

Decisions and Responsibilities

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

- Develop a [School Improvement Plan \(SIP\)](#).
- Develop the [School LAND Trust Plan](#).
- Advise and make recommendations to school and school district administrators and the local school board regarding the school and its programs, school district programs, and other issues relating to the community environment for students.
- Assist with the implementation of [educational technology filters and safe technology use instruction](#) for students and parents.

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

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

School Improvement Plans must:

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

School Improvement Plans may:

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

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

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

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

Composition and Selection of Members

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

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

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

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

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