

2024-2025

Murray City School District

School Community Council (SCC) Handbook



**Information for serving on your
School Community Council**



Murray School District SCHOOL COMMUNITY COUNCIL (SCC) HANDBOOK

Congratulations on being elected to your School Community Council. Thank you for your willingness to serve the students, families, and staff of your school community. The Murray City School District values the work of School Community Councils and recognizes the benefits that the Councils bring to each school and to the District.

We encourage you to read through this information and attend the district training in the fall to become familiar with the responsibilities of School Community Councils. As you do so, you will catch the vision and better understand the purpose of School Community Councils and the LAND (Learning and Nurturing Development) Trust program.

Working together, your Council will review school data, identify school needs, establish school goals, allocate trust funds towards accomplishing those goals, and monitor the progress of the current year plan. A review of the Murray Board of Education standards and mission statement will also be helpful in your work. Each school year, the student success plan development and implementation process guides and focuses instruction in classrooms and leads to improved student outcomes.



In addition to the development of the student success plans, School Community Councils provide input and feedback on school and district programs. Your voice is considered to be representative of the group that elected you – parents or school employees. As your council deliberates decisions, please include the perspectives of all groups within your school community. When the larger school community is working together, great things happen!

Again, thank you for your service. We trust your experience will be rewarding and meaningful. Your contributions are significant in providing a high-quality educational opportunity for every student in Murray City School District and most importantly in your school.

Murray City School District Board of Education Standards	Murray City School District Board of Education Mission Statement
<ul style="list-style-type: none"> • Provide learning opportunities for students to excel personally, professionally, and academically. • Foster a culture of mutual respect, leadership development, transparency, and collaboration. • Integrate technology to impact student achievement. • Ensure responsible stewardship over financial resources. 	<p>Every Student Every Opportunity Every Day</p>

SCHOOL AND INSTITUTIONAL TRUST LANDS ADMINISTRATION

The School and Institutional Trust Lands Administration (SILTA) manages 3.2 million acres of land in Utah in a trust to support public schools. Revenue from the land is invested and annual dividends are distributed through the School LAND Trust Program. These funds are not competitive and are directed from local schools.

HISTORY OF THE SCHOOL LAND TRUST

The concept of granting lands for the support of education is intricately embedded throughout the history of America. In 1785, prior to passage of the U.S. Constitution, the Continental Congress reserved one square mile out of every thirty-six square mile township “for the maintenance of public schools.” Beginning in 1850, two square miles were granted to schools, then in 1894 with Utah, Arizona and New Mexico four square miles per township were granted. The lands were granted in trust. In each state constitution, states accepted the responsibilities of trustee, requiring the states to act with undivided loyalty in the best interest of the schools and other institutions that also received lands. Proceeds from the lands were to be placed in permanent funds, the interest of which only was to support the schools. These lands were not a gift since each state was required to give up the right to tax federal lands in exchange for the lands. Today most legislative and education leaders are left speechless when informed that schools are the beneficiaries of trusts containing 45 million acres (almost the size of Minnesota) and \$48 billion held in permanent funds for the support of public schools.

FUNDAMENTAL QUESTIONS RAISED BY THE EDUCATION COMMUNITY IN UTAH:

Beginning in the early 1980’s, the State Office of Education researched the management of the school trust lands and the investment of the permanent funds. They found misused and neglected lands and raided and poorly invested funds. School children were subsidizing State Parks, wildlife, forestry, and mining and petroleum companies. By the 1990’s education leaders in Utah began to ask:

How can we maximize the impact of this trust for students for the next 100 years?

How can we structure the land management to optimize revenue to our schools?

How can we generate greater returns from our permanent school fund?

How can we build public support for the productive use of school trust lands?

A Utah legislative Task Force studied the issues for two years. Under the leadership of Representative Mel Brown, the legislature removed the agency from the Department of Natural Resources and modeled the management after that of corporations. The legislature, with the support of the education community, expanded the State Treasurer’s ability to develop a long-term investment strategy, including investing in equities as a prudent investor would. They directed all interest and dividends to each public school to be spent on academic programs developed and implemented by an elected school community council of teachers, parents, and the principal. Local school boards were the gatekeepers with the authority to approve the plans. Now 8,000 people implement incredible academic programs annually in 1,000 public and charter schools, including remediation, accelerated programs, science and computer labs, and other academic plans. They are knowledgeable and concerned about the contributions of school trust lands to the education of the children.

Additional information on the School LAND Trust program can be found by going to

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

SCHOOL COMMUNITY COUNCILS (SCC)

School improvement is the responsibility of everyone, from students and parents to professionals and public officials. School community councils are one way we can work together to make schools more successful. A council is an advisory body. All of its actions and plans are overseen by the local school board. The council is responsible to review and propose changes to academic school plans each year. The Student Success Plan and School LAND Trust Plan outline the student's greatest academic needs and include an action plan to address them. Both plans are approved by the local school board and then implemented at the school. The School LAND Trust Plan is implemented with funds that increase every year. The council decides how the money is to be spent in the plan.

Councils also have the following other responsibilities:

- Parents may bring issues of concern to the council seeking solutions. The council may choose to address them or recommend another group or entity better suited to implement solutions.
- The council may create programs or projects to improve the parent, student, and faculty school experience.
- The council may make recommendations to the administration of the school and district.

COUNCIL MEMBERSHIP

1. SCC members serve for a term of two years; terms should be staggered so that half of the council is up for election each year.
2. Council size is determined by each individual school council and must be specified in the annually approved Rules and Order of Procedures for each school.
3. Council members, at a minimum, shall include:
 - a. High school shall have six parent members and four school employee members, including the principal.
 - b. Elementary and junior high schools shall have four parent members and two school employee members, including the principal.
4. Parent members must exceed the number of faculty members (including the principal) by two.
Example: 1 principal + 2 employees = at least 5 parent members

COUNCIL ROLES AND RESPONSIBILITIES

PARENT/GUARDIAN MEMBERS

Parents/guardians act as the primary advocates for all children. Parents/guardians ensure the representation of various viewpoints and values within the community. Parent/guardian engagement is key to student achievement and student progress. Parents/guardians will serve as chair (parent member only) and/or vice-chair (parent or employee). Parent/guardian members must have a child at the school at least one of the two years of the term. Parent/guardian members are elected by parents/guardians of the school. Parent/guardian members may not be licensed employees at the school. It is important that parents/guardian on the council understand the responsibilities of the council and are able to collaborate well with the other members of the council to affect meaningful school improvement for all children.

Checklist for Parent Members of the School Community Council

- Understand the roles and responsibilities of school community councils and the importance of participation as an elected parent member. Recognize that the primary responsibility of the school community council is to improve student academic performance.
- Understand how to be elected a member of the school community council to represent the parents of students at the school.

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

SCHOOL EMPLOYEE MEMBERS

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

Checklist for School Employee Members of the School Community Council

- Understand the roles and responsibilities of school community councils. Recognize that the primary responsibility of the school community council is to improve student academic performance.
- Understand and follow the required procedures for becoming elected to represent faculty on the school community council as a vice-chair, if the council choose an employee member to serve in this role.
- Participate in training about council responsibilities, collaboration, student and school assessments, how to participate in preparing and editing school action plans, school trust lands that provide revenue to schools to implement the School LAND Trust Plan and the law that directs the money to be spent on the greatest academic need.
- Know where to find additional help and clarification, as needed.
- Attend school community council meetings and actively participate.
- Represent the needs of all students at the school and promote school goals among faculty. Offer support for district priorities in preparing school action plans.
- Encourage faculty input into school community council priorities, issues and decisions, including requests made of councils by the local school district.
- Encourage data based decision making.
- Keep the council informed of successful academic programs and their evidences of success as they make decisions about action plans. Share special expertise of faculty that might support the academic goals established by the school community council.

- Collaborate with the council and sub-committees and/or task forces, utilizing the skills and expertise each individual can offer, to bring about the best result for the students.
- Encourage the council to establish written procedures for parent notifications, elections and other council tasks and responsibilities, including rules outlining parliamentary order and procedure, ethical behavior and civil discourse.
- Be well informed and seek answers to questions and concerns before a vote is called for.
- Ensure that the required school plans are delivered to the local school board on time.
- Keep the faculty informed about successes towards achieving school/council goals. Be forthcoming about issues of concern and plans to make improvements. Provide support and encourage ongoing training for newly elected faculty members.

THE SCHOOL PRINCIPAL

The school principal is the Chief Executive Officer and instructional leader of the school. They are responsible for providing clear expectations for faculty and other school employees, to create an atmosphere of trust and enthusiasm, to provide opportunities for employees to succeed and grow, and to reward excellence and progress toward excellence. In addition, as managers, principals are expected to assure the legal compliance of school processes, to be accountable for all fiscal matters, and to manage human and other resources while creating a safe, creative, and productive school. They encourage participation from students, staff, parents, and the community as they work toward having a successful school of which all can be proud. Principals are responsible to the district administration and have many specific responsibilities and timelines related to school community councils but may not act as chair or vice-chair.

Checklist for Principals in their role as a School Community Council member

- Have a working knowledge of [R277-491](#) School Community Councils and [R277-477](#) Distribution of Funds from the Interest and Dividend Account (School LAND Trust Funds) and Administration of the School LAND Trust Program.
- Provide notice of the annual School Community Council (SCC) elections, oversee the elections and provide an assurance that the elections, and subsequent appointments of unfilled positions, were conducted according to the law.
- Insure that data is collected, evaluated, and utilized by the school and the SCC in their decision making process.
- Insure that the law pertaining to use of the school's share of the proceeds from the permanent fund are followed.
- Provide tools and dates for effective assessment.
- Be a model for collaboration.
- Build and nurture school partnerships with the community.
- Support the council in discussing issues of interest that are not inconsistent with Utah law, board rule or district policy.
- Complete the forms, assurances and reports required for school plans the school community council is responsible for.
- Assist the council chair in completing the requirements of the chair outlined in board rules.
- Assure that required school website information is posted according to required timelines.

ELECTION OF SCHOOL COMMUNITY COUNCIL (SCC) MEMBERS

Most schools hold elections in the fall but schools may choose to hold them in the spring as long as the election is completed before the last week of the school year. Councils should establish a timeline and process for their elections and state both in their Rules of Order and Procedure so that the process is consistent for at least four years. Having it stated in the council's Rules of Order and Procedure ensures that as council members and principals come and go, the process is followed consistently from year-to-year. All elections shall be overseen by the school principal.

NUMBER OF OPEN SCC POSITIONS

The sitting community council will determine the number of vacancies for the next school year's community council during its last meeting of the school year.

NOTIFICATION OF ELECTIONS

At least ten days prior to the election, a notice will be posted by the principal (or designee) of the election that includes the dates and times of the election with the positions up for election and instructions for becoming a candidate. The notice could be provided much earlier and include a due date when a person must file to be considered for the election. The principal must notice the election in ways that all parents may receive notice. For example, the notice of election could be provided in registration materials, posted in the school office, posted on the school website, or be sent out via ParentSquare.

ELECTION PROCESS

Elections are conducted by secret ballot with the principal overseeing the process. In the election, majority vote rules. The election results are available on request. The process used to conduct the election, count ballots, and announce results should also be in the Rules of Order and Procedure. Principals do not have to produce the actual ballots if a request is made, but it is wise for a couple of others who are not on the council (a school secretary and counselor, for example) to be present when the ballots are counted. Those who were present for the count could be included with the results that are saved in the event a request is made.

NON CONTESTED RACE

Sometimes there is no need to hold an election because there is not a contested race. For example, there are three parent positions open and three parents apply. All three become members.

UNFILLED OR VACATED POSITIONS

If there are unfilled parent/guardian positions after the election process, parent members on the council appoint parent members.

If there are unfilled employee positions after the election process, employee members on the council appoint employee members.

COUNCIL CHAIR AND VICE-CHAIR

At the first meeting of each council year, or whenever necessary, councils shall elect one chair and one vice-chair to serve throughout the council year. Parents/guardians are elected by the council to fill the positions of chair and/or vice-chair. An employee may serve as vice-chair. The principal may not serve as chair or vice-chair. No co-chairs.

RESPONSIBILITIES OF COUNCIL CHAIR AND VICE-CHAIR

Responsibilities of the chair may be delegated to members of the council, as reasonable and needed. The chair is responsible for making sure delegated assignments are completed. The principal supports the chair and vice-chair in completing the responsibilities. The Chair and Vice-Chair:

- Prepare School Community Council Agendas, honor agendas and time constraints. Items needing action must be included on the agenda and a quorum (majority) of the council must be present to vote.
- Conduct School Community Council Meetings, encouraging participation by all members
- Assure minutes are kept, taking special care to assure motions and votes are accurately recorded. Votes on approval of the School LAND Trust plan need to be kept by the number voting for, against and absent. Minutes are prepared for posting on the school website.
- Prepare a yearly timeline that includes all required (and other) tasks to assist in preparation of each agenda, assuring councils have the necessary lead time to complete responsibilities, including the following:
 - review of school data, assessments (as they are made available) and demographic information

- review of current plan implementation, preparation, amending and voting on required new plans, before they are submitted to the local school board
- tasks related to member elections, filling vacant positions after an election, and election of officers
- Provide opportunities for increased involvement of parents and school employees by encouraging issues of concern to be heard and considered by the council, to include non-elected parents and staff on task forces and subcommittees, as needed, and provide input to administration and the local school board of needs and issues of the school and school community.
- Encourage and model collaboration.
- Establish clear, written procedures and timelines consistent with Utah law, board rules, and local board policies about member and officer elections and other procedures councils are responsible for, including rules outlining parliamentary order and procedure, ethical behavior and civil discourse.
- Recognize the role of each member of the council and utilize the talents and resources of each member.

With assistance from the school principal, the chair shall

- Assure that all meetings are open to the public and encourage participation by parents and school employees.
- Provide ongoing support for the implementation of approved school plans.
- Provide notice to parents by posting the following information on the school website and in the school office:
 - At least one week prior to council meetings, agenda for the upcoming meeting and draft of minutes of the prior meeting.
 - Meeting schedule (date, time, location) of council meetings for the year. (By October 20)
 - List of school community council members, including contact email and/or phone numbers. (By October 20)
 - Summary of the School LAND Trust program final report each fall for the prior year. (By October 20)
 - Funding amounts for each year from the School LAND Trust Program
 - Rules of Order and Procedure

THE WORK OF SCHOOL COMMUNITY COUNCILS

STUDENT SUCCESS PLAN (SSP)

- Gather and analyze multiple sources of data regarding student achievement
- Combine School Community Council input with Building Leadership Team input
- Determine the school’s most critical academic needs
- Establish clearly stated goals with measurable results
- Recommend a course of action to meet the identified needs, specifically noting programs, practices, materials, equipment, and/or professional development the school will need to implement the plan and to reach the established goals
- Submit the SSP by announced due date
- Respond to feedback from the district accountability process
- Implement the plan
- Collect data to measure progress and results of the plan throughout the year

SCHOOL LAND TRUST PLAN - A SUBSET OF THE SSP

- Using SSP and data collected, identify school’s most critical academic need(s)
- Target the school’s most critical ACADEMIC need as the focus of the Plan
- Establish clearly stated goal(s) with measurable results
- Allocate LAND Trust funds to support goal(s)

- Assure SCC roster and signature page match and are up-to-date with the correct parent/employee ratios prior to LAND Trust vote and signing of signature page
- Submit LAND Trust Plan on-line by announced due date
- Respond to feedback from the district accountability process
- Implement the current year plan and receive regular reports on its progress
- Report progress, modifications on goal(s) and/or funding changes at mid-year review
- Collect data to measure progress and results of the plan throughout the year, including budget updates for current year plan noting spending and budget left to spend
- Publicize plan, results achieved and use of funds to community

SCHOOL SAFETY AND DIGITAL CITIZENSHIP PLAN

SCC will receive a district and school technology report in September/October. The SCC will decide if the current plans are appropriate for the three areas below and complete a planning template for how the SCC can support school safety and digital citizenship in the school. This planning template does not need to be turned in but is a working document for the school community council.

1. Technology
2. Student Digital Citizenship Education
3. Family Digital Citizenship Education

COMMUNICATE WITH SCHOOL POPULATION

Community Councils are required by statute to communicate the following with their school community:

- Notice of elections, including dates and procedures, and number of open seats
- The school's academic goals
- An annual report of your Trust LAND plan, detailing the distribution of money to your school, academic goals you set, how you will measure success and expenditures that your SCC made

You may also want to communicate:

- SCC successes; which goals that you set did you see improvement in?
- District and academic news
- History and information about the LAND Trust
- Introductions of SCC members

Your parents should hear from you what academic areas your SCC is addressing, how you plan to address them and how the LAND Trust money is being allocated to improve academic achievement at your school. This communication can be done via Parent Square or the school website

SERVE AS AN ADVISORY BODY TO THE BOARD OF EDUCATION

If the Murray Board of Education is studying an issue and would like input from the community, they will ask the SCC for this input. Likewise, if the SCC has an item at their school/community that they would like to give input on, they may do so to the Murray Board of Education.

The authority of the school community council does not supersede the authority of the principal, the Superintendent, or the Board of Education. The Board of Education may ask school community councils for information to inform Board decisions and may ask school community councils to address local issues at the school community council level before bringing those issues to the Board.

School community councils serve to advise and make recommendations to school and district administrators regarding school and district programs and plans. Parental participation is an essential component in school decision-making. The school community council is an advisory, not a policy-making, body.

Issues outside the scope of the school community council’s authority shall include state laws, district policies, student discipline, curriculum, personnel, and any issue delegated to the Board or another educational organization. However, a principal or school administrator may not prohibit or discourage a school community council from discussing issues, or offering advice or recommendations regarding the school and its programs, the curriculum, or the community environment for students.

SCHOOL COMMUNITY COUNCIL AGENDA PLANNING SUGGESTIONS

Below are suggested items to assist in planning the SCC meeting agenda. Please consider placing them on your agenda each meeting. Some items may need time for planning and discussion and some may only need a quick look such as when the item is completed, asking, “We’ve wrapped up our work on this is there any additional input?” Monthly checks on the budget, data, and the development of various plans will enable the SCC to stay current on the Student Success Plan (SSP) and LAND Trust plan responsibilities. Other items that have specific months with due dates are included in the timeline.

Where is our school in this year’s LAND Trust plan implementation? Budget? Goals?

- Is the plan moving forward, or do we need to amend it?
- A monthly review of the budget will help keep it on track and identify early in the year if an amendment is needed.

Where are we in the development of next year’s plan?

- Studying a recap of last year’s plan. Tracking the implementation of this year’s plan. Studying data to assist in the creation of next year’s plan.

Are SCC members attending? Do we need to consider any replacements?

- If changes happen to the roster, please update in these locations:
 - On the school website
 - On the state website

Are we in legal compliance for required information on the school website? Is the information correct and up to date?

- Council member’s name and contact information
- Meeting schedule for the year
- Prior year report
- Agenda for upcoming meeting; approved minutes from all past meetings
- Rules of Order & Procedure and/or Bylaws
- Student Success Plan
- Safe Technology and Digital Citizenship Report
- Amount of LAND Trust funds received for the current school year as well as for previous year
- Opportunities for parents to serve on the SCC and how the SCC is improving academic achievement with LAND Trust funds
- Did we post, at least 1 week prior to our meeting?
 - Current agenda
 - Draft minutes from last meeting
 - A meeting notice on home page, school calendar, newsletter, and/or SCC page on website

School Safety and Digital Citizenship

- The SCC will receive the district and school report and finalize its report/plans in the fall. Please allow time throughout the year for additional follow up on items such as assemblies, information events, or questions that may arise.

OPEN MEETINGS

School community councils are subject to some aspects of Utah’s Open Public Meetings Laws. The purpose is to keep the public and parents of the school informed about the work of councils and to encourage parents to become more involved in the education of their children.

1. School community council (SCC) meetings are open to the public. No part of the meeting may be closed to the public.
2. SCC minutes from the previous three years are posted on the school’s website and should include the date, time, and location of the meeting; the names of members present and absent; the substance of all matters discussed, or decided; a record of votes; the name of each person who was not a member of the SCC, but who attended the meeting, and the substance of what was said.
3. A simple majority of those present approves all actions. A quorum (majority of council members) is present before official votes are taken.
4. No final action is taken on substantive issues not listed on the agenda. Issues not listed on the agenda can be discussed, and assignments pertaining to these issues may be made, if the assignments are designed to help the SCC make a proper decision at a later date.
5. Parents are notified of parent member election policies and timelines established by the SCC.

HOLDING EFFECTIVE MEETINGS

School Community Council meeting format and conduct suggestions:

- Respect others in verbal and non-verbal communication
- Participate in the “big” conversation, rather than side conversations
- Be recognized by the Chair before addressing the group
- Meetings should begin on time, use time wisely and finish on time.
- Remain focused on the agenda during meetings.
- Avoid disruption by silencing cell phones and taking necessary calls out of the room during meetings.
- Come prepared to participate in the discussion.
- If a guest or SCC member brings up business that is not on the agenda, it may be heard and discussed, but no decisions made until it is properly noticed on an agenda.

SCHOOL COMMUNITY COUNCIL MEETING MINUTES

SCC meeting minutes need to reflect:

- Members and/or visitors present at each meeting
- All topics discussed and a synopsis of the discussion
- Budget discussion including a review of the current year plan and updates on budget expenditures and/or increases; any budget vote should be reflected in your minutes
- Plan development, goals set and measurements to be used
- Any discussion, development and votes taken for an amendment to your current plan
- A review of current year plan and how measurements are being met
- All votes that are taken on any topic for any reason, reflecting an accurate vote count

Minutes do not need to be verbatim, but do need to be a good synopsis, especially of any votes taken or budget item discussion and decisions. Minutes should be posted on your website and maintained for 3 years.

TIMELINE FOR SCHOOL COUMMUNITY COUNCILS AND THE SCHOOL LAND TRUST PROGRAM
COUNCILS MAY ADD TO THIS TIMELINE AS NEEDED

August/September 2024	<ul style="list-style-type: none"> • Complete Elections • Organize School Council <ul style="list-style-type: none"> - Elect Chair and Vice Chair - Review/Establish/Adopt rules of order and procedure - Set meeting dates for year
September/October 2024	<ul style="list-style-type: none"> • Review the SCC training provided by the district • Review school data • Review final report from 2023-2024 including how money was spent, how dollars were budgeted and actual expenditures (report prepared by the Principal) • Review current Student Success and School LAND Trust plans for implementation and preparation to work towards during the current year • No later than September 25, 2024, enter the following council information on the state website (Principal) <ul style="list-style-type: none"> ○ Council Membership Report ○ Principal Assurance Form • By September 25, 2024, post the following on the school website <ul style="list-style-type: none"> ○ Proposed meeting scheduled for year ○ Names of council members and contact information ○ Final report from 2023-2024 school year including how money was spent, how dollars were budgeted and actual expenditures ○ The dollar amount received for the current year ○ Rules of Order and Procedure updated • Review Safe Technology and Digital Citizenship district and school reports and complete SCC digital citizenship plan. • Discuss the Child Access Routing Plan (SNAP) plan
November/December 2024	<ul style="list-style-type: none"> • Continue to review school data, discuss progress, and modify as needed; including budget and expenditures.
January/February 2025	<ul style="list-style-type: none"> • Begin writing Student Success and School LAND Trust plans for 2025-2026 school year • Discuss professional development expenditures needed to support goals • Receive school report of budget and expenditures
March 2025	<ul style="list-style-type: none"> • Finalize development of Student Success and School Land Trust plans for 2025-2026 • Submit Student Success Plan to Superintendent Covington and School Land Trust plan on the state website by March 21, 2025, for school board approval • Submit signature page for council collaboration in developing the 2025-2026 school plan to Superintendent Covington. • Receive school report of safety drills and budget for current year plan • Discuss open seats for 2025-2026 council
April/May 2025	<ul style="list-style-type: none"> • Receive school report of safety drills and budget for current year plan

RESOURCES

PREPARING THE SCHOOL LAND TRUST PLAN

The School LAND Trust Plan is a subset of the SSAP controlling funds provided by the School LAND trust program. The SCC will have already assessed academic needs and identified the priorities in preparing the SSAP and can now select from the academic needs and goals in the SSAP an area in which to focus the School LAND Trust Plan.

A council shall create a plan to use its allocation. The plan should include:

1. The school's identified most critical academic needs;
2. A recommended course of action to meet the identified academic needs;
3. A specific listing of any programs, practices, materials, or equipment which the school will need to implement a component of its Student Success plan to have a direct impact on the instruction of students and result in measurable increased student performance; and
4. How the school intends to spend its allocation of funds under this section to enhance or improve academic excellence at the school.

APPROPRIATE USE OF SCHOOL LAND TRUST PROGRAM FUNDS.

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.

- A council may budget and spend no more than \$7,000 for in-school civic and character education, including student leadership skills training and safe technology and digital citizenship training.
- 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.
- 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.

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

- To cover the fixed costs of doing business
- For construction, maintenance, facilities, overhead, security, or athletics
- To pay for non-academic in-school, co-curricular, or extracurricular activities
- For furniture

Examples of expenses that have been allowed in the past subject to local board approval:

- Student technology, including hardware, software, and access points
- College prep, credit recovery, and study skills classes
- Academic field trips, before and after school tutoring
- Classroom supplies, equipment, smart boards, computer carts, and materials
- Aides, teachers, and tutors
- Professional development for teachers directly tied to academic goal, including instructional coaching (faculty meals, per diem, and travel as necessary)
- Books, magazines, audio visual materials, student planners
- Band and orchestra instruments, sheet music, royalty rights for plays
- Home visits to support elementary reading goals
- Positive behavioral interventions directly tied to academic goals
- Mini-grants – small amounts set aside in a plan to support a specific academic goal where councils award funds for projects/activities that support that goal. Councils amend plans outlining specific mini-grant expenditures and

how they support the goal. Local boards consider mini-grant expenditures for approval before spending funds to implement them.

Examples of expenses that have not been allowed in the past:

- Mailing and accreditation costs.
- Admin, clerical, secretarial, staff bonuses, and technical support costs
- Phones and heating/air conditioning costs
- Appliances, servers, copy machines
- Furniture (except as needed to house purchased items such as a computer cart or bookcases for a purchased take home reading library)
- Playground, sports, and physical education equipment
- Audio visual equipment in non-classroom locations
- Non-academic field trips, expenses for council meetings, team building exercises
- Uniforms and clothing (school t-shirts, choir robes, theater costumes)
- Non-academic student incentives/rewards that cost more than \$2/student/year, gift cards

RULES OF ORDER AND PROCEDURE

This template was developed by the School LAND Trust office at the request of schools and districts to assist School Community Councils and elected Charter Trust Lands Councils adopt Rules of Order and Procedure as required.

The template should be reviewed and amended by councils to meet their needs or councils may develop their own.

RULES OF ORDER AND PROCEDURE FOR _____ COMMUNITY COUNCIL

To promote ethical behavior and civil discourse each council member shall:

- Attend council meetings on time and prepared
- Make decisions with the needs of students as the main objective
- Listen to and value diverse opinions
- Be sure the opinions of those you represent are included in discussions
- Expect accountability and be prepared to be accountable
- Act with integrity

Rules of Procedure

All meetings are open to the public and the public is welcome to attend. (required)

The agenda of each upcoming meeting with draft minutes of the prior meeting will be made available to all council members at least one week in advance, will be posted on the school website and made available in the main office. The agenda will include the date, time and location of the meeting. (required)

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

The council will prepare a timeline for the school year that includes due dates for all required reporting and other activities/tasks that the council agrees to assume or participate in. The timeline will assist in preparation of agendas to be sure the council accomplishes their work in a timely manner. (best practice)

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

The council must have a quorum to vote. (required)

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

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

Simple Motions of Parliamentary Procedure

MOTION	DOES IT REQUIRE A 2ND?	IS IT DEBATABLE ?	CAN IT BE AMENDED?	IS A VOTE REQUIRED
Adjourn	yes	no	no	majority
Amend a motion	yes	yes	yes	majority
Close nominations	yes	no	yes	2/3
Main motion	yes	yes	yes	majority
Point of Order	no	no	no	ruled on by chair
Previous Question	yes	no	no	2/3
Reconsider	yes	yes	no	majority
Withdrawal of Motion	no	no	no	majority

A motion (or an action to be taken by the council) is stated as a motion. Someone else on the council “seconds” the motion indicating that at least one other person on the council feels the motion is worthy of discussion. Then the council members may provide input and discussion as called upon by the chair. When discussion seems complete the chair may call for a vote on the motion. Or when a member of the council “calls the previous question” (a motion to end discussion of the first motion), a second is required. Without discussion the chair calls for a vote that must pass by 2/3. If the vote on the previous question fails, the council goes back to discussing the first motion. If the motion to call the previous question passes, the chair directly calls for a vote on the first motion. A vote to call the previous question is usually used to move business along.

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