School Community Council Training

Cache School District

October 2018

Welcome video: https://www.youtube.com/watch?v=mTPLsLiga8t

1. Dates Required by Law #1
2. Updated District Policy (School Improvement Plan, School LAND Trust Plan)
3. Final Final Report #2
4. Steps to Amend a Current School LAND Trust Plan
5. Funding Allocations #4
6. School Board Information #5 #6
7. Final Comments and Questions
DATES REQUIRED IN LAW

Each School, In Consultation with the School District Selects the Date(s) – Annual Elections for Open School Community Council Positions – Near the beginning of the school year or in the spring to be completed before the last week of school. Timing of elections should remain consistent for at least four years.

October 20th – Fall Reports – Council Membership Report, Principal Assurance Form, Final Report for the prior year School LAND Trust Plan implementation

District Sets the Due Date/Charter Due Date is April 1 – Spring Reports – School LAND Trust Plan for the upcoming school year with the Signature Form, signed by council members indicating their involvement on the council

Before May 15th – Local School Boards Review and Approve Spring Reports

District Sets the Due Date – School Improvement Plans

July – School LAND Trust Funds Distributed to schools with approved plans

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http://www.schoollandtrust.org/timelinesdue-data/
TIMELINE FOR SCHOOL COMMUNITY COUNCILS  
and THE SCHOOL LAND TRUST PROGRAM  
Effective August 2017  
www.schoollandtrust.org

ELECTIONS – Spring or Fall  
Councils may choose to hold elections in the spring before the last week of the school year OR near the beginning of the school year:  
- Once established, the election timeline must remain consistent for at least four years.  
- Notice of the election is provided at least 10 days in advance of the election

Mid-August – October 1st  
- District Business Administrator submits data from district’s Annual Programmatic Report on the web for prior fiscal year expenditures for the School LAND Trust Program in each school.  
- District Business Administrator reallocates current year funding between schools to reflect changes in enrollment, new and closing schools and sends back to USOE to deposit in the database.  
- District updates district contact information and spring due dates for school plans on the website.

In the fall by October 20th  
- The principal posts the following on the website and in the school office:  
  - The proposed schedule of meeting dates for the year  
  - The names of council members, with a phone or email contact (or both)  
  - A summary of the implementation of the School LAND Trust Program school plan including how the goals were completed and how the money was spent.  
- Principals enter fall reports on the website  
  - Membership Report – names and email addresses of the current school community council  
  - Signed Principal Assurance – assurance that the council is properly constituted and that elections and subsequent appointments were made according to the law and board rule  
  - Final Report on last year’s implementation and with measurement results

After October 20th, districts review the Final Reports and make them live to the public from the website.

Spring Due Date – Selected by the District (Due date must be prior to May 1st)  
- Principals enter spring reports on the website  
  - Progress Report for the School LAND Trust program for the current year  
  - School Plan for the School LAND Trust program for next year.  
  - Committee Signature Form

Prior to the end of the school year  
- Districts review spring reports  
- Review of School Plans by School Children’s Trust Section at the State Office of Education and results reported to the district (primarily to assure compliance with the law and state board rule)  
- Local board approval of School LAND Trust Plans for next school year  
- Approval of School Plans on the website so plans are viewable to the public.

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

Paula Plant, School Children’s Trust, Utah State Office of Education  
801-538-7555 – paula.plant@schools.utah.gov
STATEMENT OF POLICY

SUBJECT: School Community Councils

I. Purpose and Philosophy
The board recognizes the importance of collaborative decision-making in the school community and that a sense of shared ownership is created when the people closest to the implementation of the decision are a part of the process. Those affected by a school community council decision should be invited to participate and/or provide information for use in the decision-making process. It is our belief that school community councils will improve student learning, performance, and achievement through open communication involving the stakeholders in the education community.

II. Formation of Community Councils
Each school within the district shall establish a school community council at the school building level.

III. Membership
A. Each school community council shall consist of school employees (including the school’s principal) and parents or guardians of students who are attending the school.
B. The recommended composition of school community councils for high schools is six (6) parent or guardian members and four (4) school employee members (including the principal). The recommended composition of school community councils for other schools is four (4) parent or guardian members and two (2) employee members (including the principal). While the number of members can be larger or smaller than the recommended number, the number of parent or guardian members must always exceed the number of school employee members by two (2), and the council must consist of at least four (4) parent or guardian members and two (2) school employee members.
C. 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.
D. Each council shall elect a chair from its parent or guardian members and a vice chair from its parent or guardian members or school employee members other than the principal.
E. A school community council may appoint non-voting members to serve on the council (i.e., business or community leaders, students in secondary schools).
F. A school community council may create subcommittees or task forces to advise or make recommendations to the council or to develop all or part of the plans required of the council. Such subcommittees may include individuals appointed by the council who are not council members including parents, community members, or school employees.

Subcommittee recommendations shall be subject to the approval of the council. (Utah Code 53G-7-1202)
IV. Compliance with Open Meetings Law (Utah Code 53G-7-1203)
Because school community council plans and recommendations are subject to approval by the Cache County Board of Education (CCBE), councils may or may not be "public bodies" subject to the Utah Open and Public Meetings Act. However, the board desires that school community councils conduct their business in an open and transparent manner, and therefore requests that school community councils comply with the Utah Open and Public Meetings Act, and adopt policies and procedures for holding meetings which satisfy the requirements of that Act.

A. Parents and teachers should be notified in advance of meetings and their participation welcomed.
B. Agendas should be posted on the school front door at least 24 hours in advance.
C. All interested parents and faculty should be encouraged to attend and participate.
D. A simple majority must be present when the School LAND Trust Plan is approved or any other official action is taken.
E. Written minutes should be kept that include the date, time, and place of the meeting, who was present and absent, what was discussed and decided, and the names of anyone who made a presentation.

V. Selection of School Employee Members
A. The principal shall serve as an ex officio member with full voting privileges.
B. Employee members shall be elected by majority vote of the school employees. Results of the election shall be made available to the public upon request.
C. If the number of employee candidates is less than or equal to the number of open employee positions, no election is required.
D. If an employee position on the council remains unfilled following an election, the other employee members of the council shall appoint an employee to fill the position. The council chair shall update the school's website with new member names and include all council member names in the annual Council Membership Report.

VI. Selection of Parent and/or Guardian Members
A. Parent or guardian members shall be elected by majority vote of those voting in an election held at the school. Only parents or guardians of students attending the school are eligible to vote in this election. Written notice of this election shall be given at least two weeks prior to the date of the election. Results of the election shall be made available to the public upon request.
B. Any parent or guardian who qualifies to be a candidate may file or declare him/herself as a candidate for election to the council. An individual qualifies to be a candidate if he/she is the parent or guardian of a student who will be enrolled at the school at any time during the parent or guardian's initial term of office; however, if the parent or guardian is also an employee at the school, the parent or guardian is not eligible to be a "parent or guardian" candidate or member of the council.
C. If a parent or guardian position on the council remains unfilled following an election, the other parent or guardian members of the council shall appoint a parent or guardian who meets the above qualifications to fill the position. The council chair shall update the school's website with new member names and include all council member names in the annual Council Membership Report.

VII. Term of Office
Elected or appointed members of the council shall serve two (2) year terms beginning the first day of July. Initial terms shall be staggered so that no more than 50% of the council members stand for election in any one year. Council members may serve up to three (3) successive terms.

VIII. Duties of Councils
A. Develop a Fall Final Report.
B. Develop a School LAND Trust program for the school. (Utah Code 53G-7-1202, 53F-2-404)
C. Advise and make recommendations to school and district administrators and the school board regarding the school and its programs, school district programs, a child access routing plan, safe technology use and digital citizenship, and other issues relating to the community environment for students.
D. Each school community council for an elementary school shall develop a Reading Achievement Plan.
E. Develop operational by-laws to guide the operation of the committee consistent with this policy.

IX. School Improvement Plan (Utah Code 53G-7-1204)
As approved by the Cache County Board of Education, The School LAND Trust Plan is the School Improvement Plan.

X. Fall Final Report
Each school community council shall develop a Fall Final Report. In developing this report, the council shall annually evaluate and use the results of the school’s statewide achievement test results, reading achievement plan, class size reduction needs, and technology needs.

A. The Fall Final Report shall include information detailing the results of the previous year’s plan and use of funds.
B. The school principal shall make the prior year’s School LAND Trust budget and other data available to the council as needed in developing this report.

https://www.boarddocs.com/ut/ccsdl/Board.nsf/Private?open&login#
XI. School LAND Trust Plan
A. The plan shall include the use of School LAND Trust funds allocated to the school to implement the plan including a description of programs, practices, materials or equipment needed.
B. The program developed by the council to use the School LAND Trust funds is subject to the approval of the CCBE.
C. The school shall provide ongoing support for the council's plan. The school shall also publicize to its patrons and the general public how the School LAND Trust funds were used to implement the plan and the results of those efforts.
D. Through the school community council, the school shall prepare an annual report for the Board of Education at the end of the school year which details the use of the School LAND Trust funds and which assesses the results obtained from the use of those funds.
E. The council may develop a multi-year program for using School LAND Trust funds, but the program must nevertheless be approved by the CCBE each year.

XII. Child Access Routing Plan
Each school community council shall annually develop a child access routing plan for its school and submit it to the school traffic safety committee.

XIII. Staff Professional Development Plan Assistance (Utah Code 53G-7-1202)
The school community council shall assist the school with the development and implementation of the school's professional development plan.

XIV. Reading Achievement Plan for Elementary Schools (Utah Code 53G-7-1204, 53E-4-306)
A. Each school community council in an elementary school shall develop a Reading Achievement Plan for the school which shall be submitted to the District for annual review and approval prior to implementation.
B. Following approval by the District, the school principal, teachers and staff will implement the plan.
C. The Reading Achievement Plan shall be designed to reach the long-term goal of having all students in the school reading at or above grade level by the end of the third grade.
D. The Reading Achievement Plan shall include the following components:
   1. An assessment component that focuses on ongoing formative assessment to measure the five domains of reading (phonological awareness, phonics, fluency, comprehension, and vocabulary), as appropriate, and to inform instructional decisions, and which includes a reading assessment selected from a list recommended by the State Board of Education;
   2. An intervention component that:
      (a) provides adequate and appropriate interventions focused on each student attaining proficiency in reading skills;
      (b) is based on best practices identified through proven research-based methods;
      (c) provides intensive intervention implemented at the earliest possible time for students having difficulty in reading;
      (d) provides an opportunity for parents to receive materials and guidance so that they will be able to assist their children in attaining proficiency in reading skills;
      (e) involves a reading specialist, as resources allow.
   3. A reporting component that includes reporting to parents their children's literacy profile, which documents ongoing formative assessment results and, at the end of third grade, their child's reading level.

Adoption Date: 7/1/1989, Revised: 6/1/1997; 09/01/2004, 06/01/2007, 05/17/2018

Legal
Utah Code 53F-2-5404
Utah Code 53E-4-306
Utah Code 53G-7-1204
Utah Code 53G-7-2013
Utah Code 53G-7-1202

Last Modified by Jenda Nye on May 21, 2018
Steps to Amend a Current School LAND Trust Plan

1. Include an action item on the School Community Council Agenda
   - Action Item: Review Current School LAND Trust Plan and Budget Discussion and Possible Amendment

2. The Council receives a report on plan implementation, the budget, and justification for amending the Plan. The Council discusses proposed amendments and may offer additional ideas and suggestions.

3. The council votes to amend the Current Plan and records the amendment with the vote in the minutes.

4. Principal
   - Notifies the district of the amendment and it is placed on the local school board agenda for consideration and approval.
   - Enters the Amendment on the website by logging onto the website. Select Current Plan, Click ADD AMENDMENT at the bottom of the Plan.
     i. Enter the date and vote of the council to amend
     ii. In the text box:
        1. Explain the reason for the amendment
        2. Identify the goal and expenditures being amended
        3. If the council is creating a new goal, be sure to include:
           a. Goal Statement
           b. Academic Area
           c. Measurement
           d. Action Plan
           e. How the expenditures are part of the action plan

5. Local Board considers the amendment and approves it OR may request changes. If changes are substantive, the process begins again. If they are non-substantive, the principal may make the changes.

6. The School Children's Trust completes a final compliance review and approves OR may request changes. If changes are substantive, the process begins again. If they are non-substantive, the district or principal makes the changes. The district approves online.

7. Implement the amendment.

Note 1: If the proposed amendment is consistent with ‘Increased Distribution’ section in the Plan, an amendment may not be needed because the expenditure has already been approved.

Note 2: If a new budget category is created an amendment is required.
School LAND Trust Program
Annual Statewide Distribution
2001-2018

The School LAND Trust Program, established by the legislature in 1999, distributes a portion of the annual earnings from the permanent State School Fund through school districts to all public schools in the state. School Community Councils or Charter Trust Land Councils in each school prepare a plan to address the school's greatest academic needs with the distribution. Local School Boards approve the plans in the spring and schools with approved plans receive funding in the summer for the next school year. Plans for the upcoming school year and reports on expenditures and plan implementation are reviewed by local boards annually. Funding for the program flows through the district business administrators and goes through the same audit procedures as other school funding.

![Annual Statewide Distribution in Millions of Dollars](chart.png)

**Average Distributions for the 2017-18 School Year**

- An average elementary school received $43,134
- An average middle/junior high school received $64,787
- An average high school received $83,824
- The average per pupil distribution was $98
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<tr>
<th>Trustlands 18-19</th>
<th>Student Count</th>
<th>Funding 18-19</th>
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<tr>
<td>Birch Creek</td>
<td>573</td>
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<tr>
<td>Canyon Elementary</td>
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School LAND Trust Program: Current Year (FY 2018)

The School LAND Trust Program, established by the Legislature in 1999, distributes the “annual dividend” from the permanent State School Fund through school districts and charter schools for all public schools in the state. Elected parents, elected teachers, and the school’s principal serve on a School Community Council. School Community Councils in each school prepare a plan to address the school’s greatest academic need(s). Local School Boards approve the plans, and funding is sent to each school with an approved plan before the school year begins. The program is paperless and visible on the web at www.schoollandtrust.org.

Average Distributions for the 2017-18 School Year

An average elementary school received $43,134
An average middle/junior high school received $64,787
An average high school received $83,824
The average per pupil distribution was $98

“Our council is here as stewards of the money to make sure each child gets what they need in his or her learning. We are grateful for these funds because it allows us to offer extra offerings and supports for each of Utah’s children.”

Nebo Elementary School Principal

“`All these restrictions in combination indicate Congress’ concern both that the grants provide the most substantial support possible to the beneficiaries and that only those beneficiaries profit from the trust.”

United States Supreme Court
Lassen vs. Arizona, 1967
School LANDS Trust Training For School Community Councils

School Community Council Chairman

Mark the items below that you did not realize the chairman should handle with assistance from the school administration.

1. Prepare School Community Council (SCC) agendas.

2. Conduct SCC meetings.

3. Make sure motions and votes are accurately recorded in the minutes.

4. Prepare a yearly timeline.

5. Provide opportunities for parents and school employees to be involved.

6. Encourage collaboration.

7. Establish procedures and timelines about officer elections and other council procedures.

8. Assure all meeting are open to the public.

9. Provide training to the SCC concerning their responsibilities, understanding assessments, mission, and goals of the district and school.

10. Provide support for implementation of approved school action plans.

11. Provide notice to parents on school website of yearly SCC meeting schedule, list of SCC members, election information, summary of the School LAND Trust Program Final Report, Rules of Order and Procedure, information about electronic voting if school uses this process for their council elections.

12. Work with principal to provide notice, at least 10 days in advance, to parents and staff of council positions that are up for election, how to apply, the date, time and location of the election.

Rules of Order and Procedure

Chair: I will take a motion to approve (chair states the item being voted upon).

SCC Member: I move that we approve the (council member states the item being voted upon).

SCC Member: I second that motion.

Chair: Is there any discussion? (SCC discusses the issue)

Chair: All in favor say (Yes, Aye, raise hand). All against say No.

Chair: The motion has been (approved, disapproved).
School LANDS Trust Training For School Community Councils

Principals

Mark items on the list below that you did not know are responsibilities of the School Community Council.

1. Review testing data and other reliable data to determine the needs of the students.

2. Create a school improvement plan (this can be the same plan as the School LAND Trust Plan).

3. Create and submit the online School LAND Trust Plan.

4. Assist in the creation of a professional development plan.

5. Regularly submit required reports to the local school board for approval.

6. Appoint subcommittees or task forces as desired that may include participants other than elected SCC members.

7. Advise school and district administration and the local school board on local and district school issues.

8. Upon request of the local school board, provide information to assist the local board in resolving issues of local concern.

9. Provide ongoing support in implementation of approved plans.

10. Encourage participation on the SCC, including recruiting potential applicants to apply for open positions on the council.

11. Assume other tasks and responsibilities relating to their school, such as safety, school climate, student and teacher recognition, etc.