trust Program.

C. “Chartering Entity” means the school district, Board, university or other entity authorized to charter a charter school.

D. "Charter trust land council" means a council comprised of a two person majority of elected parents or guardians of students attending the charter school and may include other members, as determined by the board of the charter school. The governing board of the charter school may serve as a charter trust land council if the board membership includes at least two more parents or guardians of students currently enrolled at the school than all other members combined consistent with Section 53A-16-101.5. If not, the board of the charter school shall develop a school policy governing the election of a charter trust land council. R277-491 does not apply to charter trust land councils.

E. “Councils” means school community councils and charter trust land councils.

F. “Fall Enrollment Report” means the audited census of students registered in Utah public schools as reported in the audited October 1 Fall Enrollment Report from the previous year.

G.“Funds” means interest and dividend income as defined under Section 53A-16-101.5(2).

H.“Interest and Dividends Account” means a restricted account within the Uniform School Fund created under Section 53A-16-101 established to collect interest and dividends from the permanent State School Fund until the end of the fiscal year. The USOE distributes funds to school districts, charter schools and the USDB through the School LAND Trust Program.

I. “Local board of education” means the locally-elected board designated in Section 53A-3-101 that makes decisions and directs the actions of local school districts and which approves School LAND Trust plans for schools under the local board’s authority.

J. “Most critical academic needs” for purposes of this rule means academic needs identified in the school improvement plan developed in accordance with Section 53A-1a-108.5 or identified in the school charter.

K. “Principal” means an administrator licensed as a principal in the state of Utah and employed in that capacity at a school. For the purposes of this rule, “principal” includes the director of a charter school. “Principal” also includes a specific designee of the principal.

L. School Children’s Trust Director” means the Director appointed by the Board under Section 53A-16-101.6 to assist the Board in fulfilling its duties as primary beneficiary representative for trust land funds.

M.“School community council” means the council organized at each school district public school as established in Section 53A-1a-108 and R277-491. The council includes the principal, school employee members and parent members. There shall be at least a two parent member majority.

N.“State Charter School Board (SCSB)” means the board designated under Section 53A-1a-501.5 that has responsibility for making recommendations regarding the welfare of charter schools to the Board.

O.“State Superintendent of Public Instruction (Superintendent)” means the individual appointed by the Board as provided for in Section 53A-1-301(1) to administer all programs assigned to the Board in accordance with the policies and the standards established by the Board.

P.“Student” means a child in public school grades kindergarten through twelve counted on the audited October 1 Fall Enrollment Report of the school district, charter school, or USDB.

Q.“USDB” means the Utah Schools for the Deaf and the Blind.

R.“USOE” means the Utah State Office of Education.

## R277-477-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which places general control and supervision of the public school system under the Board, by Section 53A-16-101.5(3)(c) which allows the Board to adopt rules regarding the time and manner in which the student count shall be made for allocation of school trust land funds, and by Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to:

(1) provide financial resources to public schools to enhance or improve student academic achievement and implement an academic component of the school improvement plan;

(2) involve parents and guardians of the school’s students in decision making regarding the expenditure of School LAND Trust Program money allocated to the school;

(3) provide direction in the distribution from the interest and dividends from the Interest and Dividends Account created in Section 53A-16-101 and funded in Section 53A-16-101.5(2);

(4) provide for appropriate and adequate oversight of the expenditure and use of School LAND Trust monies by designated local boards of education, chartering entities, and the Board;

(5) provide for:

(a) appropriate and timely distribution of School LAND Trust funds;

(b) accountability of councils for notice to school community members and appropriate use of funds;

(c) independent oversight of the agencies managing school trust land and the permanent State School Fund to ensure those trust assets are managed prudently, profitably, and in the best interest of the beneficiaries;

(d) representation, advocacy, and information on school trust lands and permanent State School Fund issues to all interested parties including: the School and Institutional Trust Lands Administration, the School and Institutional Trust Lands Board of Trustees, the School and Institutional Trust Fund Office, the legislature, the Utah Attorney General’s office, school community councils, and the general public;

(e) compliance by councils with requirement in statute and Board rule; and

(f) allocation of the monies as provided in Section 53A-16-101.5 (3) (c) based on student count.

(~~4~~) (6) define the roles, duties, and responsibilities of the School Children’s Trust Director within the USOE.

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

A. All public schools receiving School LAND Trust Program funds shall have a council as required by Sections 53A-1a-108 and R277-491, a charter school trust lands council as required in 53A-16-101.5(7), or have a local board approved exemption under R277-491-3 (E). District public schools and charter schools shall submit a Principal Assurance Form, as described in R277-491 (5A).

B. All charter schools that elect to receive School LAND Trust funds shall have a charter trust lands council, develop an academic plan in accordance with the school charter, and report the date when the charter trust lands council and charter board approved the plan. The principal for each charter school that elects to receive School LAND Trust funds shall submit a plan on the School LAND Trust Program website no later than May 1; newly opening charter schools shall submit plans on the School LAND Trust Program website no later than October 1 in the school's first year.

C. An approving entity shall consider plans annually and may approve or disapprove a school plan. If the approving entity does not approve a plan, the approving entity shall provide a written explanation explaining why the plan was not approved and request that the school revise the plan, consistent with Section 53A-16-101.5

D. The principal for each public school shall provide information on each school's plan to address most critical academic needs and complete the USOE-provided form via the School LAND Trust website.

(1) Along with each plan, the principal shall submit a record of the vote by the school community council or charter trust land council approving the school plan.

(2) The approval shall include the date of the vote, votes for, against, and absent, consistent with Section 53A-16-101.5.

E. To facilitate schools' submission of information, each local board of education shall establish a school district submission date for the school district schools not later than May 1 of each year. Timelines shall allow for school community council reconsideration and amendment of the school plans if the approving entity rejects a plan.

F. The USOE shall only distribute funds to schools with plans approved by the approving entity.

G. Approving entity responsibilities:

(1) Principals shall show at least one of the training DVDs available on the School LAND Trust website in at least one school faculty meeting annually. In the same meeting, the principal shall explain how the school is spending its School LAND Trust funds.

(2) Prior to approval of school plans, the approving entity shall ensure that plans include academic goals, specific steps to meet those goals, measurements to assess improvement and specific expenditures focused on student academic improvement.

(3) The USOE shall not distribute funds until a school has an approved plan to use funds to enhance or improve a school's academic excellence consistent with Section 53A-16-101.5 and R277-477.

(4) The School Children's Trust Director shall review and approve all charter school plans on behalf of the SCSB. The School Children's Trust Director shall also provide notice as necessary to the SCSB of changes required of charter schools for compliance with state law and Board rule.

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

A._Examples of successful plans using School LAND Trust Program monies include programs focused on:

1) credit recovery courses and programs;

2) study skills classes;
3) college entrance exam preparation classes;
4) academic field trips;
5) classroom equipment and materials such as flashcards, math manipulatives, calculators, microscopes, maps or books;
6) teachers, teacher aides, and student tutors;
7) professional development directly tied to school academic goals;
8) student focused educational technology, including hardware and software, computer carts and work stations;
9) books, textbooks, workbooks, library books, bookcases, and audio-visual materials;
10) student planners; and
11) nominal student incentives that are academic in nature or of marginal total cost.

B. Examples of plans ineligible for School LAND Trust Program funding include:
1) security;
2) phone, cell phone, electric, and other utility costs;
3) sports and playground equipment;
4) athletic or intermural programs;
5) extra-curricular non-academic expenditures;
6) audio-visual systems in non-classroom locations;
7) non-academic field trips;
8) food and drink for council meetings or parent nights;
9) printing and mailing costs for notices to parents;
10) accreditation, administrative, clerical, or secretarial costs;
11) cash or cash equivalent incentives for students;
12) other furniture;
13) staff bonuses; and
14) similar non-instructional items or programs.

C. Notwithstanding R277-477-3G(2) and Section 53A-16-101.5, each school plan may budget and spend no more than the lesser of $5,000 or 20 percent of the annual allocation of School LAND Trust funds for in-school civic and character education including student leadership skills training and positive behavior intervention. A school may designate funds for these programs/activities only if the plan clearly describes how these activities/programs directly affect student academic achievement.

D. Schools that are specifically designated to serve students with disabilities may use funds as needed to directly influence and improve student performance according to the students' Individual Education Plans (IEPs).

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

A. A designated amount appropriated by the Legislature from the Interest and Dividends Account shall fund the School Children's Trust Section, the administration of the program and other duties outlined in this rule and Sections 53A-16-101.5 and 53A-16-101.6. The USOE shall deposit any unused balance initially allocated for School LAND Trust Program administration in the Interest and Dividends Account for future distribution to schools through the School LAND Trust Program.

B. The USOE, through the School LAND Trust Program, shall distribute funds to school districts and charter schools as provided under Section 53A-16-101.5 (3) (a) . The USOE shall base the distribution on the state's total fall enrollment as reflected in the audited October 1 Fall Enrollment Report from the previous school year.

C. Each school district shall distribute funds received under R277-477-3A to each school within each school district on an equal per student basis.

D. Local boards of education shall adjust distributions, maintaining an equal per student distribution within a school district, for school openings and closures and for boundary changes occurring after the audited October 1 Fall Enrollment Report of the prior year.

E. The USOE shall fund charter schools on a per pupil basis, provided that each charter school, including newly opening charter schools, receives at least 0.4 percent of the total available to charter schools as a group. A newly opening charter school shall receive the greater of 0.4 percent of the total available to charter schools as a group or the per pupil amount based on the school's estimated enrollment. The USOE shall allocate the remainder of the distribution to charter schools on a per pupil basis to all charter schools that receive an amount greater than the base 0.4 percent amount. The USOE shall increase or decrease a newly opening charter school's enrollment in the school's second year to reflect the school's actual initial October 1 enrollment.

F. If a school chooses not to apply for School LAND Trust Program funds or does not meet the requirements for receiving funds, the USOE shall retain the funds allocated for that school and include those funds in the statewide distribution for the following school year.

G. Local boards of education and school districts shall ensure timely notification to chairs and principals of the availability of the funds to schools with approved plans.

H. The School Children's Trust Director shall review and approve all plans submitted by the USDB governing board as necessary.

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

A. Schools shall make full good faith efforts to implement plans as approved.

B. The school community council or charter school trust land council may amend a current year plan when necessary. The council shall amend the plan by a majority vote of a quorum of the council. The principal shall amend the school plan on the School LAND Trust website. The approving entity shall consider the amendment for approval, and approve amendments before funds are spent according to the amendment.

C. A school may carryover funds not used in the school approved plan to the next school year and add those funds to the School LAND Trust Program funds available for expenditure in the school the following year.

D. Schools shall provide an explanation for any carry over that exceeds one-tenth of the school's allocation in a single year in the school plan or report. The USOE shall consider districts and schools with consistently large carryover balances over multiple years as not making adequate and appropriate progress on their approved plans. The USOE may direct compliance reviews and corrective action.

E. Approval of school plans on the School LAND Trust website affirms that the approving entity has reviewed the plans and that the plans meet the requirements of Section 53A-1a-105 and R277-477.

F. District and charter school business officials shall enter prior year audited expenditures by category on the School LAND Trust website on or before October 15th. The expenditure data shall appear in the final reports submitted online by principals for reporting to parents as required in Section 53A-1a-108.

G. Principals shall submit final reports on the School LAND Trust website by October 20 annually.

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

A. The School Children's Trust Section staff shall review each school final report for consistency with the approved school plan.

B. The School Children's Trust Section staff shall create a list of all schools whose final reports indicate that funds from the School LAND Trust Program were expended inconsistent with the requirements and academic intent of the law, inconsistent with R277-477 or R277-491, or inconsistent with the local board of education/charter board approved plan. The School Children's Trust Section staff shall report this list of schools to the district contact, district superintendent, and local board of education or charter board president annually.

C. USOE staff may visit schools receiving funds from the School LAND Trust Program to discuss the program, receive information and suggestions, provide training, and answer questions.

D. The School Children's Trust Director shall supervise annual compliance reviews to review expenditure of funds relative to the approved plan and allowable expenses.

E. The School Children's Trust Director shall report annually to the Board Audit Committee on compliance review findings and other compliance issues. The Board Audit Committee shall make determinations regarding questioned costs and corrective action, following review and consideration of compliance and financial reviews conducted by the School Children's Trust Section staff.

F. The Board Audit Committee may recommend to the Board that the Board reduce or eliminate funds if a school fails to comply with Utah law or Board rule. The Board may require that the school reimburse the School LAND Trust Program for any inappropriate expenditures.

## R277-477-8. School Children's Trust Director - Other Provisions.

A. The Director shall have professional qualifications and expertise in the areas generating revenue to the trust, including economics, energy development, finance, investments, public education, real estate, renewable resources, risk management, and trust law, as provided in 53A-16-101.6(3)(b).

B. The Director shall report to the Board Audit Committee monthly. The Director shall report day to day to the Superintendent or Superintendent's designee and has responsibilities as outlined in Sections 53A-16-101.5 and 53A-16-101.6.

C. The employees of the section report to the Director, who shall carry out the policy direction of the Board under law and faithfully adhere to the Board-approved budget.

D. The School Children's Trust Director shall submit a draft section budget to the Board Audit Committee annually, consistent with Section 53A-16-101.6(5)(a).

E. The School Children's Trust Director shall include in the draft budget a proposed School LAND Trust Program and school community council training schedule, as described in Section 53A- 16-101.6(11).

F. The Board Audit Committee may discuss or approve, or both, the School Children's Trust budget in an open portion of the Board Audit Committee meeting.

G. The Board, consistent with Section 53A-16-101.6(5)(b), shall propose an approved budget to the Legislature.

# Shared Governance Guide

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SALT LAKE CITY
SCHOOL DISTRICT
*Your Best Choice*

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Kathleen Christy, Assistant Superintendent, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8251. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.