

Manila High School



Community Council Handbook

Revision 2024

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Introduction

On behalf of the administration and staff of Manila High School, congratulations! You are part of one of the greatest groups that potentially has the most influence on students outside the school. Parent support of any school is vitally important; however, the Community Council helps decide where a school needs to improve and the best ways to achieve that improvement.

The purpose of this handbook is to help you in your position as a Community Council member. It will help you understand where The School Land Trust Program funds come from and the best ways to use it for a school. There will be a list of job descriptions for the different positions on the council.

Again, we welcome you to the Community Council of Manila High. We hope you find joy and satisfaction knowing you are making a difference in the lives and education of the students of our great school.

About the School Land Trust Program

Trust lands are parcels of land managed by the Trust Lands Administration for the exclusive benefit of state institutions or beneficiaries, as designated by Congress. Because these lands are held in trust, they differ greatly from public lands, and are more akin to private lands. Only about 6% of the state's acreage is set aside as trust lands to generate revenue for beneficiaries, primarily public schools.

At the time of statehood, Congress granted parcels of land to Utah from which revenue could be generated to support state institutions like public schools, hospitals, teaching colleges, and universities.

Trust land parcels were allocated by apportioning the state into townships, each six by six miles, and dividing each township into 36 square-mile sections. Utah was given sections 2, 16, 32, and 36 in each township for public schools, resulting in a checkerboard of land ownership. All other designated state institutions were granted fixed amounts of acreage selected by the state from the remaining public domain.

Today, Utah's 3.4 million surface and subsurface acres of trust lands and an additional 1.1 million acres of mineral estate are managed on behalf of and for the exclusive benefit of select state institutions. The School and Institutional Trust Lands Administration (SITLA) manages the land portfolio for each beneficiary, generating revenue through oil, gas, and mineral leases, rent, and royalties; real estate development and sales; and surface estate sales, leases, and easements.

Utah's public schools are the beneficiary of 96 percent of all trust lands. Revenue generated from school trust lands is transferred into the Permanent School Fund, growing the endowment for public schools. Income earned from the fund is distributed annually to individual school community councils using a per-pupil formula.

School Community Councils are advisory bodies that work in conjunction with school professionals to make schools successful. Community councils work to prepare a Trust land plan to address the greatest academic need with the dividend funds. Local school boards approve the plans in the spring and the schools with approved plans receive funding in the summer for the coming school year.

More details about the School Land Trust Program summarized in this document may be found on the web at www.schoollandtrust.org.

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Membership in the Community Council

Community Council members must include the principal, at least one additional school employee elected by the school employees, and at least four parent members elected by parents. More school employees may be included on the council; however, parent members must exceed the number of school employees, including the principal, by at least two members. The council determines the number of members who are needed on the council. As of the date of this writing, the Manila High Community Council consists of 6 members; the principal, a teacher, and four parents.

Community Council Job Descriptions

There are three role types on the Community Council; parents, educators, and principal. Each role has an important part on the council.

Parent Members act as the primary advocate for all children. By working as a collaborative group, parents ensure the representation of various viewpoints within the community. Parent engagement is a key element to student achievement and student progress. Parents have at least a two-member majority of a school community council, and are often the driving force. A parent will serve as chair and may serve as vice-chair and secretary of the council. It is important that the parents on the council understand the responsibilities of the council and are able to collaborate well with the other members of the council.

School Employee Members are responsible for the academic needs and well-being of students. They evaluate student skills and knowledge, and design and implement instruction best suited for each child. They are generally in charge of decisions related to methods of instruction based on local, state, and federal standards. They work collaboratively by welcoming viewpoints and input of parents.

The **School Principal** is the Chief Executive Officer and Instructional Leader of the school. He or she is 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. Principals are expected to assure the legal compliance of school processes, to be accountable for fiscal matters, and to manage human resources while creating a safe school environment. 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, vice-chair, co-chair, or

secretary. The principal serves as an ex officio member with full voting privileges. At Manila High, the Community Council has an odd number of members, so the principal, in most cases, abstains from voting. Only if council members are missing and in order to break a tie will the principal exercise his or her ability to vote.

Members of the Community Council are voted into three different positions on the council; the Chair or two may serve as co-chair, the vice-chair, and the secretary. Below are descriptions for those positions.

The **Community Council Chair** is responsible to conduct Community Council Meetings. Responsibilities may be delegated to members of the council as reasonable and needed. The chair is responsible to be sure delegated assignments are completed. The principal supports the officers in completing the requirements in the law and board rule. The Community Council Chair must be a parent on the council.

The **Community Council Vice-Chair** is responsible to conduct Community Council Meetings when the chair is unable to be present at the meeting. He or she fulfills the other responsibilities of the Chair when they are not able. In the event that the Chair resigns their position on the council, the Vice-Chair becomes the Chair and a new Vice-Chair is voted for. In the event that the Vice-Chair is a school employee, another parent is selected by majority vote to replace the Chair. The Community Council Vice-Chair may be a parent or a school employee on the council, other than the principal.

The **Community Council Secretary (optional)** ensures that accurate minutes are taken of the meeting. It is not necessary that the Secretary takes the minutes, but it is allowed. Once the minutes of the meeting are typed, it is the responsibility of the Secretary to review and make corrections. The minutes are then submitted to the council

for final approval. Written minutes of a meeting do not mean everything spoken is written down verbatim. It is a summary of the conversations that take place in the meeting.

There are others who, as they are not members of the Community Council, are important to the council.

The **Superintendent**, as the Chief Executive Officer of the school district, is accountable for all fiscal matters and is also an instructional leader with responsibility for the overall instruction program in the school district. Instruction is, after all, the major reason school districts were created. They coordinate all programs and assessments universally delivered to the school district, and are responsible for the school district in the same way principals are responsible for their schools. They are responsible to the entire community as well as the locally elected school board.

The **Local School Board** acts as the board of directors for the school district. School Board members are responsible to their community and its values and have the final authority in school governance issues consistent with state law and State Board of Education rules. They should establish a vision and direction for improving student achievement, and align policies, budgets, staff and other resources to that vision. Local school boards review and approve required plans that school community councils are responsible for.

Community Council Elections

Community Council elections are held near the beginning of each school year. A timeline for elections will be listed at the bottom of this section. Parents nominate and vote for parent positions. Each parent position is a two-year term beginning October 1st. Parent members must run for re-election following the completion of their term and are automatically placed on the election ballot without a nomination, unless specifically requested not to be placed on the ballot or the parent becomes an unqualified parent. Only qualified parents can be nominated as a council member. A qualified parent is an individual living within the boundaries of the school who has a student or is the documented legal guardian of a student who is enrolled at the school when they run for election.

The nomination process is completed as follows: a notice of election that contains the open parent positions, how to apply or nominate someone for a position, and the time, date and location of the election will be posted at the school, on the school website, and sent to each family who has a student enrolled at Manila High at least 10 days in advance of the beginning election date. Nominations will remain open for each of the 10 school days.

The election will be open for at least 3 consecutive school days following the 10-day nomination period. Non-contested races do not have to hold elections and those parent members who were on the ballot for re-election fill the empty positions. For parent positions that are unfilled by the end of the election process, the parent members of the council will appoint replacements. Principals may encourage the council in their appointments, but should not appoint council members. Terms should be staggered with half of the seats open for elections each year. There are no term limits.

Timeline for Election Process

- Last Tuesday of September – Notice of Election posted
- 10 School Days Later – Election begins (first day of elections should be on a Monday).
- 3 School Days Later – Elections take place
- The Following Day – Candidates are notified
- October 19 – School website is updated
- November 1st – Community Council term begins

Open and Public Meetings Act

School Community Councils must conform to the Open and Public meetings act (53A-1a-108).

1. School Community Council meetings are open to the public.
2. All School Community Council minutes 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 council, but attended the meeting.
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 issues not listed on the agenda. Issues not on the agenda can be discussed and assignments made to make a proper decision at a later date.

Responsibilities of the Council

1. Review school data and other information to determine academic needs of students.
2. Assist in the development of the School Improvement Plan.
3. Assist in the development of a Reading Achievement Plan at the elementary school level.
4. Develop a School LAND Trust plan, an academic subset of the School Improvement Plan.
5. Advise the school administration on local school issues.
6. Provide an opportunity for the community to present to the council and school administration issues of concern.

Community Council Timeline

Suggested Timeline for School Community Councils

August/September (First meeting)

1. Hold school Community Council elections in order to meet the October 20th deadline and requirements. Principals oversee the elections to the community council.
 2. Attend community council trainings provided by the district.
 3. Hold first Community Council Meeting. Adopt rules of order and procedures to govern meetings. Post these on the school website.
 4. Elect chair and vice-chair
 5. View “Using the Trust” DVD at your first school community council meeting.
 6. Review with the Principal and Building Leadership Team the School Improvement Plan.
 7. Schools work with the Principal and Building Leadership Team to develop the Reading Proficiency Improvement Plan, which is part of the School Improvement Plan.
 8. Principals shall show at least one of the training videos available on the school Land Trust website in at least one school faculty meeting annually. In the same meeting, the principal shall explain how the school is spending its School LAND Trust funds.
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On or before October 15 (District deadline is October 20. Districts review the Final reports and make them live to the public from the website.)

1. The principal posts 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 A summary of the implementation of the School LAND Trust Program school plan including how many goals were completed and how the money was spent
 2. Principals enter fall reports on the website Membership report Signed principal assurance that the council is properly constituted, and that elections and subsequent appointments were made according to the law and board rule.
 3. Councils prepare a summary of the final report and make it available to parents through the school website and other methods of communication for parents that do not have computer access.
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November or December (second meeting)

1. Evaluate the data for your school. Use multiple measures: SAGE results, demographic reports, ISQ surveys, PTA surveys. Look for trends in the data. Data must be well understood and only tells part of the story.
 2. Identify critical academic needs (reading, math, writing, technology, science, fine arts, social studies, health, or foreign language) based on data and School Improvement Plans. Funds must be used for academic purposes.
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January (third meeting)

1. The Community Council develops the School Land Trust Plan which is part of the larger School

Improvement Plan and Reading Proficiency Improvement Plan. All plans should be aligned with district board goals of improving student learning.

February or beginning of March (fourth meeting)

1. Finalize the School LAND Trust Plan. Signatures of members are required.
 2. Progress report must be submitted for 2014-2015 School Land Trust plan.
 3. School Land Trust Plan for 2015-2016 must be submitted.
 4. Plans are submitted for review to Elementary and Secondary Directors for review. Plans are submitted to the Board of Education for approval.
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April or May (fifth meeting)

1. Council determines upcoming vacancies for the next school year.
2. Review of Safe School Walking Route (not required, but suggested).

Developing Plans and Reports

The School LAND Trust Plan should:

- Evaluate Student Assessment of Growth and Excellence (SAGE) test results and other assessment data.
- Assess academic needs and identify priorities.
(Schools may have already completed this step when preparing the School Improvement plan.)

Councils select from the academic needs and goals from the School Improvement Plan, an area in which to focus the School LAND Trust plan.

Plans are to focus on the school's most critical academic needs. Funds are to be used to directly impact instruction and enhance academic excellence. Plans shall include specific academic goals, steps to meet these goals, measurements to access improvement and specific expenditures to implement the plans.

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine arts
- Social studies
- Health
- Foreign language

Set goals that are specific, measurable, achievable, realistic, and time-based (SMART). Prepare an action plan to address the needs and meet the goals identified. Review the current plan to determine if adjustments need to be

made or a new plan prepared. The plan must directly impact student achievement.

Review district approved research-based programs, practices, strategies, software, materials, and equipment. Technology improvements must meet district requirements.

Decide how the available funding will be used. (A list of appropriate expenditures may be found in Appendix B.)

Develop a budget.

Identify methods for measuring progress and results.

The LAND trust plan is adopted through a motion. The motion is voted upon and formal minutes record a roll call of those who voted for/against the plan and who was absent.

The principal submits the plan on the website www.schoollandtrust.org. The completed plan is reviewed by the Elementary and Secondary Directors who clear it for review by the Board of Education. The Board of Education considers the plan and approves it, or returns it for revision. Implement the plan and share the results!

The Reading Achievement Plan

The legislature requires each elementary school or school with K-3 grade levels to submit a school plan to its local board for approval. The plan is to be created with input from the school community council. The statewide goal is that all students will read on or above grade level by third grade. The plan requires specific components to be addressed including assessment, instruction and interventions, research-based practices, professional development, and parent opportunities.

Utah Law Regarding Community Councils

53A-1a-108.

(1) As used in this section:

- (a) "Digital citizenship" means the norms of appropriate, responsible, and healthy behavior related to technology use, including digital literacy, ethics, etiquette, and security.
- (b) "District school" means a public school under the control of a local school board elected under Title 20A, Chapter 14, Nomination and Election of State and Local School Boards.
- (c) "Educator" means the same as that term is defined in Section 53A-6-103.
- (d) (i) "Parent or guardian member" means a member of a school community council who is a parent or guardian of a student who:
 - (A) is attending the school; or
 - (B) will be enrolled at the school during the parent's or guardian's term of office.
- (ii) "Parent or guardian member" may not include an educator who is employed at the school.
- (e) "School community council" means a council established at a district school in accordance with this section.
- (f) "School employee member" means a member of a school community council who is a person employed at the school by the school or school district, including the principal.
- (g) "School LAND Trust Program money" means money allocated to a school pursuant to Section 53A-16-101.5.

- (2) A district school, in consultation with the district school's local school board, shall establish a school community council at the school building level for the purpose of:
 - (a) involving parents or guardians of students in decision making at the school level;
 - (b) improving the education of students;
 - (c) prudently expending School LAND Trust Program money for the improvement of students' education through collaboration among parents and guardians, school employees, and the local school board; and
 - (d) increasing public awareness of:
 - (i) school trust lands and related land policies;
 - (ii) management of the State School Fund established in Utah Constitution Article X, Section V; and (iii) educational excellence.
- (3) (a) Except as provided in Subsection (3)(b), a school community council shall:
 - (i) create a school improvement plan in accordance with Section 53A-1a-108.5;
 - (ii) create the School LAND Trust Program in accordance with Section 53A-16-101.5;
 - (iii) assist in the creation and implementation of a professional development plan; and
 - (iv) advise and make recommendations to school and school district administrators and the local school board regarding:
 - (A) the school and its programs;
 - (B) school district programs;
 - (C) a child access routing plan in accordance with Section 53A-3-402;

- (D) safe technology utilization and digital citizenship; and
- (E) other issues relating to the community environment for students;
- (v) provide for education and awareness on safe technology utilization and digital citizenship that empowers:
 - (A) a student to make smart media and online choices; and
 - (B) a parent or guardian to know how to discuss safe technology use with the parent's or guardian's child; and
- (vi) partner with the school's principal and other administrators to ensure that adequate on and off campus Internet filtering is installed and consistently configured to prevent viewing of harmful content by students and school personnel, in accordance with Subsection 53A-1-706(3).
- (b) To fulfill the school community council's duties described in Subsection (3)(a)(v) and (vi), a school community council may:
 - (i) partner with one or more non-profit organizations; and
 - (ii) create a subcommittee.
- (c) In addition to the duties specified in Subsection (3)(a), a school community council for an elementary school shall create a reading achievement plan in accordance with Section 53A-1-606.5.
- (d) A school or school district administrator may not prohibit or discourage a school community council from discussing issues, or offering advice or recommendations, regarding the school and its programs, school district programs, the curriculum, or the community environment for students.

(4) (a) Each school community council shall consist of school employee members and parent or guardian members in accordance with this section.

- (b) Except as provided in Subsection (4)(c) or (d):
 - (i) each school community council for a high school shall have six parent or guardian members and four school employee members, including the principal; and
 - (ii) each school community council for a school other than a high school shall have four parent or guardian members and two school employee members, including the principal.
- (c) 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:
 - (i) the membership includes two or more parent or guardian members than the number of school employee members; and
 - (ii) there are at least two school employee members on the school community council.
- (d) (i) 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.
- (ii) If, after an election, the number of parent or guardian members who are not educators employed by the school district does not exceed the number of parent or guardian members who are educators employed by the school district, the parent or guardian members of the school community council shall appoint one or more parent or guardian members to the school

community council so that the number of parent or guardian members who are not educators employed by the school district exceeds the number of parent or guardian members who are educators employed by the school district.

(5) (a) Except as provided in Subsection (5)(f), a school employee member, other than the principal, shall be elected by secret ballot by a majority vote of the school employees and serve a two-year term. The principal shall serve as an ex officio member with full voting privileges.

(b) (i) Except as provided in Subsection (5)(f), a parent or guardian member shall be elected by secret ballot at an election held at the school by a majority vote of those voting at the election and serve a two-year term.

(ii) Only parents or guardians of students attending the school may vote at the election under Subsection (5)(b)(i).

(iii) Any parent or guardian of a student who meets the qualifications of this section may file or declare the parent's or guardian's candidacy for election to a school community council.

(iv) (A) Subject to Subsections (5)(b)(iv)(B) and (5)(b)(iv)(C), a timeline for the election of parent or guardian members of a school community council shall be established by a local school board for the schools within the school district.

(B) An election for the parent or guardian members of a school community council shall be held near the beginning of the school year or held in the spring and completed before the last week of school.

(C) Each school shall establish a time period for the election of parent or guardian members of a school community council under

Subsection (5)(b)(iv)(B) that is consistent for at least a four-year period.

(c) (i) The principal of the school, or the principal's designee, shall provide notice of the available community council positions to school employees, parents, and guardians at least 10 days before the date that voting commences for the elections held under Subsections (5)(a) and (5)(b).

(ii) The notice shall include:

(A) the dates and times of the elections;

(B) a list of council positions that are up for election; and

(C) instructions for becoming a candidate for a community council position.

(iii) The principal of the school, or the principal's designee, shall oversee the elections held under Subsections (5)(a) and (5)(b).

(iv) Ballots cast in an election held under Subsection (5)(b) shall be deposited in a secure ballot box.

(d) Results of the elections held under Subsections (5)(a) and (5)(b) shall be made available to the public upon request.

(e) (i) If a parent or guardian position on a school community council remains unfilled after an election is held, the other parent or guardian members of the council shall appoint a parent or guardian who meets the qualifications of this section to fill the position.

(ii) If a school employee position on a school community council remains unfilled after an election is held, the other school employee members of the council shall appoint a school employee to fill the position.

- (iii) A member appointed to a school community council under Subsection (5)(e)(i) or (ii) shall serve a two-year term.
- (f) (i) If the number of candidates who file for a parent or guardian position or school employee position on a school community council is less than or equal to the number of open positions, an election is not required.
- (ii) If an election is not held pursuant to Subsection (5)(f)(i) and a parent or guardian position remains unfilled, the other parent or guardian members of the council shall appoint a parent or guardian who meets the qualifications of this section to fill the position.
- (iii) If an election is not held pursuant to Subsection (5)(f)(i) and a school employee position remains unfilled, the other school employee members of the council shall appoint a school employee who meets the qualifications of this section to fill the position.
- (g) The principal shall enter the names of the council members on the School LAND Trust website on or before October 20 of each year, pursuant to Section 53A-1a-108.
- (h) Terms shall be staggered so that approximately half of the council members stand for election each year.
- (i) A school community council member may serve successive terms provided the member continues to meet the definition of a parent or guardian member or school employee member as specified in Subsection (1).
- (j) Each school community council shall elect:
 - (i) a chair from its parent or guardian members; and

- (ii) a vice chair from either its parent or guardian members or school employee members, excluding the principal.
- (6) (a) A school community council may create sub-committees or task forces to:
 - (i) advise or make recommendations to the council; or
 - (ii) develop all or part of a plan listed in Subsection (3).
- (b) Any plan or part of a plan developed by a subcommittee or task force shall be subject to the approval of the school community council.
- (c) A school community council may appoint individuals who are not council members to serve on a subcommittee or task force, including parents or guardians, school employees, or other community members.
- (7) (a) A majority of the members of a school community council is a quorum for the transaction of business.
- (b) The action of a majority of the members of a quorum is the action of the school community council.
- (8) A local school board shall provide training for a school community council each year, including training:
 - (a) for the chair and vice chair about their responsibilities;
 - (b) on resources available on the School LAND Trust website; and
 - (c) on the following statutes governing school community councils:
 - (i) Section 53A-1a-108;
 - (ii) Section 53A-1a-108.1;
 - (iii) Section 53A-1a-108.5; and
 - (iv) Section 53A-16-101.5.

List of Appropriate Expenditures

State Board Rule R277-477

Effective September 2015

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

To cover the fixed costs of doing business

- Mailing costs
- Accreditation costs
- Staff bonuses
- Administrative, clerical, or secretarial costs, technical support
- Phone, cell phone, electric, HVAC, or other utility;
- Furniture

For construction, maintenance, facilities, overhead, security, or athletics

- Security costs
- A facility, building, or maintenance costs
- Repairs
- An audio-visual system in a non-classroom location
- Maintenance

To pay for non-academic in-school, co-curricular, or extracurricular activities.

- Sports and playground equipment
- An athletic or intramural program
- Gift cards or cash incentives
- An extra-curricular non-academic expenditure
- A non-academic field trip
- An expense for a council meeting

Councils **may** budget and spend no more than \$5,000 (or 20% of the annual School LAND Trust allocation, whichever is less) for an in-school civic and character education program or activity if the plan clearly describes how the program or activity will directly affect student academic achievement. Included within this limit are any funds used to provide digital citizenship training as described in 53A-1a-108.

Councils **may** spend funds on items such as:

- Student-focused educational technology, including hardware, software, and access points
- A credit recovery course or program, study skills class
- A college entrance exam preparation class
- An academic field trip
- Classroom equipment or materials, including flashcards, math manipulatives, a calculator, microscope, map
- A teacher, teacher aide, tutor, or other personnel if an employee paid out of School LAND Trust funds spends at least 75% of the employee's time interacting with, instructing, or preparing to instruct a student in an approved academic area
- Professional development directly tied to a school's academic goals, including a faculty meal, per diem, and travel required as a part of a professional development program
- A computer cart, workstation, projector, and smart board
- A book, magazine, audio-visual material, and bookcase
- A student planner
- A nominal student incentive that is academic in nature or of nominal total cost

Election of Community Council Members Checklist

53A-1a-108(4-5)

Effective June 2016

- ☐ Are there at least two more parent/guardian members* (through the remainder of this document referred to as parent members) than school employee members**, including the principal, on the school community council?
- ☐ Are there fewer parents, who are licensed district employees (not employed at the school), than parents who are not licensed district employees?
- ☐ Are there at least two employee members on the SCC, including the principal?
- ☐ Did the principal (or designee) provide notice of an election that included the dates and times of the election with the positions up for election and instructions for becoming a candidate? Was the notice provided at least ten days in advance of the election?
- ☐ Was the race uncontested, not requiring ballots and voting? If the answer is yes, skip questions 6-8.
- ☐ Did only parents of students at the school vote for the parent positions at the election?
- ☐ Did only employees at the school vote for the employee positions (except the principal) at the election?
- ☐ If the race was contested, was each parent member elected by secret ballot by a majority vote of the parents voting in the election and each school employee elected by secret ballot by a majority vote of the school employees voting in the election?
- ☐ If there were vacant positions on the council after the elections, did parents on the committee appoint parent members, and the employee members appoint employee members?

- ☐ Did the SCC elect a chair from the parent group, and a vice-chair from the parent group or employee group?
- ☐ Were elections and subsequent appointments, where necessary, completed according to a timeline in which councils could complete the required school website postings and the principal could complete the fall online reports on the School LAND Trust website prior to October 20th? 53A-1a-108.1(6) and 53A-1a-108(5)(g).

Safe Technology and Digital Citizenship

Effective June 2016

The intent of HB 213 Safe Technology Utilization and Digital Citizenship in Public Schools is to involve school community councils in an on-going discussion (at least annually) about creating a safe technology environment for students in public schools. As with other responsibilities of school community councils, it is intended that administrators, staff, and parents engage together to bring about the best possible result for students. The State Board Rule R277-491 requires a report to the councils from the district and school level administration about the technology and training that is currently in place in your district and school. The report will provide some background for the councils to begin a school specific discussion of safe technology and digital citizenship.

Administration Responsibilities

The district report to Community Council should include but may not be limited to:

- What filters are being used and how do they work?
- Are there different settings used for different grades and school levels?
- What is district filtering policy on frequently used sites such as YouTube, Google Images, Weebly, and etc.?
- Are there management systems available (MDM, Chrome management, LanSchool, and etc.) that can add additional control and who accesses those systems?
- What resources does the district provide concerning educating students on safe internet use and digital citizenship?

- What is the protocol in district schools when inappropriate content is accessed for students, employees and parents?
- Explanation of district capabilities or inability to change filtering, settings and management tools based on best practices, technological limitations, and funding.

Where applicable, districts could include what is provided in connection with e-rate funding. Schools should add to the district report (at a minimum):

- What devices are being used and how are classes using them?
- What are the main applications, programs, and sites used in different classes, grade levels, and subject areas?
- What supervision practices are in place when students are online?
- Are there management tools used that allow teachers to digitally monitor student use or limit access to some applications or sites?
- What are the school rules when inappropriate information appears for students, staff and parents? Are there safe reporting procedures for students, staff, and parents so that reporting is safe and encouraged, when it happens?
- How does the school balance access and safety appropriate for the grade levels at your school?
- What does the administration see as important opportunities for our students related to constructive, proactive technology use?
- What does the administration see as their greatest threats for your students?

- What are the policies in place for devices brought from home – tablets, cell phones, etc.?
- What does the administration see as the greatest threats for our students on the internet or online?
- Explanation of training currently provided:
 - o To students about digital citizenship and safe use of technology?
 - o To parents and guardians about how to discuss and support digital citizenship and safe technology use with their children and how to report inappropriate content?

Council Responsibilities

Councils may create a subcommittee to help accomplish the following responsibilities entirely or in part and may partner with non-profit organizations to assist in the education components.

It is the responsibility of the council to see that the following is completed each year:

- Receive the report from the district and school administration (as described above).
- Discuss the report and decide:
 - ☐ **Technology.** If the filtering, management systems, and supervision practices are appropriate. If not, identify what needs to be addressed in the context of what the school and district are capable of providing under the current filtering and management systems, supervision availability, and financial restrictions. Establish an action plan to address identified concerns.

If **student education** currently implemented is appropriate and adequate. If not, identify

how it could be strengthened, set goals to improve the education and create an action plan to accomplish the goals.

- ☐ If the **parent/guardian education** component currently implemented is appropriate and adequate. If not, identify how it could be strengthened, set goals to improve the education component and create an action plan to accomplish the goals.

Please note: It is the intent that parent education in combination with student education is more effective. It is not the intent to tell parents 'what to do, but rather to offer resources to assist them.

- The council implements the action plans or may delegate portions to be completed with a timeline for reporting back to the council.

There are resources and website links at www.schoollandtrust.org under *Councils and Work of Councils* to assist school community councils in completing these new responsibilities.

Information for School Websites

Effective October 2014

On or before October 20th :

- Council member names with a direct email, phone number or both (The school email or phone numbers are not acceptable for parent members.)
- Proposed meeting schedule for the school year
- A report to parents on how the School LAND Trust Program funds were used in the prior year and what was accomplished for students

At least one week before each school meeting:

- Notice of the time, place and date of the meeting
- Meeting agenda
- Draft minutes of the previous meeting

These items should always be on the website:

- Opportunities provided to parents by serving on the school community council and how parents can directly influence the expenditure of School LAND Trust funds
- Dollar amounts received by the school each year through the program
- Rules of order and procedure the council uses to conduct meetings

When the district has in place a process for electronic voting, the website will include at a minimum:

- Directions for electronic voting to elect parents for the school community council
- Security provisions for electronic voting
- Statement of disqualification for violations

- How a parent may vote by paper ballot, if preferred

Optional, but encouraged: •

- Notice of the election, including the dates, times and location, with the positions open and how to file. This notice should be posted at least ten days prior to the election.
- This notice could include a PDF of the form for filing for a council position.

A Checklist for Community Council Officers

Effective September 2013

Chair

Responsibilities of the chair may be delegated to members of the council, as reasonable and needed. The chair is responsible to be sure delegated assignments are completed. The principal supports the officers in completing the requirements in the law and board rule.

- 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.
- 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.
- Prepare a yearly timeline that includes all required (and other) tasks, to assist in the preparation of each agenda, assuring councils have the necessary

lead time to complete responsibilities, including the following:

- o review of school data, assessments (as they are made available) and demographic information
- o review of current plan implementation, preparation, amending and voting on required new plans, before they are submitted to the local school board
- o tasks related to member elections, filling vacant positions after an election, and election of officers
- 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.

With assistance from the school administration, the chair shall:

- Assure that all meetings are open to the public and encourage participation by parents and school employees.
- Assure training is provided to the council about their responsibilities, understanding assessments, mission and goals of the district and school, and resources available on the School LAND Trust website.
- On behalf of the council, provide ongoing support for the implementation of approved school action plans.

- Provide notice to parents by posting the following information on the school website, in the school office and to parents without access to the internet. Posting of election information is encouraged.
 - At least one week prior to council meetings - Agenda and draft minutes of the prior meeting.
 - By August 15th of each year:
 - Meeting schedule of council meetings for the year
 - List of school community council members, including contact email and/or phone numbers
 - Summary of the School LAND Trust Program Final Report each fall for the prior year.
 - Always
 - Statement about the opportunity for parents to serve on the school community council and make decisions about the School LAND Trust Program funding.
 - Funding amounts for each year from the School LAND Trust Program (link to School LAND Trust website SCHOOL Funding page)
 - Rules of Order and Procedure
 - Information about electronic voting if the school uses the process for their council elections.
 - Work with the principal to provide notice of the election 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. The election may be conducted in the spring if it is completed prior to the last week of the school year OR near the beginning of the school year. The time of the election should be consistent for at least four years. If the council chooses to hold the election in the spring, all parents who would vote if the election were held in the fall are encouraged to file, run, and vote.

Parents

Parents act as the primary advocates for all children. By working as a group and understanding the legal responsibilities that lie with the principal, parents ensure the representation of various viewpoints and values within the community. Parent engagement is a key element to student achievement and student progress. Parents have at least a two-member majority of a school community council, and are often the driving force. Parents will serve as chair and may serve as vice-chair. It is important that parents on the council understand the responsibilities of the council, and are able to collaborate well with the other members of the council to effect meaningful school improvement for all children.

A Checklist for Parent Members of a 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 Employees

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.

A Checklist for School Employee Members of a 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 co-chair, if the council chooses co-chairs as officers.
- 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 evidence 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.

Principal

The school principal is the Chief Executive Officer and instructional leader of the school. He or she is 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, vice-chair or co-chair.

A 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 and Administration of the School LAND Trust Program.
- Provide notice of the annual SCC elections, oversee the elections and provide an assurance that the elections, and subsequent appointments of unfilled positions, were conducted according to the law.
- Make copies of the School Mission Statement, and any district policies and timelines applicable to school community councils, available to the SCC. Encourage councils to support the goals in the School Mission Statement in school plans the council is responsible for.
- Provide a report to the school community council that summarizes current practices used by the school district and school concerning internet filtering protocols for school and district devices, local instructional practices, monitoring, and reporting procedures; and internet safety training for students and parents.
- Make assessments of stakeholders, school and community.
- Ensure that data is collected, evaluated, and utilized by the school and the SCC in their decision-making process.
- Ensure that the law pertaining to the use of the School LAND Trust funds are followed.

- Provide meaningful time for faculty and community in-service.
- 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 required forms, assurances and reports for which the council is responsible.
- 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.
- Provide an annual report to the council about filtering, management, and supervision provided for student use of devices that access the internet and any training provided to students and parents about safe internet use. Partner with the council to fulfill their responsibilities related to internet safety and digital citizenship.

Timeline for the Community Council and the School Land Trust Program

Effective May 2014

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 on the website to reflect changes in enrollment, new and closing schools.
 - 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 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 of 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.

Rules of Order and Procedure

Effective December 2014

This template was developed at the request of schools and districts to meet a new requirement for school community councils to adopt Rules of Order and Procedure (53A-1a-108.1). The template may be reviewed and amended by councils to meet their needs or councils may develop their own.

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.

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.

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

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.

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

Meetings shall be conducted, and action taken according to very simplified rules of parliamentary procedure as required in 53A-1a-108.1(9)(i). Items on the agenda take priority over other discussions coming before the council. Council action will be taken by motions and voting with votes and motions recorded in the minutes.

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 and then, 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.

On the next page is a chart that could be used if the council feels they would like to use additional motions of Parliamentary Procedure in their meetings.

Parliamentary Procedure considerations

- 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.
-

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

Community Council Compliance Checklist

Effective August 2015

School Community Councils and Elections

- The Community Council must have at least two more parent/guardian members (through the remainder of this document referred to as parents) than school staff members, including the principal. The council must determine the size of the council by a majority vote of the council. (53A-1a-108(4))
- The school principal serves as a voting member of the SCC. (53A-1a-108(5)(a))
- All Community Council terms are for two years, with the beginning date determined by the school, consistent with local school board policies. Parent members must have a child at the school at least one of the two years of their term. (53A-1a-108(1 and 5))
- Notice of the SCC election is provided to parents and staff, at least ten days in advance of the election and must include: the positions that are available, dates and times of elections, and instructions for becoming a candidate. (53A-1a-108(5)(c))
- A formal election is not required if, after notice of the election and open seats is provided, the number of people who apply for vacant seats doesn't exceed the open positions. (53A-1a-108(5)(f))
- Elections are overseen by the principal, or designee, and are conducted by means of secret ballots. Ballots for parent elections are deposited in a secure ballot box. Parents elect parent members and the staff elects staff members. (53A-1a-108(5)(a-c))
- Elections may be held near the beginning of the school year OR they may be held in the spring and completed before the last week of the school year. When schools hold elections in the spring, the school community

council shall attempt to notify parents of incoming students about the opportunity to file and vote. (53A-1a-108(5)(a)(iv)(B)) and R277-491-3(1))

- Approximately half of the SCC seats are up for election each year. (53A-1a-108(5)(h))
- Under certain circumstances, the SCC may establish policies for voting via mailed ballots and/or secure electronic systems, consistent with Utah State Board of Education Rule on SCCs. (R277-491-3(L-M))
- Results of the elections shall be maintained for three years and made available to the public upon request. (53A-1a-108(5)(d)) *The time frame is not specified in law or rule but is recommended.*
- After the elections, the council must review how many parent members are also licensed employees in the district. If there are more parent members who are licensed employees than parent members who are not, the parent members on the council must appoint additional non-licensed parent members until there is at least a one parent majority of non-licensed employee members. (53A-1a-108(4)(d))
- If positions are vacant after the elections, parents on the council appoint parent members, and the staff appoints staff members. (53A-1a-108(5)(e))
- The Community Council elects a chair and vice chair. The chair must be a parent member and the vice chair may be a parent or school employee member. The principal may not serve as an officer. (53A-1a-108(5)(j))
- The principal enters the names of the council members on the School LAND Trust website on or before October 20th. (53A-1a-108(5)(g))

- The principal provides a signed assurance that elections were conducted according to the law and board rule and council members who were not elected were appointed appropriately. (53A-16-101.5(45(c)))

Open Public Meeting Requirements

- Community Council meetings are open to the public. (53A-1a-108.1(2))
- The local school board shall provide training for the members of the school community councils in their district. (53A-1a-108.1(3))
- Community Council meeting agendas are posted on the school website at least one week in advance and include the meeting agenda with a date, time, and location, and minutes of the last meeting. (53A-1a-108.1(5))
- All Community Council minutes include the date, time, location, names of members present and absent, substance of all matters proposed, discussed or decided, a record of votes, name of each person who is not a member of the Community Council and who is recognized by the chair to speak in the meeting, and substance of what was said. Minutes are marked as a draft until approved and once approved, will replace the draft minutes appearing on the school website. Approved minutes are the official record of action taken in meetings. Minutes shall be retained for three years. (53A-1a-108.1(9))
- A simple majority (quorum) is required to take action. (53A-1a-108(7(a))) } Action on a motion results from a majority vote of a quorum. (53A-1a-108(7(b)))
- Issues not listed on the agenda may arise in the meeting, be discussed and assignments made to help the Community Council make a decision at a future date, but no final action should be taken on substantive issues not listed on the agenda. (53A-1a-108.1(8))

The following schedule and report summaries are provided on the school by October 20th of each year and to every household without access to the internet. The school community council decides the best method(s) of delivery.. (53A-1a-108.1(6))

- A meeting schedule for the year
 - A list of council members with email and phone contact information, or both
 - A summary of the Final Report of the School LAND Trust Program Plan implementation for the prior year
 - The amount of money the school has received each year of the program. (R277-491-5(2))
 - An invitation to parents to serve on the council and an explanation of how serving can directly influence how the funds are spent. (R277-491-5(2))
 - The SCC shall adopt rules of order and procedure to govern the council meetings. The document shall be posted on the website and available at each meeting. (53A-1a-108.1(10))
-

Duties and Responsibilities

- The Community Council reviews testing data and other reliable data to determine the needs of the students. (53A-1a-108.5 (1))
 - The Community Council creates a school improvement plan (SIP). (53A-1a-108(3)(a)(i))
 - The Community Council creates and submits the online School LAND Trust Plan, an academic subset of the School Improvement Plan. (53A-1a-108(3)(a)(ii))
 - The Community Council assists in the creation of a professional development plan. (53A-1a-108(3)(a)(iii))
 - The Community Council provides education and awareness on safe technology utilization and digital citizenship for students and parents and partners with the administration to ensure internet safety protocols are in place. (53A-1a-108(3)(v and vi))
 - The Community Council regularly submits required reports to the local school board for approval. (53A-1a-108.5 (5)), (53A-16- 101.6(d)),
 - The Community Council appoints subcommittees or task forces as desired that may include participants other than elected Community Council members (parents, staff, students, community members, etc.). (53A-1a-108(6))
 - The Community Council advises school and district administration and the local school board on local and district school issues. (53A-1a-108(3)(iv))
 - The Community Council provides ongoing support in implementation of approved plans.
 - The Community Council shall encourage participation on the Council, including recruiting potential applicants to apply for open positions on the council. (R277-491-7(2))
- The Community Council may assume other tasks and responsibilities relating to their school, such as safety, school climate, student and teacher recognition, etc. that are best addressed through local school collaboration.