

Shared Governance Guide



SALT LAKE CITY
SCHOOL DISTRICT
Your Best Choice

WORKING DOCUMENT

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SHARED GOVERNANCE, COLLABORATION, AND STUDENT ACHIEVEMENT

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

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

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

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

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

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

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

All policies discussed in the guide can be found on the school district's website:

<http://www.slcschools.org/policies/>

PRINCIPLES OF SHARED GOVERNANCE

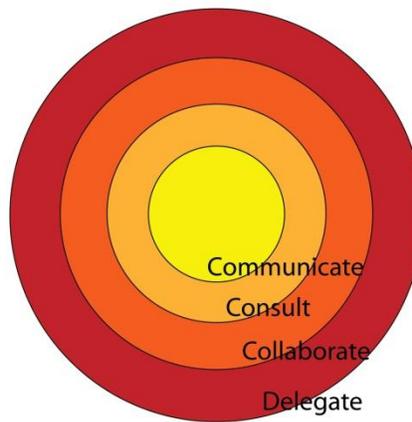
[Shared governance](#) is an effective method for making decisions. It is most effective when all participants have a thorough understanding of its structure and the following basic principles:

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

Delegation

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

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



Decision Circles

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

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

Openness, Trust, and Equity

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

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

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

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

Accountability

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

Dialogue and Communication

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

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

SCHOOL COMMUNITY COUNCIL DECISIONS AND RESPONSIBILITIES

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

Decisions and Responsibilities

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

- Develop a [School Improvement Plan \(SIP\)](#).
- Develop the [School LAND Trust Plan](#).
- 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.
- Assist with the implementation of [educational technology filters and safe technology use instruction](#) for students and parents.

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

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

School Improvement Plans must:

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

School Improvement Plans may:

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

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

- Provide ongoing support for the plan and monitor its implementation.
- Review the school’s [Emergency Preparedness Plan](#) annually. (See [Board Policy G-2, Emergency Preparedness](#).)

- While state law does not require the SCC to develop and implement a [child access routing plan](#), the Salt Lake City School District recommends the SCC be involved in the development of the plan.
- Oversee the evaluation and implementation of the district wellness policy at the school [site](#). (See [Board Policy G-3, Wellness](#).)
- Approve student overnight trips pursuant to board policy. (See [Board Policy I-19 AP, Overnight/Extended Trips](#).)
- Approve fundraising activities involving students, in advance, as described in board policy [I-17, Student Fundraising Activities](#).
- Work collaboratively on school discipline, attendance, and citizenship policies including site-based plans to deal with student harassment and bullying. (See the following board policies and associated procedures): [S-3 Student Discipline](#); [S-4, Student Attendance and Exemption from School](#); and [G-19, Non-Discrimination and Anti-Harassment for Students and Employees](#).)
- Determine and facilitate discussion of site-based uniform or dress codes pursuant to board policy and state law. (See [Board Policy S-5, Dress and Grooming](#).)
- Evaluate the school and community efforts in [shared governance](#) after receiving SCC survey results and making recommendations to school and/or district [administration](#).
- Recommend a school calendar from among the choices approved by the district’s calendar committee.
- Recommend calendar variances within parameters set by the board.
- Assist with grant applications and business partnerships if the council or its members choose to do so.
- Review and discuss any issues that involve long term contractual obligations for the school, such as the proposed installation of a cell phone tower, new construction proposals, and potential lease opportunities with third parties, etc. Documentation of these discussions and the outcome of such discussions (e.g. consensus reached, results of vote, general feedback) must be kept for the purpose of informing the board of the SCC’s position on these issues.

Composition and Selection of Members

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

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

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

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

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

Any member elected or appointed to a School Community Council serves a two-year term. The Salt Lake City School District prefers that the terms of all members begin on July 1 to facilitate consistent communication and training. State law allows flexibility in the beginning date of council members' terms. The principal should notify the [Network Director](#) if the council agrees on an alternative date.

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

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

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

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

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

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

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

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

Operating Procedures

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

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

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

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

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

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

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

These reports may be communicated in the following ways:

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

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

The council may determine additional operating procedures through mutual agreement.

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

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

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

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

Decision-making

Under shared governance, groups strive for consensus.

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

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

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

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

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

PROCEDURAL GUIDELINES

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

1. A council should agree on and adopt an agenda format that it will follow at regular meetings.
2. Action items on the agenda require:
 - a motion by a council member;
 - a second to the motion;
 - a discussion of the motion by the school community council;
 - a vote by the school community council.
2. Each motion should be limited to one idea or issue.
3. No new motion may be made while another is being discussed.
4. A motion may be amended and votes on the amendments must be taken before acting on the original motion.
5. Before a vote on a main motion is taken, business can be interrupted by a motion:
 - to table the main motion;
 - to postpone action;
 - to refer the motion to a committee;
 - to withdraw it from consideration;
 - to adjourn the meeting.

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

6. Debate can be closed formally with a motion to move the question and a two-thirds affirmative vote.
7. When the council chair senses the discussion has ended, a vote may be taken without a formal motion to close debate unless a member objects.
8. Some motions are not debatable, such as a motion to adjourn or to appeal a decision to the chair. See the simplified chart of “Parliamentary Motions”.
9. A community council member, but no one else, may question a council procedure by rising to a point of order at any time. After the point is stated, the chair issues a ruling that may be appealed to a vote of the full council. Council policy should specify the number of votes required to over-rule the chair or to suspend a rule.
10. Before a motion is voted upon, it should be read aloud by the secretary.
11. The chair, by virtue of membership on the council, is expected to vote on each issue before the council.
12. The chair should indicate before each vote whether a simple or special majority is required.
13. The chair should keep readily at hand a reference guide, such as the chart of parliamentary motions.

PARLIMENTARY MOTIONS

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

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

SCHOOL COMMUNITY COUNCIL TIMELINE

Topics, Considerations, and Due Dates for the 2017-18 School Year*

August/September

- [Attend Optional School Community Council Learning Community Meeting](#): August 8, 2017, Salt Lake City Public Library
- Review 2017-18 approved plans - LAND Trust and School Improvement Plan (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).
- Attend optional [SCC Learning Community Meeting](#): September 5, 2017, 3:30 p.m., District Office, Rm. 116.
- Publish meeting schedule for the year.
- Attend SCC Chair Meeting: September 12, 2017, 6:00 p.m.
- Begin 2018-19 SIP/LAND Trust Process/Parent Compact.
- Conduct SCC elections (in the event of contested races). Timeline of elections must be consistent for four years.

October

- LAND Trust Council Membership Report, Principal Assurance Form, Final Report: DUE October 20, 2017.
- Review UCAS data/refine SIP plan if necessary.
- Review and update School Emergency Plan.
- Attend Fall 2017 [statewide School Community Council Training](#), 6:00 p.m.
- Complete council responsibilities regarding [Safe Technology and Digital Citizenship requirements](#).
- Attend optional [SCC Learning Community Meeting](#): October 10, 2017, 3:30 p.m., Rm. 116.

November

- Review board-approved fees (Policy S-10) and fee schedule for 2018-19 revisions.
- Attend optional [SCC Learning Community Meeting](#): November 28, 2017, 3:30 p.m., Rm. 116.

December

- Discuss Overnight/Extended Trips or Activities for 2018-19 at minimum of two meetings.

January

- Review Child Access Routing Plan (aka Safe Walking Route/SNAP).
- Discuss boundary considerations if any.
- Discuss Overnight/Extended Trips or Activities for 2018-19 at minimum of two meetings.

- Attend optional [SCC Learning Community Meeting](#): January 9, 2018, 3:30 p.m., Rm. 116.
- **FEES/FEE SCHEDULE**: DUE JANUARY 12, 2018.
- Attend SCC Chair meeting, January 16, 2018, 6:00 p.m.
- Publish SCC's actions and activities for the first half of the year.

February

- Continue 2018-19 SIP/LAND Trust Process/Parent Compact.
- Discuss Overnight/Extended Trips or Activities for 2018-19 at minimum of two meetings.
- Attend optional [SCC Learning Community Meeting](#): February 20, 2018, 3:30 p.m., Rm. 116.
- Forward annual SCC Survey link (or PDF copy of survey) to all SCC members.

March

- Complete SCC Survey by March 3, 2018.
- Continue 2018-19 SIP/LAND Trust Process/Parent Compact.
- Attend optional [SCC Learning Community Meeting](#): March 6, 2018, 3:30 p.m., Rm. 116.
- **SCHOOL LAND TRUST PLAN DRAFT**: Due March 9, 2018.
- **OVERNIGHT/EXTENDED TRIPS OR ACTIVITIES**: DUE MARCH 9, 2018.
- Attend SCC Chair meeting, March 13, 2018, 6:00 p.m.
- Review technology needs based upon Safe Technology and Digital Citizenship requirements.

April

- **SAFE WALKING ROUTE OR SNAP**: DUE APRIL 1, 2018.
- **SIP DRAFT**: DUE APRIL 5, 2018.
- Attend optional [SCC Learning Community Meeting](#): April 10, 2018, 3:30 p.m., Rm. 116.
- **SCHOOL LAND TRUST PLAN FINAL**: DUE APRIL 13, 2018.
- Review budget.
- If not conducted in the fall, conduct SCC elections (in the event of contested races). Timeline of elections must be consistent for four years.

May

- **SIP FINAL AND SIGNATURE PAGE**: DUE MAY 23, 2018.

SCC CHAIRPERSON GUIDE

Duties of the Chairperson

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

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

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

Setting the Agenda

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

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

Keeping Minutes

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

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

Effective Decision Making

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

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

- group participation and discussion;
- sharing of information;
- decisions made by consensus whenever possible, or by simple majority vote using parliamentary procedures; and
- follow-up to ensure implementation of decisions.

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

Consensus

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

A good consensus decision is where:

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

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

Responsibilities of the SCC

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

- evaluation of UCAS data to create a [School Improvement Plan](#);
- development of a [LAND Trust](#) plan with the School Improvement Plan;
- development of a [Reading Achievement Plan](#) (Grades K-3);
- assistance in development and implementation of [staff](#) development; and
- assistance in implementation of educational technology filters and safe technology use instruction for students and parents.

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

SCHOOL IMPROVEMENT COUNCILS

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

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

Operating Conditions

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

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

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

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

Decisions and Responsibilities

Responsibilities allocated to the SIC include the following:

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



Review and Adjudication

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

Membership

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

Operating Procedures

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

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

ALLOCATION OF DECISIONS AND RESPONSIBILITIES

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

Board/District

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

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

- Seek waivers of state rules and guidelines, when appropriate.
- Establish a process by which [sites](#) may seek waivers of district policies and procedures.

The board directs the [superintendent](#) to accomplish the following specific tasks in the interest of shared governance:

- Schedule meetings (at least quarterly) for the superintendent and the [SCC](#) chairs to discuss common problems facing schools and the community.
- Create a [District Shared Governance Committee](#), comprised of representatives from all stakeholder groups, to discuss issues involving the practice of shared governance in the Salt Lake City School District. This committee must meet at least annually.
- Provide consistent annual training through the District Shared Governance Committee and employee [associations](#) for stakeholders to become familiar with statutes, policies and guidelines that relate to shared governance.
- Provide statutory information of SCC requirements and responsibilities to School Community Councils.
- Provide an SCC survey for each site and share the results at a board meeting and with each responding group.
- Organize a [Shared Governance Ad Hoc Committee](#), when requested, accountable to the superintendent. This committee provides assistance for any stakeholder(s) to facilitate shared governance.
- Respond to requests for assistance with shared governance. Any employee(s) and/or patron(s) may request assistance by contacting any member of the District Shared Governance Committee, including the superintendent, in writing. The superintendent must be informed of any such request and must convene an [ad hoc](#) committee to meet with the person(s) requesting assistance to accomplish the following:
 - a meeting with all stakeholder(s);
 - written recommendations resulting from the meeting; and
 - a report to the superintendent, outlining the issues and the committee’s recommendations.
- Appoint a person or persons to assist schools with shared governance. Responsibilities include:
 - reviewing the monthly minutes and attending at least one meeting of each council every school year;
 - working cooperatively with the superintendent, [SIC](#), and SCC to assist in the improvement of the shared governance process by conducting and reviewing annual surveys of council members;
 - acknowledging progress as well as identifying concerns and making suggestions to the members of the council; and
 - determining, with the administrator and the SCC chair, whether the SCC conforms to district policies and the Shared Governance Guide.

School Administrators

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

School administrators must ensure that they communicate with their SCCs about any issues that involve long term contractual obligations for the school, such as the proposed installation of a cell phone tower, new construction proposals, potential lease opportunities with outside third parties, etc.

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 the school's [Network Director](#) when questions or problems arise.
- Ensure that communication with SCCs occur about any issues that involve long term contractual obligations for the school, such as the proposed installation of a cell phone tower, new construction proposals, potential lease opportunities with outside third parties, etc.

Teachers

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

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

Classified Personnel

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

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

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

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

DISTRICT DEPARTMENTS

District committees, councils, and [departments](#) also operate under [shared governance](#) guidelines.

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

Councils and committees may be composed of teachers, administrators, classified and other support personnel, parents, and [community members](#), depending on the decisions and services required.

Membership on district committees and councils should reflect the demographics of the district, as well as the interests of all parties affected by their decisions. These district shared governance councils and committees can appeal to the [superintendent](#) and board of education, if necessary.

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

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

SHARED GOVERNANCE GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Network Director a district administrator assigned to a specific group of schools to counsel, help, and support their operation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Superintendent is the chief executive officer of the district, hired by the board of education. The superintendent is responsible for administering 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



REFERENCES

[Administrative Procedures for Board Policy G18 Form G-18, Complaint and Resolution Request](#)

THE POLICY

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

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

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

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

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

The district will set forth its specific processes for implementing this board policy through the accompanying administrative procedures.

rev. 2/2/2016



BOARD POLICY C-1: PARENT AND COMMUNITY INVOLVEMENT

REFERENCES

[Administrative Procedures for Board Policy C-1](#)
[20 U.S.C. §638 34 C.F.R., 200.28\(c\), Every Student Succeeds Act](#)
[Utah Code Ann. §53A-1a-108, School Community Councils](#)
[Utah Code Ann. §53A-3-402, Local School Boards Powers and Duties](#)
[Utah Code Ann. §53A-16-101, Uniform School Fund](#)
[Utah Admin. Code R277-477, Distribution of and Administration of the School LAND Trust Program](#)
[Utah Admin. Code R277-491, School Community Councils](#)
[Shared Governance Guide](#)

THE POLICY

The Salt Lake City School District Board of Education recognizes the importance of parent, family, and community involvement in the educational process as a critical component of student success. To that end, community members, volunteers, business partners, elected officials, and district employees are encouraged to support families in promoting student learning. The purpose of this policy is to engage parents and families as partners in supporting and advocating for students regardless of their racial or ethnic identity, educational background, gender, gender identity, disability, or socioeconomic status. The board understands that regular, meaningful two-way communication builds trust between the district and parents, families, individuals, businesses, community groups, and local leaders. Communication must always be clear, accurate, consistent, and use a variety of methods and languages for all families and community members to become active participants in the school community.

The board respects parents and families as valuable advocates and decision makers to improve learning opportunities for their students through the development, implementation and annual evaluation of the goals of the student achievement plan (SAP), School Improvement Plan (SIP), the School-Parent Compact (SPC), and this policy and its accompanying administrative procedures. As part of an annual evaluation, the district will obtain parent and family feedback on the effectiveness of the district's parent and family engagement strategies in order to identify and remove any remaining barriers to their engagement. The School Community Council (SCC) and other advisory councils are important forums to be utilized by parents in making decisions regarding the needs and priorities of their schools.

The district and schools will provide opportunities to build the capacity of parents and families to understand state academic achievement standards, state and local assessments, and Title I requirements. Parents should also be assisted with understanding how to best navigate the school system.

District employees are encouraged to engage in partnerships with families that honor and recognize their existing knowledge and unique cultural aspects. All district employees shall strive to create and sustain a culture that welcomes, invites, and promotes family engagement. The district will collaborate with community, educational, and business partners to develop and support Title I parent involvement strategies and initiatives.

The district will set forth its specific processes for implementing this board policy through the accompanying administrative procedures.

UTAH STATE OFFICE OF EDUCATION ADMINISTRATIVE RULES

R277-491. School Community Councils.

R277-491-1. Authority and Purpose.

1. This rule is authorized by
 - a) Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board and
 - b) Section 53A-1-401(3) which allows the Board to execute the Board's duties and responsibilities under the Constitution and state law.
2. The purpose of this rule is to:
 - (1) provide procedures and clarifying information to school community councils to assist the council in fulfilling school community council responsibilities consistent with Section 53A-1a-108 and 53A-1a-108.1;
 - (2) provide direction to a local school board, school, and school district in establishing and maintaining a school community council.
 - (3) provide a framework and support for improved academic achievement of students that is locally driven from within an individual school.
 - (4) encourage increased participation of a parent s, school employee s and others to support the mission of a school community council
 - (5) increase public awareness of:
 - (a) school trust lands
 - (b) the permanent State School Fund; and
 - (c) enforce compliance with the laws governing a school community council.

R277-491-2. Definitions.

- A. "Local school board" means the locally elected designated in Section 53A-3-101.
- B. "Principal" means an administrator licensed as a principal in the state and employed in that capacity at a school.
 - a. "Principal" includes a specific designee of the principal.
- C. "School community" means the geographic area the school district designates as the attendance area with reasonable inclusion of a parent of a student who attends the school but lives outside the attendance area.
- D. "Student" means a child in public school grades kindergarten through 12 counted on the audited October 1 Fall Enrollment Report.

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

- A. In addition to the election notice requirements of Subsection 53A-1a-108 (5) (c), the principal shall provide notice of:
 - a. The location where a ballot may be cast; and
 - b. The means by which a ballot may be cast, whether in person, by mail, or by electronic transfer.
- B. A school community council may establish a procedure s that allows a parent to mail a ballot to the school in the event the distance between a parent and the voting location would otherwise discourage parent participation.
 1. A mailed or hand-delivered ballot shall meet the same timeline as a ballot voted in person.
- C. A school, school district, or local school board may allow a parent s to vote by electronic ballot.
 1. If allowed, the school or school district shall clearly explain on its website the opportunity to vote by electronic means.

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

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

- (i) recruit members;
 - (ii) have meetings;
 - (iii) publicize the opportunity to serve on the council; and
 - (iv) publish election results to the school community.
- (b) The local school board shall make the determination whether to grant the exemption.

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

A. Following an election, the principal shall enter and electronically sign on the School LAND Trust Program website a Principal’s Assurance Form affirming:

- (1) the school community council’s election;
- (2) that vacancies were filled after the election if necessary; and
- (3) that the school community council’s bylaws or procedures comply with Section 53A-1a-108 and R277-477 and this rule.

B. In addition to the requirements of Subsection 53A-1a-108.1 (6), each year the principal shall post the following information the school’s website:

- (1) an invitation to a parent to serve on the school community council, that includes an explanation of how a parent can directly influence the expenditure of the School LAND Trust Program funds; and
- (2) the dollar amount the school receives each year from the School LAND Trust Program.

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

A. After the school community council election, the community council shall annually elect at the council’s first meeting a chair and a vice-chair in accordance with Subsection 53A-1a-108 (5) (j) .

B. The school community council chair shall:

- (1) post the information required by Subsection 53A-1a-108.1 (5);
- (2) set the agenda for every meeting;
- (3) conduct every meeting;
- (4) keep written minutes of every meeting consistent with Section 53A-1a-108.1 (9);
- (5) inform council members about resources available on the School LAND Trust Program website;

and

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

C. The Chair may delegate the responsibilities established in this section as appropriate at the chair’s discretion.

R277-491-6. School Community Council Business.

A. (1) The school community council shall adopt rules of order and procedure to govern a council meeting in accordance with Subsection 53A-1a-108.1(10).

- (b) The rules of order and procedure shall outline the process for:
 - (i) selecting a chair and vice chair;
 - (ii) removing from office a member who moves away or fails to attend meetings regularly; and
 - (iii) a member to declare a conflict of interest if required by the local school board's policy.

(2) The school community council shall:

- (a) report on a plan, program, or expenditure at least annually to the local school board; and
- (b) encourage participation on the school community council by members of the school

community and recruit a potential candidate to run for an open position on the council.

(3)(a) The principal shall provide an annual report to the school community council that summarizes current practices used by the school district and school to facilitate the school community council's responsibilities under Subsection 53A-1a-108(3)(a).

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

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

(ii) local instructional practices, monitoring, and reporting procedures; and

(iii) internet safety training required by Section 53A-1a-108.

(c) A school community council's School LAND Trust Program plan may not conflict with the school district's approved LEA plan related to a digital teaching and learning grant awarded to the school district under Title 53A, chapter 1, Part 14.

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

R277-491-7. Inapplicable to Charter Schools.

This rule does not apply to a charter school.

R277-491.8. Failure to Comply with Rule

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

B. (1) The Audit Committee shall allow the local school board, school district, school, or school community council to present information to the Audit Committee.

(2) ~~B.~~ The Audit Committee may recommend to the Board a reduction or elimination of School LAND Trust funds for a school district or school if the Audit Committee finds that the school district, or school has not complied with the statute rule.

(3) Before the Board takes action on the Audit Committee's recommendation, the Board shall allow the local school board, school district, or school community council to present information to the board.

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

R277-477-1. Authority and Purpose.

A. This rule is authorized by:

- (1) Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board;
- (2) ~~by~~ Subsection 53A-16-101.5(4) 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
- (3) Section 53A-1-401 which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

B. the Board is the primary beneficiary representative and advocate for the beneficiaries of the School Trust corpus and the School LAND Trust Program.

C. The purpose of this rule is to:

- (1) provide financial resources to public schools to a component of the school's improvement plan or charter document in order to enhance and improve student academic achievement;
- (2) provide a means to involve a parent of a school's student in decision-making regarding the expenditure of School LAND Trust Program funds allocated to the school;
- (3) provide direction in the distribution from the Interest and Dividends Account as funded in Subsection 53A-16-101.5 (3);
- (4) provide for appropriate and adequate oversight of the expenditure and use of monies funds by a designated local board of education, an approving entity, and the Board;
- (5) provide for proper allocation funds as stated in 53A-16.101.5 (3) and (4), and the appropriate and timely distribution of School LAND Trust funds;
- (6) enforce compliance with statutory and rule requirements, including the responsibility for a school community council to notify school community members regarding the use of funds;
- (7) define the roles, duties, and responsibilities of the School Children's Trust Director within the USOE.

R277-477-2. Definitions.

A. "Approving Entity" means an LEA governing board, university or other legally authorized entity that approves or rejects a plan for a district or charter school.

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

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

- a. The council meets the two-parent majority requirement; and
- b. The charter school governing board chooses to serve as the charter trust land council.

C. "Council" means school community council or a charter trust land council.

D. "Digital citizenship" means the same as that term is defined in Section 53A-1a-108.

E. "Fall Enrollment Report" means the audited census of students registered in Utah public schools as reported in the audited October 1 Fall Enrollment Report of the previous year.

F "Funds" means interest and dividend income as defined in Subsection 53A-16-101.5(3).

G. “Interest and Dividends Account” means a restricted account within the Uniform School Fund created under Subsection 53A-16-101 (2).

H. “Most critical academic needs” means an academic need s identified in a school’s improvement plan or school’s charter.

I. “Principal” means an administrator licensed as a principal in the state of Utah and employed in that capacity at a school.

i. “Principal” includes the director of a charter school.

J. “Satellite charter school” has the same meaning as that term defined in R277-482.

K. School Children’s Trust Director” means the Director appointed by the Board under Section 53A-16-101.6.

L. “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.

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

A. A public school receiving School LAND Trust Program funds shall have

(1) a school community council as required by Sections 53A-1a-108 and R277-491;

(2) a charter school trust land s council as required by Subsection 53A-16-101.5(9);

(3) an approved exemption under this rule.

B. A public school receiving School LAND Trust Program funds shall submit a Principal Assurance Form, as described in R277-491.5 and Subsection 53A-16-101.5 (5) (c).

C. A charter school that elects to receive School LAND Trust funds shall

(1) have a charter trust land council;

(2) Be subject to Section 53A-1a-108.1 if the charter trust land council is not a charter school governing board; and

D. A charter school that is a small or special school may receive exemption from the charter land trust council composition requirements contained in Subsection 53A-16-101.5 (9) upon application to the Board if the small or special school demonstrates and documents a good faith effort to recruit members to the charter trust land council.

E. The principal of a charter school that elects to receive School LAND Trust funds shall submit a plan to the School Children’s Trust Section on the School LAND Trust website:

(1) no later than April 1; or

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

F. An approving entity

(1) shall consider a plan annually;

(2) and may approve or disapprove a school plan.

(3) If the approving entity does not approve a plan, the approving entity shall

a. provide a written explanation explaining why the approving entity did not approve the plan; and

b. request that the school revise the plan, consistent with Section 53A-16-101.5.

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

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

(2) In addition to the requirements of Subsection (6), the School LAND Trust plan described in

Subsection (7) (a) shall include the date the council voted to approve the plan.

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

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

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

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

(1) a timeline described in Subsection (I) shall:

a. require a school's School LAND Trust plan no later than May 15 of each year; an

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

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

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

a. academic goals;

b. specific steps to meet the academic goals described in Subsection J (1);

c. specific expenditures focused on student academic improvement.

(2) specific steps to meet the academic goals described in Subsection J (1) (a);

(3) measurements to assessment improvement; and

(4) specific expenditures focused on student academic improvement.

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

e. Prior to approving a School LAND Trust plan, the president or chair of the approving entity shall provide training annually on the requirements of Section 53A-16-101.5 to the members of the approving entity.

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

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

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

L. If an approving entity fails to comply with Subsection (12)(c), the School Children's Trust Director shall report the failure to the Audit Committee of the Board as described in Section R277-477-9.

M. After receiving the notice described in Subsection (I) (2) the School Children's Trust Section shall review each School LAND Trust plan for compliance with the law governing School LAND Trust plans.

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

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

N. If an approving entity fails to comply with Subsection (12)(c), the School Children's Trust Director shall report the failure to the Audit Committee of the Board as described in Section R277-477-9.

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

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

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

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

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

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

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

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

(5)(a) A council may budget and spend no more than the lesser of the following for in-school civic and character education, including student leadership skills training and positive behavior intervention:

(i) \$5,000; or

(ii) 20% of the school's annual allocation of School LAND Trust Program funds.

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

(c) A school may use a portion of the school's School LAND Trust Program funds to provide digital citizenship training as described in Section 53A-1a-108.

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

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

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

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

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

(c) A school district shall adjust the current year distribution of funds received from the School LAND Trust Program as described in Section 53A-16-101.5, as necessary to maintain an equal per student distribution within a school district based on school openings and closings, boundary changes, and other enrollment changes occurring after the fall enrollment report.

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

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

(i) would receive more funds from a per pupil distribution than the charter school receives from the base payment described in Subsection (2)(c); and

(ii) is not a newly opening charter school as described in Subsection (3).

(b) The Superintendent shall distribute the funds allocated to charter schools as described in this Subsection (2).

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

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

(ii) at least 0.4%.

(d) After the Superintendent distributes the amount described in Subsection (2)(c), the Superintendent shall distribute the remaining funds to qualifying charter schools on a per pupil basis.

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

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

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

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

(5) If a school chooses not to apply for funds or does not meet the requirements for receiving funds, the USOE shall retain the funds allocated for that school and include those funds in the statewide distribution for the following school year.

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

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

(2)(a) The principal shall submit a plan amendment authorized by Subsection 53A-16-101.5(6)(d)(iii) through the School LAND Trust website for approval, including the date the council approved the amendment and the number of votes for, against, and absent.

(b) The approving entity shall:

(i) consider the amendment for approval; and

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

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

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

(b) The USOE shall consider a district or school with a consistently large carryover balance over multiple years as not making adequate and appropriate progress on an approved plan.

(c) The Board may take corrective action to remedy excessive carryover balances as outlined in Section R277-477-9.

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

(a) the entity has reviewed the plan; and

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

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

(b) The expenditure data shall appear in the final report submitted online by a principal, as required by Section 53A-16-101.5.

(6) A principal shall submit a final report on the School LAND Trust website by October 20 annually.

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

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

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

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

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

(3)(a) The School Children's Trust Director shall supervise annual compliance reviews to review expenditure of funds consistent with the approved plan, allowable expenses, and the law.

(b) The School Children's Trust Director shall report annually to the Board Audit Committee on compliance review findings and other compliance issues.

(c) After receiving the report described in Subsection (3)(b) and any other relevant information requested by the committee, the Board Audit Committee may make a determination regarding questioned expenditures and corrective action as outlined in Section R277-477-9.

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

(1)(a) The School Children's Trust Director is an employee of the Board, pursuant to Section 53A-16-101.6 and Board bylaws.

(b) The School Children's Trust Director shall report to the Board Audit Committee monthly.

(c) The School Children's Trust Director shall report day-to-day to the Superintendent or the Superintendent's designee.

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

(b) The School Children's Trust Director shall include in the draft budget a proposed School LAND Trust Program and training schedule, as described in Subsection 53A-16-101.6(13).

(3) In addition to the duties established in Section 53A-16-101.6, the School Children's Trust Director shall:

(a) assist the Board as needed as its designee in fulfilling its duties as primary beneficiary representative for school trust lands and funds;

(b) provide independent oversight of an agency managing school trust lands and the permanent State School Fund to ensure the trust assets are managed prudently, profitably, and in the best interest of the beneficiaries;

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

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

(e) review and approve a plan submitted by the USDB governing board as necessary; and

(f) carry out the policy direction of the Board under law and faithfully adhere to the Board-approved budget.

(4) The employees of the School Children's Trust Section report to the School Children's Trust Director.

R277-477-9. Failure to Comply with Rule.

(1) If a local school board, school district, district or charter school, or council fails to comply with the provisions of this rule, the School Children's Trust Director may report the failure to the Audit Committee of the Board.

(2) If the Audit Committee of the Board finds that any local school board, school district, district or charter school, or council failed to comply with statute or rule, the Audit Committee may recommend that the Board take any or all of the following actions:

(a) in cooperation with the local school board or charter school governing board, develop a corrective action plan for the school district, district or charter school, or council;

(b) require the school to reimburse the School LAND Trust Program for any inappropriate expenditures;

(c) reduce, eliminate, or withhold future funding; or

(d) any other necessary and appropriate corrective action.

(3) The Board may, by majority vote, take any of the actions outlined in Subsection (2) to correct or remedy a violation of statute or rule by a local school board, school district, district or charter school, or council.



Shared Governance Guide

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SCHOOL DISTRICT
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