

**WORKING DRAFT**



**SALT LAKE CITY**  
**SCHOOL DISTRICT**  
*Your Best Choice*

# **Shared Governance Guide**

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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 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

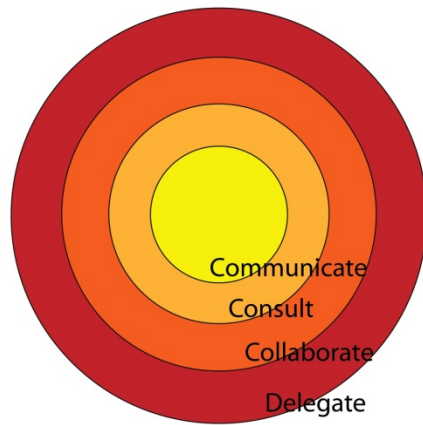
[Shared governance](#) is an effective method for making decisions. It is most effective when all participants have a thorough understanding of its structure and the following basic principles:

- 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.

## ***Decision-making***

Under shared governance, groups strive to reach decisions through 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.

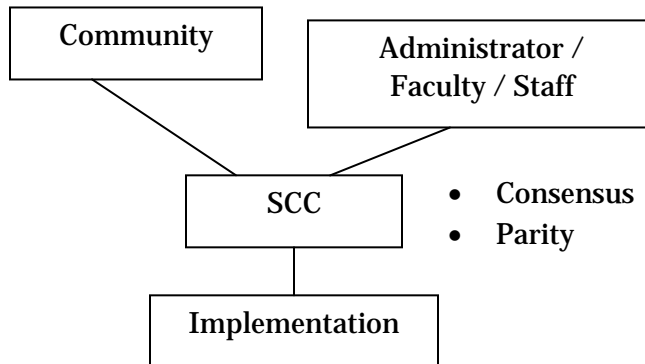
When it is clear a decision cannot be reached through consensus, the concept of [parity](#) is invoked. Parity implies an equal relationship among parties and ensures a balance of power.

When consensus cannot be reached, parity groups caucus to determine the position of each group by majority vote. A minority within a parity group must not keep shared governance councils from making decisions or stop the SCC's progress.

In the School Community Council (SCC), parity groups are (a) [employees of the school](#) and (b) [community members](#) of the council. If consensus cannot be reached, the community group takes a position by majority vote. The school group follows the rules for the School Improvement Council (SIC). If the principal and the [faculty/staff](#) cannot agree, then the employee group does not form an opinion.

If the parity group consisting of school employees does form an opinion, they meet with the community group to see if there is agreement between them. If the two groups agree, a final decision can be reached. If the two parity groups do not agree, or if one of the groups is unable to form an opinion, the SCC chairperson may refer the issue in writing to the superintendent for review and adjudication.

### ***SCC Process Diagram***



### ***Review and Adjudication***

When shared governance councils fail to reach a decision through consensus or parity, the chairperson of a council 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. The superintendent must respond within ten working days.

### ***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.

## 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.

## **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](#).
- Develop and implement a [child access routing plan](#) (safe walking routes to and from school).
- 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 [Adequate Yearly Progress \(AYP\)](#) 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](#).)
- 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 five 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 three employee members, including the principal.

An SCC may have a larger membership, provided that the number of parent or guardian members exceeds the number of school employee members. An SCC may have a smaller membership, provided that the number of parent or guardian members exceeds the number of employee members; and there are at least two school employee members on the council.

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 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:

- Notice must be given at least 21 days in advance of elections.
- Such notice must include the positions available, dates and times of elections, positions up for election and instructions for becoming a candidate.

- Elections held no later than 30 days after the first day of school and be held open for at least three consecutive school days.
- If elections are held in spring, notice will be given to parents of incoming students.
- The principal or principal's designee must oversee the elections.
- Elections must be by secret ballot deposited in a secure ballot box.

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 initial term of office, he or she has a student attending, or will have a student enrolled at the school. If a member's student leaves the school, he or she may complete the current term of office.

Parents or guardians who are employed in the school district may serve as a parent or guardian representative on the council only if their employment in the school district does not exceed an average of six hours per week.

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.

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. The chair of the SCC must, through the [superintendent's](#) office, notify the local school board of each appointment made.

Councils may choose to have a chair and vice chair; or co-chairs. If the council chooses to have a chair and vice-chair, both must be elected from the parent members of the council. If the council chooses to have co-chairs, both may be elected from the parent members or one may be from the parent group and one from the school employee group.

Initial terms should be staggered so that no more than 50% of the council members stand for election in any one year.

Principals shall sign a written assurance that 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. 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 decision is made, a quorum of one-half of the membership in each [parity](#) group 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.

In accordance with the Open and Public Meetings Act (Utah Code §52-4-101 et. seq.), a public body must make an audio recording of an open meeting available to the public within three business days. Salt Lake City School District schools will comply with this requirement by posting on the school's website within three business days.

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”).

At least 24 hours prior to each council meeting, a notice of the meeting must also be posted on the school entrance door(s).

The Salt Lake City School District's Office of Business Administration is responsible for publishing agendas on the Utah Public Notice Website, provided the school principal or principal's designee communicates with the business administrator's designee (currently Allison Sisam) in the following specific ways:

- Designate a contact person whose name will appear on the state website. This should be a school employee, not a parent or community volunteer.
- Send this person's contact information, including name, telephone number, and e-mail address, to the business administrator's designee, currently Allison Sisam, by August 31 of each year, so that she can set up a link for the school.
- E-mail the agenda for each meeting to Ms. Sisam on the same day that agenda is posted on the school's website, at least one week prior to the meeting. She will see that agendas are posted to the state website.

State law requires each council to make the following reports to the school community:

- the council's proposed meeting schedule—within the first two weeks of the school year;
- a mid-year summary of the council's actions and activities to date;
- a summary of the implementation of the previous year's School LAND Trust Program plan when the final report is submitted online; and
- a list of council members' email address and phone number, if available.

State law requires that each council deliver community reports 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.

The council may determine additional operating procedures through mutual agreement.

The chair and/or chair elect (a parent or guardian) and vice-chair (a school employee) are elected by the council in the spring to serve a one-year term 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.

No member of the council may serve more than three successive two-year terms.

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.

Issues that cannot be resolved by the SCC may be referred in writing to the superintendent for [review and adjudication](#). In the spirit of full disclosure, a copy of the referral should be sent to each association president and to the [PTA](#) region president.

## **SCHOOL COMMUNITY COUNCIL TIMELINE**

### ***Topics, Considerations, and Due Dates\* for the 2011-12 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 2012-13 SIP/LAND Trust Process/Parent Compact.
- Complete SCC and SCC Chair elections completed by SEPTEMBER 29, 2011 if not held in May, 2011.

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## October

- Review UPASS and AYP data/refine SIP plan if necessary.
- Attend SCC Chair meeting, October 11, 2011, 7:00 p.m., Rm. 112-113.
- Review “Touch the Future” at <http://www.schoollandtrust.org/school-trust/program/>.
- Submit School LAND Trust Committee membership electronically on e-SIP.
- Publish final report of 2010-11 LAND Trust Plan on the district e-SIP template.

## November

- Review fees and fee schedule.

## December

- Discuss Overnight/Extended Trips or Activities 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 at minimum of two meetings.
- Attend SCC Chair meeting, January 10, 2012, 7:00 p.m., Rm. 112-113.
- FEES/FEE SCHEDULE: DUE JANUARY 10, 2012
- Publish SCC’s actions and activities for the first half of the year.

## February

- May begin process for SCC Elections; provide notice of elections
- Continue 2012-13 SIP/LAND Trust Process/Parent Compact.
- Discuss Overnight/Extended Trips or Activities at minimum of two meetings.
- Receive annual SCC Survey for distribution to SCC members.

## March

- Continue 2012-13 SIP/LAND Trust Process/Parent Compact.
- Attend SCC Chair meeting, March 13, 2012, 7:00 p.m., Rm. 112-113.
- OVERNIGHT/EXTENDED TRIPS OR ACTIVITIES: DUE MARCH 14, 2012
- SCC SURVEY: DUE MARCH 31, 2011

## April

- E-SIP/LANDTRUST/WELLNESS PLANS WITH SIGNATURE PAGES: DUE APRIL 9, 2012
- SAFE WALKING ROUTE OR SNAP: DUE APRIL 13, 2012
- Review budget.

## May

- Attend SCC Chair meeting, May 8, 2012, 7:00 p.m., Rm. 112-113.

- COMPLETE SCC ELECTIONS by May 25, 2012, if not to be held in fall of the following year; if held in fall of following year, must be completed by September 27, 2012.

\*Due Dates: Changes will be communicated to you.

## **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.

## ***Membership***

Minimum membership on the SIC will be determined according to the following rules outlined in 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.

The superintendent or designee(s) and the teachers' association must cooperate 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.

## **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.

## **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;
- principal's report;
- items for discussion;
- summary of meeting;
- setting next “tentative” agenda;
- approval of minutes from previous meeting;
- member reports;
- items needing action; and
- assignments (when necessary).

### ***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;
- 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); 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.

## ***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 UPASS data to create a [School Improvement Plan](#);
- development of a [LAND Trust](#) plan with the School Improvement Plan;
- development of a [Child Access Routing Plan](#);
- development of a [Reading Achievement Plan](#) (Grades K-3);
- assistance in development and implementation of [staff](#) development; and
- assistance in development of Wellness Plan.

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

## 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.

**Adequate Yearly Progress (AYP)** is the minimum level of improvement that districts and schools must make annually toward the goal of achieving state academic standards under the federal law known as No Child Left Behind (NCLB).

**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](#) (also called safe walking routes to and from school or SNAP) refers to one of the elements of a school's improvement plan, which an SCC is expected to help develop under Utah law.

[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 CNA. 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 equal relationship between two parties. One party's decision cannot be forced on the other party. In an SCC or SIC, when consensus cannot be reached, parity groups caucus to determine the position of their group by majority 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/SCC at a school site and is referred by the site-based council.

**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 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.

**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 Resolution Process



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## REFERENCES

[Administrative Procedures for Board Policy G18](#)

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## THE POLICY

It is the policy of the Salt Lake City School District Board of Education to develop and support processes to resolve complaints and disagreements among stakeholders professionally, compassionately, and quickly.

The purpose of this policy is to provide a complaint resolution process, focused on the needs of students and parents or guardians, to be used when expressed concerns are not covered by specific grievance, complaint, or appeal procedures or when informal processes have not been successful.

The board encourages students and parents to discuss their concerns and complaints through informal conferences 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 such informal conferences fail to produce a satisfactory resolution, or if the concern is not more appropriately addressed through another formal procedure, e.g., alleged discrimination or harassment complaint, suspension or expulsion hearing, etc., the student or parent may initiate this complaint resolution process by filing, in a timely manner, the written Concern and Resolution Request form associated with this policy. The board encourages students and parents to seek informal resolution of their concerns, even after the process has been initiated. If concerns are resolved, the formal Concern and Resolution Request may be withdrawn at any time.

The process and form described in this policy and associated administrative procedures must not be construed to create new or additional rights beyond those granted by law or board policy. The board acknowledges the intrinsic difficulty of resolving personal disputes and understands that it may not always be possible to satisfy every individual in all details.

rev. 11/1/2011

# Board Policy C1: Parent and Community Involvement



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## REFERENCES

- [Utah Code § 53A-1a-105-108.5](#)
  - [Utah Code § 53A-3-402](#)
  - [Section 1118\(a\) Federal Elementary and Secondary School Act \(NCLB\)](#)
  - [Administrative Procedures for Board Policy C1](#)
  - [Shared Governance Guide](#)
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## 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 board supports and encourages parents and guardians to be actively involved, both at the district and the local school level, working in partnership with teachers, staff, and administrators to promote and enhance student learning.

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 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.

rev. 1/4/2011

# 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. "Develop school improvement plan and school trust program and other programs" means to participate actively in the creation of plans, including analysis of school assessment data, development of School LAND Trust budgets, and review of School LAND Trust expenditures under Section 53A-16-101.5(5)(a)(iv) and 53A-16-101.5(6)(b)(ii). This may include establishing subcommittees where needed or assigning work to individuals.
- F. "Parent" means the parent or legal guardian of a student attending the non-charter public school or of a student who will be enrolled at the school in the next school year.
- G. "Parent or guardian member":
  - (1) means a member of a school community council who is a parent or guardian of a student who is attending the school; will be enrolled at the school at any time during the parent's or guardian's initial term of office; or was enrolled at the school during the parent or guardian member's initial term of office;
  - (2) may not include an educator who was employed by the school district in which the school is located unless the educator's employment does not exceed an average of six hours per week. The parent/guardian member includes a parent/guardian who had or who will have a student attending the school during the parent or guardian's initial term of service.
- H. "School administrator" means a school principal, school assistant principal or designee as specifically assigned by the school administrator.
- I. "School community" means the geographic area designated by the school district as the attendance area with reasonable inclusion of the parents or legal guardians of additional students who are attending the school.
- J. "School employee member" means a member of a school community council who is a person employed at a school by the school or school district, including the principal.
- K. "Secure ballot box" means a closed container prepared by the school for the deposit of secret ballots for the school community council elections.
- L. "Student" means a child in public school grades kindergarten through twelve counted on the audited October 1 Fall Enrollment Report.
- M. "Students attending the school" for purposes of this rule means students currently attending the school and those officially enrolled to attend the school in the next school year.
- N. "USDB" means the Utah Schools for the Deaf and the Blind.
- O. "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 for school districts and the State Charter School Board for state-sponsored charter schools are responsible for school community council operations, plans, 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 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 testing results 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 in the election of school community councils, in meeting reporting requirements, in complying with open and public meetings requirements.

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

A. Notice of the school community council elections shall be provided at least 21 days prior to the elections. The notice shall include the dates and times of the election, the positions that are up for election and instructions about becoming a candidate.

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

C. Parents may vote for the school community council parent members if their child(ren) are enrolled or will be attending the school in the next school year when elections are held in the spring, consistent with the intent to encourage the greatest participation possible of all available parents. If elections are held at the beginning of the school year, parents of students enrolled at the school may vote.

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

E. Entire school districts or schools may allow parents to vote by electronic ballot. If school districts/schools allow voting by electronic means, the opportunity shall be clearly explained on the school district/school website including:

(1) directions for electronic voting;

(2) security provisions for electronic voting;

(3) statement to parents and community members that violations of a school district's/school's voting procedures may disqualify a parent's vote or invalidate a specific school election, or both.

F. Ballots and voting are required only in the event of a school community council contested race.

G. School community councils are encouraged to establish clear and written:

(1) procedures that are consistent with state law, Board rules, and local board policies;

(2) procedures for the election of school community council chairs, co-chairs or vice chairs;

(3) timelines and procedures for school community council elections that may include receiving information from applicants in a timely manner; and

(4) additional clarification and procedures to assist in the efficient operation of school community councils consistent with the law.

H. Elections shall be held no later than 30 days after the first day of school. Voting for parent/guardian members shall extend for at least three consecutive school days.

I. If an election is held in the spring, the council shall provide notice of the election defined in R277-491-3A to parents of incoming students and establish a process to ensure that parents who will no longer have children attending the school in the fall are not eligible to vote in the election.

J. School community council members who were duly elected prior to June 15, 2011 shall be allowed to complete the term for which they were elected. All school community council members shall satisfy requirements of Section 53A-1a-108 in subsequent terms.

### **R277-491-4. School Community Council School/School Administrator Responsibilities.**

A. A school administrator may not serve as chair or co-chair of the school community council.

B. 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 raised by any school community council member.

C. The school community council chair shall provide the following information to the school community, with assistance from the school administration:

(1) Notice of dates and times of school community council elections at least 21 days before the elections are held;

(2) Timely notice of school community council positions that are up for election;

(3) Instructions for applying to become a school community council member together with timelines for submitting information and applications;

(4) Posting the school community council meeting information (time, place and date of meeting; meeting agenda and previous meeting minutes) on the school's website at least one week prior to each meeting, and on the access door(s) of the school on the day of the meeting.

D. The school community council chair, assisted by the school administrator, shall provide the following information on the school website and in at least one other direct delivery method ensuring that all parents are notified as provided in Section 53A-1a-108(7)(a):

(1) Notice of the school community council meeting schedule, provided in the first 14 days of the school year;

(2) A summary of the school community council's actions and activities for the first half of the school year, provided mid-way through the school year;

(3) A summary of the annual expenditure report of all School LAND Trust Program funds provided to the school community and to the local board of education in the fall of the school year following the school year that the school plans were implemented; and

(4) A list of the members of the school community council and each member's direct email and phone number, if available.

E. The school community council chair, assisted by the school administrator, shall act in compliance with the Utah Open and Public Meetings Act, Section 52-4-101 et seq., including:

(1) posting upcoming agendas and meeting locations;

(2) posting minutes of the most recent meeting;

(3) posting the agenda and location of the upcoming meeting on the school's website at least one week prior to the meeting;

(4) posting the agenda and location of the upcoming meeting on the school's access door on the day of the meeting;

(5) providing timely written minutes of the meeting; and

(6) recording the meeting, and other required or appropriate activities.

F. School community council responsibilities do not allow for closed meetings, consistent with the purposes of Section 52-4-205.

G. School community councils shall become familiar with and consider the following:

(1) Satisfying the meeting recording process with sensitivity for parents and community members whose primary language is not English; and

(2) The limitations of open and public meetings in secure or locked school settings and facilities.

### **R277-491-5. Parent Rights and Responsibilities.**

A. Parents of students attending a school and parents whose children will attend the school in the next school year (for spring community council elections) shall receive notice of open school community council positions and of elections consistent with Section 53A-1a-108.

B. Parents of students attending a school shall have access to schedules, agendas, minutes and decisions consistent with Sections 53A-1a-108(7) and (8).

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

(1) School Improvement Plan;

(2) School LAND Trust Plan;

- (3) Reading Achievement Plan (for elementary schools);
- (4) Professional Development Plan; and
- (5) Child Access Routing Plan.

D. Parents shall receive timely notice of school community council timelines and procedures that affect parent member elections, school community council meeting information and other parent rights or opportunities, consistent with state law, Board rules, and local board policy.

**R277-491-6. Additional School Community Council Information and Provisions.**

A. School community councils shall set the beginning terms for school community council members consistent with Section 53A-1a-108(5)(g).

B. Training for members of school community councils shall be provided under the direction of local boards of education, including providing applicable sections of the statutes and Board rules to council members.

C. School community councils shall report on plans, programs, and expenditures, including detailed descriptions of expenditures for professional development, at least annually to local boards of education and cooperate with the legislative and USOE monitoring, and audits.

D. School community councils may establish procedures and requirements for parent notification and election timelines that are not inconsistent with Sections 53A-1a-108, 53A-16-101.5, 52-4-101 et. seq., this rule, or local board policy.

E. Public schools that are secure facilities, juvenile detention facilities, hospital program schools, and other small special programs may receive all funds available to schools with school community councils if the schools demonstrate and document a good faith effort to recruit members, have meetings and publicize results as recognized and affirmed by local boards of education.

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

G. 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. School community councils may be asked for information to inform local board decisions.

H. Local boards of education shall provide copies of statutory information (Section 53A-1a-108, School community councils authorized -- Duties -- Composition -- Election procedures and selection of members; Section 53A-1a-108.5, School improvement plan; Section 53A-16-101.5, School LAND Trust Program -- Purpose -- Distribution of funds -- School plans for use of funds) to school community council members.

I. Local boards of education, and the State Charter School Board for state-sponsored charter schools, shall report approval dates of required plans to the USOE. School community councils are encouraged to advise and inform elected local board members.

J. Local boards of education make decisions in governing school districts with superintendents and principals acting under the direction and in behalf of local board of education in all areas of governance, including implementing approved School Improvement and School LAND Trust Program plans.

**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. "Board" means the Utah State Board of Education. The Board is the representative and advocate for beneficiaries of the School Trust corpus and the School LAND Trust Program.

B. "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.

C. "Funds" means interest and dividend income as defined under Section 53A-16-101.5(2).

D. "Interest and Dividends Account" means an account 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 at which time the funds are distributed to school districts through the School LAND Trust Program.

E. "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 is directed in Section 53A-16-101.5(5)(b) to approve School LAND Trust plans for schools under the local board's authority.

F. "Most critical academic needs" for purposes of this rule means needs identified in the school improvement plan developed in accordance with Section 53A-1a-108.5.

G. "School Children's Trust Section" means employees designated by the Superintendent who have responsibility for overseeing the use of School LAND Trust Program funds.

H. "School community" means the geographic area designated by the school district as the attendance area with reasonable inclusion of the parents or legal guardians of additional students who are attending the school.

I. "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 and the board that has responsibility to approve School LAND Trust plans for charter schools. The SCSB has primary responsibility to provide training and oversight for charter school School LAND Trust plans.

J. "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.

K. "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

### **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 direction in the distribution of interest and dividends from the Interest and Dividends Account created in Section 53A-16-101 and funded in Section 53A-16-101.5(2) through school districts;

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

(3) provide for:

(a) review and monitoring of funds and revenue generated by school trust lands;

(b) compliance by councils with requirements in statute and Board rule; and

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

(4) define the roles, duties, and responsibilities of the School Children's Trust Section within the USOE.

### **R277-477-3. Distribution of Funds – Determination of Proportionate Share.**

A. Funds shall be distributed to school districts and charter schools as provided under Section 53A-16-101.5(3)(a). The distribution shall be based on the state's total fall enrollment as reflected in the audited October 1 Fall Enrollment Report from the previous school year.

B. Each school district and the USOE, with regard to charter schools and the USDB, shall distribute funds received under R277-477-3A to each school within each school district or to each charter school and USDB on an equal per student basis.

C. Local boards of education and the USOE may 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.

D. All public non-charter schools receiving funds shall have a school community council as required by Sections 53A-1a-108 and R277-491; funds shall be used to enhance or improve a school's academic excellence consistent with Section 53A-16-101.5. Plans shall be approved by the local board of education. Required school community council-generated plans or programs include:

- (1) School Improvement Plan;
- (2) School LAND Trust Program;
- (3) Reading Achievement Plan (for elementary schools)
- (4) Professional Development Plan;
- (5) Child Access Routing Plan; and
- (6) Recommendations regarding school/school district programs and community environment.

E. All charter schools that elect to receive School LAND Trust funds shall have a committee consisting of a majority of parents elected from parents of students currently attending the charter school that is designated to make decisions about the School LAND Trust funds, and a current school plan for enhancing or improving academic excellence consistent with Section 53A-16-101.5 approved by the SCSB for state chartered schools.

F. The plan shall be electronically submitted to the USOE on the School LAND Trust Program website.

G. All charter schools shall be considered collectively as a school district to receive a base amount under Section 53A-16-101.5(3)(a)(i).

H. The USDB shall receive the average statewide per pupil[base] amount, multiplied by the audited fall enrollment total, as the [school's base]USDB annual allocation.

I. In order to receive its allocation, a school shall satisfy the requirements of Section 53A-16-101.5(4-7).

J. Plans shall include specific academic goals, steps to meet those goals, measurements to assess improvement and specific expenditures to implement plans that may include purchase of workbooks, textbooks, professional development, computer hardware and software, library and media supplies, or supplement funding for aides, teachers and specialists, and other tools for student academic improvement consistent with Section 53A-16-101.5(5).

K. As part of the school plan submission:

(1) principals shall provide a signed assurance that the membership of the school community council and the process used for election and appointment of members to the council was made consistent with 53A-1a-108 and 53A-16-101.5; and

(2) A record of the vote by the school community council when the school plan was approved including the date of the vote, voters for, against, and absent voters, consistent with 53A-16-101.5.

L. In accordance with R277-477-3D, [I]income from the Interest and Dividends Account shall be distributed to school districts, USDB, and charter schools [after the close of the state]beginning in July each fiscal year [as the USOE receives the funds in]based on deposits to the Interest and Dividends Account within the Uniform School Fund from the prior fiscal year.

M. If a school chooses not to apply for School LAND Trust Program funds and meet the requirements for receiving funds, the funds allocated for that school shall be retained at USOE and included with the statewide distribution for the following school year.

N. Local boards of education or the SCSB shall consider plans annually and may approve or disapprove a school plan. If a plan is not approved, the local board shall provide a written explanation of necessary amendments prior to resubmission of the plan consistent with Section 53A-16-101.5.

O. Local boards shall ensure timely distribution of the funds to schools with approved plans.

P. When approving school plans on the School LAND Trust Program website, school district and charter school personnel shall report the meeting date(s) when the local board of education or the SCSB approved the plans.

Q. Funds not used in the school approved plan may be carried over by the school to the next school year and added to the School LAND Trust Program funds available for expenditure in that school the following year. Schools shall provide an explanation for any carry over that exceeds one-tenth of the school's allocation in the school plan or report.

R. School LAND Trust Program funds shall be focused on the school's most critical academic needs.

S. School LAND Trust Program funds shall be focused on implementing a recommended course of action to enhance or improve student academic achievement and implement a component of the school improvement plan focused on the school's identified most critical academic needs, as explained in Section 53A-1a-108.5 and Section 53A-16-101.5(5).

T. Examples of successful programs using School LAND Trust Program monies include activities such as:

(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, books, or student planners;

(6) teachers and teacher aides;

(7) professional development directly tied to school academic goals;

(8) student focused educational technology;

(9) books and textbooks.

U. Examples of programs not eligible for funding using School LAND Trust Program monies include plans to improve school climate, provide security, address behavioral issues, prevent bullying, install permanent auditorium audio systems, and initiate or support other non-academic school needs.

V. Schools serving students with disabilities may use funds as needed to directly influence and improve student performance according to the student Individual Education Plans (IEPs).

W. The School Children's Trust Section of the USOE shall create and electronically post training and support materials for school community councils, charter school trust land committees and local school boards.

X. Funds from the School LAND Trust Program that are expended inconsistent with the requirements and academic intent of the law, inconsistent with R277-477 or R277-491, or inconsistent with the school board/charter board approved plan may be reduced or eliminated by the Board in subsequent years until the misappropriated funds have been restored.

Y. The Board may recommend that School LAND Trust Program funds be reduced or eliminated if the school has failed to comply with Section 53A-1a-108 in the election or appointment of school community council members.

Z. Schools serving only youth in custody may form committees and submit plans to the district serving the students. Youth in custody schools shall receive the same per pupil distribution as other schools in the district providing services.

AA. Plans submitted by charter schools shall be prepared, submitted and approved by the charter school committee established in R277-470-11, requiring a majority of elected parents to serve on the committee, and then submitted first to the local charter school board, then to the local board of education for approval, if the school is chartered by the district, or to the SCSB if the school is chartered by the Board.

BB. Plans submitted by the USDB governing board shall be reviewed and approved by the State Superintendent or designee.

CC. A designated amount approved by the Board of the Interest and Dividends Account may be used to fund the administration of the program by the School Children's Trust Section.

DD. Any unused balance initially allocated for School LAND Trust Program administration shall be deposited in the Interest and Dividends Account for future distribution to schools in the School LAND Trust Program.

#### **R277-477-4. Administration of School LAND Trust Program.**

A. The School Children's Trust Section of the USOE shall provide support to local boards of education, to the SCSB and to local charter trust land committees, as directed by the Superintendent.

B. The School Children's Trust Section shall report directly to the Superintendent or the Superintendent's designee. Staff in the School Children's Trust Section may include individuals who:

- (1) possess professional qualifications and expertise pertinent to the purposes and activities of the trust;
- (2) possess professional qualifications in areas specifically related to the trust such as trust law, finance, real estate, and energy development;
- (3) may or may not have experience in public schools and may or may not hold an educator license.

C. The School Children's Trust Section shall advise and assist the Board and the Superintendent in:

(1) representing the current and future beneficiaries of the common school trust, Institution for the Blind trust, and School for the Deaf trust to the School and Institutional Trust Lands Administration (SITLA), the State Treasurer, and the Utah Attorney General by providing oversight as directed by the Superintendent or the Superintendent's designee.

(2) informing and providing support or support services to school community councils, schools, school districts, and other education groups to advocate on behalf of public education on federal, state, and local land decisions and policies as they affect school funding and the long term growth of the permanent State School Fund as directed by the Superintendent or the Superintendent's designee.

[B]D. Support services shall include:

(1) Regional training and, as requested and to the extent of resources available, school district or school training for school community councils;

(2) Training materials to support school community councils in creating and reviewing school improvement plans, School LAND Trust plans, reading achievement plans, professional development plans, and child access routing plans for both elementary and secondary schools.

(3) Materials, suggested practices and plans for use by community councils and charter school trust land committees to:

- (a) increase community and parent awareness and knowledge of community councils;
- (b) increase community and parent knowledge about school trust lands and their history and purpose in generating funds for public schools;
- (c) encourage parent participation in developing plans for local board approval for the use of School LAND Trust allotments.

[C]E. The School Children's Trust Section shall monitor development of School LAND Trust plans and assist local community councils and charter school trust land committees with plan development as requested, and monitor expenditures and compliance with statutory requirements. Assistance/monitoring may include:

- (1) timely notification of annual School LAND Trust allotments to public schools;
- (2) clear and timely notification of required timelines for plan submission;
- (3) periodic, cost-effective and scheduled review of submitted school plan consistency and plan expenditures and results;

(4) verifying web postings and other information regarding school community council and charter school trust land committees compliance with the Utah Public and Open Meetings Act.

[D]F. The School Children's Trust Section shall receive direction from the Superintendent as it provides monitoring and review.

[E]G. Monitoring and review shall be accomplished primarily through written/electronic assurances from school community councils and charter school trust land committees, written/electronic submission of information from local school boards and charter schools and random and selective compliance reviews of School LAND Trust expenditures, the execution of School LAND Trust plans, and other school community council requirements.

[F]H. The School Children's Trust Section shall report annually to the Board on compliance review findings and other compliance issues. The Board shall make determinations regarding reduction or elimination of all or a portion of a school's School LAND Trust Program funding in subsequent years, following review and consideration of compliance and financial reviews conducted by the School Children's Trust Section and results

of a Legislative Auditor's school community council election review process, and make a report to the Public Education Appropriation Subcommittee.

[G]I. The School Children's Trust Section shall, under the direction of the Superintendent, provide oversight and expertise regarding the School LAND Trust account and all related activities. Oversight and activities may include:

- (1) attending meetings where school trust land, permanent fund, and school community council issues are discussed and voted on;
- (2) providing information to federal, state and local government agencies, the general public, Congress, and the Legislature regarding school trust lands, the trust revenues and expenditure of revenues;
- (3) reviewing and providing information as representatives of the Superintendent to the Congress, Legislature, boards, state and federal agencies and employees that have responsibility for managing school trust lands, maximizing trust land revenues, and investing the permanent State School Fund prudently;
- (4) increase and strengthen beneficiary monitoring; and
- (5) other activities or assignments as directed by the Superintendent.

[H]J. The president of each local board of education or of each local charter board shall ensure that the members of the board are provided with annual training on the requirements of the School LAND Trust Program. Notice of training shall be provided to the USOE School Children's Trust Section via email of board minutes identifying training information.

[I]K. A local school board shall comply with Section 53A-1a-108(10) and provide required copies of the Utah Code to school community council members.

#### **R277-477-5. Information to USOE.**

A. Information on each school's plan to address most critical academic needs shall be completed via the School LAND Trust Program website maintained through the USOE for accurate and uniform reporting.

B. To facilitate submission of information by schools, each school board shall establish a timeline for timely submission of information and a district submission date for the district schools not later than May 15 of each year.

C. Timelines shall allow for school committee reconsideration and editing of the school plan following local board of education or SCSB requested changes.

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

E. School districts and charter schools wishing to submit information to the School LAND Trust website through a comprehensive electronic plan shall meet the parameters for programming and data entry required by the USOE. They shall review School LAND Trust plans on the USOE website prior to local board of education or SCSB approval to ensure information consistent with the law has been downloaded by individual schools into the electronic plan visible on the School LAND Trust Program website.

F. Charter school and school district business administrators shall enter financial data relating to the School LAND Trust Program on the School LAND Trust Program website at the time they prepare and submit Annual Program Report (APR) data to the USOE. The appropriate data shall appear in the final reports submitted online by school community councils for reporting to parents as required in Section 53A-1a-108.

G. The financial data shall include:

- (1) the annual distribution received by each school (the sum of the distributions to schools within a school district equals the total distributed to the school district by the USOE);
- (2) expenditures by category made by each school from revenues received from the School LAND Trust in the prior fiscal year.

H. Expenditures made after the close of the fiscal year shall be accounted for as expenditures in the following fiscal year.

I. The financial report in each school final report shall be consistent with the narrative submitted by that school community council or charter committee.





# Shared Governance Guide

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