



Board of Education Handbook



SALT LAKE CITY
SCHOOL DISTRICT
Your Best Choice

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BOARD OF EDUCATION HANDBOOK

INTRODUCTION

This Board of Education Handbook has been developed to capture, in one place and in plain language, the operating procedures and governing principles of the Salt Lake City School District Board of Education.

This handbook serves as a resource for members of the board as they assume their offices and carry out their responsibilities. It will be posted on the school district's website and updated periodically, as appropriate, with limited print copies available for distribution.

The Salt Lake City School District Board of Education has one goal and one purpose: student learning. Every five years the board approves a Student Achievement Plan to guide the work of the district in improving and supporting student learning.

AUTHORITY AND RESPONSIBILITIES OF THE BOARD

The powers and mandatory duties of the Board of Education are defined in the Utah Code and State Board of Education Rule. They are divided among executive, legislative, and quasi-judicial responsibilities, as follows:

Executive

1. Select and appoint the Superintendent of Schools.
2. Select and appoint the Business Administrator.
4. Continuously appraise the educational and administrative management of the school system, through the evaluation of the superintendent and business administrator.
5. Periodically adopt a multi-year strategic plan. In the Salt Lake City School District this is called the Student Achievement Plan.
6. Communicate and meet with community members, staff, and students, both to receive feedback and communicate board views on educational issues.
7. Approve collective bargaining agreements.

Legislative

1. Develop, adopt, and interpret policies.
2. Adopt operating and capital budgets.
3. Approve curriculum guides and courses of study.
4. Establish school boundaries.
5. Advance a legislative agenda.
6. Advise and approve decisions on facility, procurement, and financial matters as necessary.
7. Authorize legal settlements.

Quasi-Judicial

1. Decide appeals of the superintendent's administrative decisions.

PRINCIPLES OF BOARD LEADERSHIP

Remembering three important principles of board leadership will help keep the Salt Lake City Board of Education focused on its most important responsibilities:

The board delegates authority.

The board delegates authority to the superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written policies that designate board ends and define operating limits.

The board monitors performance.

The board constantly monitors progress toward district goals and compliance with written board policies.

The board takes responsibility for itself.

The board, collectively and individually, takes full responsibility for board activity and behavior. Board deliberations and actions are limited to board work, not staff work.

MAKING SCHOOL BOARD DECISIONS

State and federal laws, financial constraints, and local expectations must govern school districts. Nevertheless, decisions made by a local board of education create the environment in which a district will flourish or flounder.

Although the typical school board makes many different decisions, all of those decisions can be put into four general categories:

Policy decisions are the most important work of the board. The majority of a board's time should be spent on policy development, monitoring, and review. Written policies accomplish the following:

- articulate district direction and goals;
- delegate authority and define limitations on that authority;
- establish board processes, including those for monitoring progress toward district goals and ensuring compliance with laws and board policy.

The board is empowered to make policy decisions for district schools. Board members act as trustees for the community; therefore, policies are often understood as expressions of the community's aspirations for its public schools.

Problem solving decisions come in response to a crisis or opportunity that cannot be resolved by the superintendent or is not fully addressed in existing board policy. For example, in the face of declining enrollment, a typical school board would not expect its superintendent to make a final decision on which building to close. Although the superintendent would be expected to provide information and make recommendations, the school board would make the final decision, after deliberating alternatives and consulting policy statements.

Problem-solving decisions usually have isolated, one-time impacts. However, such decisions can establish a precedent that may have the force of policy. For example, a school board's decision to grant a benefit to one group of students may obligate it to grant the same benefit to another group in a similar situation.

Managerial decisions required of each local Utah school board are set forth in the statutes, most notably in Utah Code §53A-3-402. For example, a school board is required to do the following:

- implement the core curriculum,
- administer tests,
- implement training programs,
- enroll children in school,
- establish school libraries, and
- establish school safety traffic committees.

With few exceptions, managerial duties are delegated to the superintendent. Where there is good communication and high level of trust between the board and superintendent, combined with sound policies that set directions and establish parameters, routine managerial duties will consume only a small amount of time at public board meetings. Legally required board actions can usually be accomplished through approval of consent agendas.

School boards must learn to distinguish policy decisions from problem-solving decisions. Sometimes this is challenging but, in general, boards that emphasize policy development will need to make fewer decisions in response to routine problems. Superintendents who have strong policy guidance are able to resolve a wider array of problems without bringing them to the board for action. Good policy development and review processes allow boards to operate at the systemic level — dealing with mission, purpose, direction, and results.

Conversely, boards without up-to-date written policies often find their meetings running late into the night. Their superintendents must bring numerous issues for discussion and action, which wastes time and yields inconsistent results.

Personnel decisions represent a special category of managerial decisions. Most school boards delegate personnel matters to the superintendent and use policies to express their desired standards for hiring, evaluation, compensation, discipline, and dismissal. This approach avoids the quagmire of wrestling directly with hiring or disciplining employees other than the superintendent and business administrator. Personnel actions, therefore, are usually found on the consent agenda, because a board is required by law to approve all employment contracts, salaries, benefits, and dismissals.

The superintendent is an appointed public official, the district’s chief executive, and an employee of the board. Only the board can employ, evaluate, discipline, or dismiss the superintendent.

COLLABORATIVE RELATIONSHIPS: SHARED GOVERNANCE

The Salt Lake City School District Board of Education has the exclusive right and responsibility to determine the goals and direction of the schools and use all its resources to achieve such goals, within the bounds of state and federal law and rules of the Utah State Board of Education.

Our school district is a complex organization, which can succeed only if we enlist the energy, creativity, and effort of many people to accomplish our goals. The board believes that ideal conditions for student learning can be realized when shared governance is thoughtfully used to support student achievement.

Board decisions should accurately reflect the public’s interests. Statutes of the state of Utah require local school boards to make decisions by majority vote; thus the obligation to seek consensus under shared governance does not bind the board in its decision-making.

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

In January of 2011, the board president, Salt Lake Teachers Association (SLTA) president, and superintendent signed a pledge to support “the work of teachers, leaders, and administrators in advancing student achievement.” Using shared governance principles, with good faith collaborative effort, will enable all adult stakeholders to better meet the needs of students. Improving student achievement is our common work, goal, and purpose.

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

- law,
- board of education policy,
- negotiated agreements,
- budget, and
- ethics.

More information about how shared governance works in district schools and departments can be found in the “Shared Governance Guide” on the district’s website, which will be distributed to each new board member.

KEY WORK OF SCHOOL BOARDS

The Salt Lake City Board of Education is committed to the “Key Work of Schools Boards,” developed by the National School Boards Association, encompassing the following eight key areas:

VISION:	Establishing a clear vision of student achievement as the top priority of the school board, staff, and community
STANDARDS:	Setting clear standards for student performance
ASSESSMENT:	Establishing an assessment process that measures success at regular intervals
ACCOUNTABILITY:	Establishing a strong accountability process
ALIGNMENT:	Aligning resources to focus on students meeting the standards
CLIMATE:	Creating a positive climate for student success
COLLABORATION:	Building collaborative relationships with political and business leaders, with a focus on developing a consensus for student success as a top community priority
CONTINUOUS IMPROVEMENT:	Committing to continuous improvement for student achievement

EIGHT ESSENTIALS OF A LEARNING COMMUNITY

The Salt Lake City School District’s multi-year strategic plan, now called the Student Achievement Plan, was developed through a broad-based community-outreach process in 2004. That process identified “Eight Essentials of a Learning Community,” which continue to guide the work of the board and district employees. The current version of this plan, including action steps through 2015, is available on the district’s website. Each essential is described on page 5 and the administrator responsible for each part of the plan is listed. An explanatory graphic follows on page 6.

DESCRIPTION OF ESSENTIALS

Curriculum: A framework for learning, accessible to all students, that includes content and performance standards for subject areas such as literacy, math, social studies, science, world languages, the arts, healthy lifestyles, and career and technology education. Curriculum may be modified for specialized programs, including Extended Learning (ELP) and International Baccalaureate (IB), and adapted to meet the needs of special education students. The framework incorporates culturally relevant content as well as goals and objectives established for each course.

Instruction: The practices and classroom strategies teachers use to support students in meeting identified learning standards. This includes varied methods teachers use to group and motivate students such as dialogue and discussions, challenging questions, experiential projects, readings, assignments, and other activities. It also includes tools, such as technology, to teach and open students' minds to learning. Instruction is differentiated, individualized, scaffolded, and sheltered as needed. Professional development is critical to enhance educational practice.

Assessment: A basis for evaluation that includes gathering evidence to measure student performance, learning, and academic growth over time using a variety of formal or informal methods. Measures may include such things as observations, projects, portfolios, self-reflection, quizzes, course tests, and standardized assessments. Comparably high outcomes are expected of all students.

Equity and Advocacy: Districtwide practices, programs, policies, and procedures to provide all students with rigorous curriculum, safe learning environments, differentiated educational opportunities, and the resources necessary to achieve comparably high outcomes. Equity requires that educators develop skills, knowledge, and beliefs necessary to meet the needs of every student, with an emphasis on students of color, English learners, students in poverty, and students with disabilities.

Early Childhood: Programs for young children (birth to age 5) and their families that provide support for optimal development in the early years and a foundation for success in kindergarten, during elementary school, and throughout life. Research-based resources support the healthy cognitive, social, emotional, and physical development necessary for a smooth transition into school. Enriched learning opportunities for families and young children help establish ongoing partnerships that empower parents to promote children's future learning and healthy, productive lives.

School Choice: Districtwide efforts to encourage and publicize a rich array of learning opportunities, environments, and programs that offer academic rigor, research-based instructional strategies, and student-centered assessment accessible and responsive to the needs of our diverse student population. Specialized programs within our neighborhood schools, district sponsored charter schools, optional programs, magnet schools, lab settings, or other smaller learning communities are designed to challenge students to develop their innate talents, abilities, and interests.

Family and School Collaboration: An inclusive educational environment with many and varied opportunities for families and schools to engage together as advocates and supporters of our student's learning. Both families and the school work to remove barriers and encourage collaboration by interacting regularly and communicating clearly, in languages that families understand, regarding student progress, learning expectations, and educational events. Family culture is respected. Schools actively work to enhance existing strengths of families to support learning at home and to bring families and teachers together to assist students. High levels of student achievement are accomplished by working collaboratively in decision-making and school governance.

Internal Communications and External Relations: Clear, accurate, efficient, effective, timely, culturally sensitive communication, in multiple languages, among employees, parents, and members of the larger community. Improved communication leads to increased opportunities for the district to engage agencies, businesses, and other community-based organizations to support student learning in ways relevant to our diverse student needs.

STUDENT

ONE GOAL • ONE PURPOSE

LEARNING

School Choice

All families and students have access to a variety of school or program choices including neighborhood schools, academies, magnet programs, and optional programs.

Curriculum, Instruction, & Assessment

Continuous cycles of curriculum, instruction, and assessment give all students access to quality instruction aligned to core standards.

Early Childhood

Programs for families and preschool children (ages 0-5) create a foundation for success in school and life, empowering parents to support their children's development and future learning.

Family & School Collaboration

Inclusive educational environments offer many and varied opportunities for families and schools to engage together as advocates and supporters of our students' learning.

Internal Communications & External Relations

Accurate, efficient, effective, and culturally relevant communication strengthens relationships among all stakeholders in support of public education.

Equity & Advocacy

All students receive the necessary resources, instruction, support, and advocacy to achieve comparably high outcomes, with emphasis on students of color, English learners, students in poverty, and students with disabilities.



**SALT LAKE CITY
SCHOOL DISTRICT**
Your Best Choice

2010-2015 STUDENT ACHIEVEMENT PLAN

ESSENTIALS OF A LEARNING COMMUNITY

VISION

Salt Lake City School District sets the standard for excellence in education.

MISSION

Salt Lake City School District advocates for all students, provides the highest quality education, and prepares students for a future of opportunities.



AUTHORITY OF INDIVIDUAL BOARD MEMBERS

Power belongs not to individual members of a Board of Education but to the Board of Education acting as a corporate body through collective action. Board members have authority only when acting as a Board of Education in a legally constituted session, with a quorum present. The statement or action of an individual member or group of members of the Board of Education does not bind the Board of Education itself, except when that statement or action is specifically authorized by an official act of the board. This does not preclude individual board members from representing the board at meetings and ceremonial events or speaking to constituent groups in their capacity as board members.

BOARD LEADERSHIP RESPONSIBILITIES

The board president will:

- Conduct meetings of the board in accordance with law and policy.
- Communicate regularly with the superintendent, business administrator, and members of the board to set meeting agendas, facilitate the flow of necessary information, and respond to community issues and queries.
- Sign legal assurances, correspondence, and contracts on behalf of the board as required by law, policy, or vote of the board.
- Represent the board, or designate others to represent the board, as requested, in executive meetings with community and business leaders or elected officials to promote communication, without binding the board to a specific decision or position.
- Keep the board appropriately informed of issues or data that would help members perform their duties.

The board vice president will:

- Advise and assist the president as needed.
- Substitute for the president as required.
- Attend meetings with or at the request of the president and superintendent.

Board leadership may speak for the board, or designate others to speak for the board, when requested to do so by vote or consensus of the board.

NEW BOARD MEMBER ORIENTATION

Following the election or appointment of new members, the superintendent and board leadership will provide for an orientation, as to the board's operation and processes, the working relationships with the Superintendent of Schools and staff of the Salt Lake City School District, and substantive background information pertaining to school system issues and procedures. A copy of this handbook will be provided. New board members are also encouraged to attend the orientation session organized by the Utah School Boards Association (USBA).

BOARD OF EDUCATION CODE OF CONDUCT

The members of the Board of Education agree to abide by the following norms of behavior, both as they govern the conduct of board meetings and as they govern the actions of individual board members. These norms will provide an orderly way to conduct public business, promote an atmosphere of mutual respect, and establish a level of expectation for those who aspire to become school board members in the future.

Board members will:

- Endeavor to be on time so as to participate fully in all closed and open sessions of the board.
- Notify the board president and superintendent, as much in advance as possible, when they cannot attend a meeting for professional or personal reasons.
- Make requests for information or to add topics to the agenda through the board president or vice president and in accordance with Policy B-2.
- Be prepared to take action on items on the closed and open session agendas, having read the materials provided in advance of the meeting.
- Remember to act in accordance with the ethical assurances outlined in Board Policy B-1.
- Approach each issue with an open mind and evident respect for diversity of opinion.
- Avoid using the open session to surprise colleagues when common courtesy would have suggested appropriate advance notice.
- Refrain from repetitive discussion on an agenda item so as to needlessly lengthen a meeting.
- Avoid dominating debate, thereby denying colleagues equal opportunity to discuss the matters at hand.
- Participate in board continuing education activities and, after attending a conference, workshop, or convention paid for by the board, provide a written or oral report at the request of the board president.
- Respect the ultimate decisions and votes taken by the Board of Education, even if, as an individual, you disagreed with the majority.
- Respect the role and decision-making authority of the Superintendent of Schools in all communications with constituents and colleagues, both public and private.
- Attend school or district PTA, SCC, and committee meetings according to your assignments, ability, and interest. Listen and respond, as appropriate, but avoid dominating the discussion or advancing personal agendas.
- Respect the role of the superintendent at board meetings by looking to him or his designee(s) at the board table for appropriate responses on agenda items, deferring to the superintendent for any appropriate follow-up, and requesting permission of the board president before asking questions of anyone in the audience.
- Copy the superintendent and board president on all significant correspondence.
- Avoid copying the whole board on email correspondence except to forward articles or links of general interest. If a member thinks the whole board should receive a copy of issue-related correspondence, he or she should make that request through the board president.

DISCIPLINING BOARD MEMBERS

If a member of the Board of Education violates the Code of Conduct or the ethical assurances outlined in Board Policy B-1, the board president and vice president will speak to that member about his or her responsibilities. If disruptive or destructive behavior occurs, the board may issue a formal reprimand by a vote of five members.

POLICIES GOVERNING THE BOARD

Detailed information about the board's process of conducting meetings and other guidance around the board's operation can be found in the board policy manual and administrative procedures. See Board Policy B-1: Board of Education Legal Status, Responsibilities, and Ethics and Board Policy B-2: School Board Meetings. These policies may be found on pages 11–14 of this manual and on the district's website, along with their associated administrative procedures.

Links to other helpful resources, including specific citations to Utah Code, are included with the appropriate policy on the district's website.

GUIDELINES AND PARLIAMENTARY MOTIONS

The following guidelines and examples have been taken from the Utah School Boards Association book titled *Coming to Order*, which is available on the USBA website. The Salt Lake City School District Board of Education appoints a Business Administrator who serves as the board's parliamentarian:

1. A board should agree on and adopt an agenda format that it will follow at regular meetings.
2. Action items on the agenda require:
 - a motion by a board member,
 - a second to the motion (required by most boards but not all),
 - a discussion of the motion by board members, and
 - a vote by board members.
3. Other than the consent agenda, each motion should be limited to one idea or issue.
4. No new motion may be made while another is being discussed.
5. A motion may be amended and votes on the amendments must be taken before acting on the original motion.
6. Before a vote on a main motion is taken, business can be interrupted by a motion:
 - to table the main motion,
 - to postpone action,
 - to refer the motion to a committee,
 - to withdraw it from consideration, or
 - to adjourn the meeting.

The subsidiary motions must be disposed of prior to action on the main motion.
7. Debate can be closed formally with a motion to move the question and a two-thirds affirmative vote.
8. When the president senses the discussion has ended, a vote may be taken without a formal motion to close debate unless a member objects.
9. Some motions, such as a motion to adjourn, are not debatable. See the "Simplified Chart of Parliamentary Motions" on page 10.
10. Before a motion is voted upon, it should be repeated aloud.
11. The president, by virtue of membership on the board, is expected to vote on each issue before the board.
12. The president should indicate before each vote whether a simple or special majority is required.
13. The president should keep readily at hand a reference guide, such as the chart of parliamentary motions.

Simplified Chart of Parliamentary Motions

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

Board Policy B-1: Board of Education Legal Status, Responsibilities, and Ethics



REFERENCES

[Administrative Procedures for Board Policy B-1](#)
[Board of Education Handbook](#)
[Utah Code §20A-1-201 through 201.5](#)
[Utah Code §20A-1-511](#)
[Utah Code §20A-14-201 through 206](#)
[Utah Code §52-2-1](#)
[Utah Code §52-4-104](#)
[Utah Code §53A-1-202.2](#)
[Utah Code §53A-3](#)
[Utah Code §53A-16-106 through 111](#)
[Utah Code §67-16](#)

THE POLICY

It is the policy of the Salt Lake City School District Board of Education to establish, protect, and promote student learning and school success; exercise all its statutory powers; obey all relevant laws and regulations; and conform to the highest ethical standards.

The purpose of this policy is to guide the board in fulfilling its core responsibilities; and to inform the public of the board's intentions and procedures.

Legal Status: The Utah State Legislature assigns to each locally elected board of education control of the public schools in its district. Therefore, the Salt Lake City School District Board of Education is a political subdivision of the state and derives its powers from the state constitution and acts of the legislature.

Responsibilities: The board has all of the powers assigned to it by law and regulation to meet its statutory responsibilities. It may perform all of the following duties, as well as others legally prescribed and permitted:

- Prepare and adopt policies, procedures, rules, regulations, or bylaws, as appropriate, for the governance of the district and its schools.
- Establish tax rates each year and submit them to the county legislative body according to statutory procedures.
- Prepare and adopt a budget for each fiscal year and file it with the county legislative body as required by statute.
- Acquire, hold, lease, sell, and manage the use of real and personal property in the name of the district.
- Sue and be sued in the name of the district.
- Employ by contract and set salary schedules for the superintendent, business administrator, principals, teachers, and other employees of the district.
- Evaluate the effectiveness of the district and its programs by developing and monitoring the progress of the district-wide Student Achievement Plan, by approving and monitoring the progress of individual School Improvement and LAND Trust plans, and by distributing available funds through the annual budgeting process.
- Evaluate the performance of the superintendent and business administrator, and approve evaluation methods for other district employees.

Election of Members: A qualified individual may become a candidate for the board by filing a statement of candidacy with the Salt Lake County Clerk. All elections must be held in accordance with general election code.

Appointment of Members: The board may fill midterm vacancies in its membership by appointment as outlined in statute.

Student Board Member: Each year, the board may appoint a non-voting student board member to represent the views of students in board discussions. Nominations must be made in accordance with the associated administrative procedures.

Compensation of Members: The district must provide board members compensation and expenses in accordance with Utah law.

Election of Officers: The board must elect a president and a vice president whose terms of office are two years, and until successors are elected.

Appointment of the Superintendent and Business Administrator: The board must appoint a district superintendent and business administrator, as directed by Utah law.

The board expects these appointed officers to work together, with district employees and members of the board, to promote student learning. The board further expects that the business administrator and superintendent will exemplify the highest standards of professional competence and ethical conduct.

Board's Relationship with the Superintendent: The board expects the superintendent to discharge all of his or her statutory duties and to consult with and inform the board about school operations and problems in timely, accurate, and appropriate ways.

The board delegates executive powers to the superintendent and relies on his or her expertise in matters of district administration and educational best practice. The board holds the superintendent responsible for administering its policies, executing board decisions, operating central office support for school programs, and implementing the Student Achievement Plan. The superintendent is accountable to the board for his or her performance.

Board's Relationship with the Business Administrator: The board expects the business administrator to discharge his or her statutory duties and to keep accurate records of all district revenues and expenditures, all meetings of the board, and all legal and fiscal obligations of the board.

The board relies on the business administrator for advice and expertise on financial matters affecting the operation of the schools. The board holds the business administrator responsible for insuring the accuracy, integrity, and timely communication of such information to the board and superintendent. The business administrator is accountable to the board and superintendent for his or her performance.

Policy Development: The board accepts sole responsibility for preparing and adopting new policies and revising existing policies. Without diluting its authority to determine policies for the public schools, the board may seek the counsel of citizens, students, and staff members in policy development.

The formal adoption of policies must be recorded in the minutes of a business meeting of the Salt Lake City School District Board of Education. Only those written statements so adopted and so recorded may be regarded as official board policy. The board must maintain a set of written policies for the operation of district schools as well as online access to those policies on the school district's website. Exception to a policy may be made by majority vote of board members in a duly authorized meeting. Each policy remains in force until altered or superseded by action of the board.

Statement of Ethics for the Salt Lake City Board of Education: Members of the Salt Lake City School District Board of Education are elected officials obliged to monitor, evaluate, and work to improve educational opportunities for children and families in the district. These responsibilities require that members of the board adhere to the highest standards of ethical conduct. Key standards are found in the Utah Public Officers and Employees Ethics Act and common-law principles defining ethical duties. To this end, board members subscribe to the following statements and assurances, which will be reviewed annually in a public meeting.

- I will represent the board with dignity and integrity.
- I will treat fellow board members with respect and consideration, through civil discourse, exhibiting both honesty and decorum when we disagree.
- I will keep confidential all issues discussed in executive sessions, including legal action, negotiations, personnel, and property.
- I will avoid conflicts of interest or the seeking of inappropriate personal advantage as a result of serving on the board.
- I will represent the needs of all students in the district while balancing the concerns of individual precincts and constituents.
- I will endeavor to attend all board meetings, be prepared, and listen to others' opinions.
- I will guard the public trust by spending school funds to benefit all children.
- I will function as part of a policymaking body, recognizing that authority rests with the board in open session, not with individual members of the board.

B-1: Administrative Procedures, Board of Education Legal Status, Responsibilities, and Ethics



REFERENCES

[Salt Lake City School District Board Policy B-1 Student Board Member Application](#)

PROCEDURES FOR IMPLEMENTATION

1. **Application Process:** The application process will be initiated in January of each year so that the selection of the student board member for the subsequent school year is made by the second board meeting in March. The interested student will complete each of the following steps in the application process. See B-1, Student Board Member Application.
 - a. Complete an application form and get a parent or guardian's signature agreeing to support the student in this commitment, form available in the main office;
 - b. Provide a one to two page resume or narrative about him/herself; and,
 - c. Write a statement detailing his or her reasons for wishing to serve on the board and contributions he or she hopes to make.
2. **Interview Panel:** A panel consisting of teachers, administrators, parents, the student body president, and students selected at random from the board of control, student senate, or other student decision making body, will interview candidates.
 - a. The panel will select no more than five and no less than one candidate who they consider to be qualified to serve as a student board member.
 - b. In the event that more than one qualified person is chosen by the panel, the students and the student body president will make the final selection by consensus or voting.
3. **Notification to Prospective Candidates Should Include:**
 - a. Announcements to general student body to be made over the intercom for a minimum of 10 days prior to application deadline.
 - b. Flyers and posters advertising the position to be placed in prominent positions in the halls for a minimum of 10 school days prior to application deadline.
 - c. An article advertising the position to be published in the PTA communiqué, and/or school newsletter prior to the application deadline.
 - d. Information will include a description of the length, frequency and schedule of board meetings, as well as the possibility of extra study sessions throughout the year.
4. **Responsibility of the Principal, or Designee:** It is the responsibility of the principal or designee to make all students aware of the application process to serve as a student board member. Ninth, tenth, and eleventh grade students registered at the school, under the age of 18, absent unusual circumstances, at the time of application, are eligible to apply.
5. **Selection of a Student Board Member will be Rotated Among the High Schools Each Year as Follows:** The rotation will begin with West High School 2016-2017, Horizonte Instruction and Training Center 2017-2018, Highland High School 2014-2015, and East High School 2015-2016, continuing in rotation thereafter. If the school assigned does not recommend a student to serve in this capacity, selection for the student board member will automatically move to the next school in the rotation.

Board Policy B-2: School Board Meetings

REFERENCES

[Administrative Procedures for Board Policy B-2](#)
[Board of Education Handbook](#)
[Utah Code §11-13-223](#)
[Utah Code §11-14-318](#)
[Utah Code §52-4](#)
[Utah Code §53A-3-201, 202, 402\(21\), 409,](#)
[Utah Code §53A-16-106\(3\)](#)
[Utah Code §53A-19-102\(2\), 104\(6\) \(b\)](#)
[Utah Code §63F-1-701](#)

THE POLICY

It is the policy of the Salt Lake City School District Board of Education to meet regularly so that the board may discuss or act upon matters over which it has jurisdiction. All meetings of the board must be open to the public unless they are closed in the manner and for the purposes allowed under Utah law.

The purpose of this policy is to ensure compliance with all relevant sections of Utah law, including requirements of the Utah Open and Public Meetings Act, and to provide appropriate avenues for public comment on issues before the board.

Public Comment at Board Meetings and Communication with Board Members: The Salt Lake City School District Board of Education recognizes that public comments and suggestions are vital to its decision-making process. The board welcomes public participation and will normally include a public comment period on the agenda of every regularly scheduled board business meeting. Please review the administrative procedures associated with this policy for additional information governing public comment at board business meetings. In board study sessions, members of the public in attendance may be called upon, at the discretion of the board's presiding officer, to contribute informally to the discussion, if time and the nature of the topic permit.

Citizens may contact members of the board to express views or urge action via e-mail, postal delivery, and telephone at the addresses and numbers on the school district website. Messages may also be sent by e-mail or letter to the office of the superintendent, where they will be copied and distributed to all board members.

Notice and Agenda Requirements: At least once each year, the board must give public notice of its annual meeting schedule, in accordance with Utah law, including the anticipated date, time, and place of each meeting. In addition, the board must give public notice of every individual meeting, at least 24 hours in advance, including the agenda, date, time, and place of the meeting.

The board directs that notice of meetings, including agendas, be posted on the Salt Lake City School District public website, sent to the office of the mayor of Salt Lake City, and posted on the Utah Public Notice website as soon as it becomes available.

Agendas must be reasonably specific in describing the topics scheduled for discussion. In general, the board will follow its posted agenda. If a topic not on the agenda arises during a public meeting, the board may, at the discretion of its presiding officer, discuss the topic but may not take any final action on it during that meeting.

Agenda Development: The board president, board vice president, and superintendent should develop board meeting agendas collaboratively. Any board member may request that a topic be placed on an upcoming meeting agenda by contacting the board president or vice president. In general, scheduling of topics is at the discretion of board leadership, but if three or more board members submit a request that a topic be placed on the agenda, that request will be accommodated within two meetings.

Public Hearings: A public hearing is an open meeting at which members of the public are given a reasonable opportunity to comment on the subject of the meeting. A public hearing may differ from the regular public comment period in both its expected focus and potential duration. In general, the board, through its elected leadership, may determine whether a board meeting will include a public hearing. However, the board must hold a public hearing, as required by statute, when considering any of the following: (a) whether to close a school or change school boundaries, (b) the adoption of a district budget, (c) an increase in taxation, or (d) changes to the board member compensation schedule.

Emergency Meetings: If a board meeting must be called to address an emergency or urgent public necessity, rendering impractical the 24-hour notice otherwise required, the best practical notice must be given, including time, place, and topics to be considered at the meeting. An emergency meeting may not be held unless an attempt has been made to notify all board members and the majority of members approve the meeting.

Location of Meetings: Regularly scheduled meetings must be held at the location specified in the board's annual notice of meetings, unless a change of location has been specified in the public notice for an individual meeting.

Workshops, study sessions, and executive sessions held on the same day as a regularly scheduled open public meeting of the board must be held at the same location as that regular meeting, except as deemed necessary and permitted under Utah law.

Quorum Required for Action: A majority of the board, or four members, constitutes a quorum of the board. The presence of a quorum is required before the board may take any vote or action. A quorum is not required at informational meetings, study sessions, or executive sessions at which no action is taken. The board may not vote by secret ballot, except to elect board leadership.

Closed Meetings: The board may hold closed meetings upon a two-thirds affirmative vote of the board members present at a meeting for which public notice was given, pursuant to Utah Code. The board may not approve any resolution, rule, regulation, contract or appointment at a closed meeting, nor may the board interview an applicant to fill a vacant position on the board. Normally, a closed meeting of the board will only include board members who are physically present at the meeting site. Board leadership may allow an exception for a board member who is unable to attend a closed meeting for justifiable reasons.

Recording and Minutes of Open Board Meetings: Both written minutes and a recording must be kept of every open board meeting, except site visits or traveling tours where no vote or action is taken by the board. At such site meetings or traveling tours, either a recording or written minutes must be kept. The board considers its written minutes, once they have been approved by vote of the board, to be the official record of actions taken.

The recording and minutes of an open meeting at which a vote is taken to hold a closed meeting must contain the reason or reasons for holding a closed meeting and the votes, by name, of members present, either for or against the motion to hold such a meeting. The location of the closed meeting must also be recorded.

Access to the portions of the open meeting recordings that include formal reports to the board, study session discussions, and the board's formal discussion and action items will be made available on the district's website.

Recording of Closed Board Meetings: A recording must be kept of all closed board meetings, except when the discussions exclusively concern an individual's character, professional competence, physical or mental health; or the deployment of security personnel, devices, or systems.

Electronic Meetings: The board authorizes that an electronic board meeting may be held when necessary as determined by board leadership and consistent with the requirements of Utah law. Remote access and participation by phone, of a single board member at a regularly scheduled public board meeting, does not constitute an electronic meeting.

Recording of Board Meetings by Members of the Public: Any person in attendance may record all or part of the proceedings in any open board meeting, provided such recording does not interfere with the conduct of the meeting.

Annual Training: The board president must ensure that members of the board are provided annual training on provisions of the Utah Open and Public Meetings Act and this policy.

B-2: Administrative Procedures

School Board Meetings



REFERENCES

[Salt Lake City School District Board Policy B-2](#)

PROCEDURES FOR IMPLEMENTATION

1. Board Meeting Locations:

If the board holds a workshop or executive session on the same day as a regularly scheduled board meeting, the workshop or executive session must be held at the same location as the regularly scheduled meeting, unless:

- a. The meeting includes a site visit or tour for which appropriate public notice has been given; or
- b. The workshop or executive session is an electronic meeting and the requirements for holding such a meeting have been satisfied.

2. Public Comment during Board Business Meetings:

- a. Time is dedicated for suggestions to the board for improving district services, including suggestions regarding district policy.
- b. Time may not be used to air complaints concerning bidding, contracts, employment or personnel issues, to criticize or defame district employees, or to make complaints for which other avenues for appeal exist.
- c. Time may not be used by employees or their representatives to circumvent formal communication channels or established grievance or negotiations procedures.
- d. The board need not allow repetition of the same issue.
- e. Sign-ups are on a first-come basis and may be made in person or personally over the telephone, until 12:00 p.m. on the day of the board business meeting.
- f. The request to speak time is not to exceed 15 minutes, with individual presentations limited to three minutes and group presentations limited to five minutes.
- g. All speakers will give an oral presentation and may provide printed material in support of their comments.
- h. The board may schedule other meetings to receive public input on specific issues.
- i. The following notice will be published for all board business meetings.

Note: Persons requesting to speak to the Board of Education in an open meeting need to notify the superintendent's office by 12:00 p.m. on the day of the board meeting. Resolution of questions or responses to proposals should not be expected at this meeting; staff or others may be asked to research and/or prepare materials and solutions for a later time. Fifteen minutes total have been scheduled for persons requesting to speak. Three minutes will be allotted for individual requests and five minutes will be allotted for group requests. If we receive more requests than the allotted time permits, those requests may be scheduled for the next board business meeting. Your concerns may be submitted in writing to the Superintendent's Office for distribution to the board of education at any time.

3. Notice Requirements for Board Meetings:

- a. Public notice of each open board meeting will be given by posting written notice at the Salt Lake City School District Board of Education office, 440 East 100 South, and providing notice to at least one newspaper of general circulation within the geographic jurisdiction of the public body, or to a local media correspondent. The district will also endeavor to post notice of board meetings on the district's website at least 24 hours in advance of the meeting, as well as to provide advance notice of board meetings to all media agencies which have requested such notice in writing within the prior six months.
- b. In case of an emergency or urgent public necessity which renders it impractical to give the notice identified in the paragraphs above, the best notice practicable will be given. No such emergency meeting of the board will be held unless an attempt has been made to notify all of its members and a majority of the members vote in the affirmative to hold the meeting.
- c. Where a meeting agenda must be included in the required public notice of a board meeting, that agenda will notify the public of the topics to be considered at the board meeting. To be sufficiently specific, the agenda will at least list each anticipated topic under an agenda item in a manner which identifies the subject of discussion, and if known, the nature of the board action being considered on the subject. The board may not consider a topic for action, in an open meeting which was not listed under an agenda item and included with the advanced public notice of the meeting. If an unlisted topic is raised during an open meeting, the board may discuss the topic but may not take any final action on that topic during the meeting. The board will comply with the aforementioned public notice requirements in regards to the budget hearing. The board will publish the required newspaper notice at least one week prior to the hearing; file a copy of the proposed budget with the board's business administrator for public

inspection at least ten days prior to the hearing, and in addition, if the proposed budget includes a tax rate in excess of the certified tax rate, or if the board is meeting to consider whether to adopt a tax rate in excess of the certified tax rate, the board will provide the notices and schedule the meeting as required by Utah Code § 59-2-919.

4. Closed Meetings:

- a. Closed meetings may only be held for the following purposes:
 - discussion of the character, professional competence, or physical or mental health of an individual;
 - strategy sessions with respect to collective bargaining or pending or imminent litigation;
 - strategy sessions with respect to the purchase, exchange, or lease of real property if public discussion may disclose the appraised or estimated value of the property or tend to prevent the board from obtaining the best possible terms;
 - strategy sessions with respect to the sale of real property if public discussion may disclose the appraised or estimated value of the property or tend to prevent the board from obtaining the best possible terms, but only if the board previously gave public notice that the property would be offered for sale, and the terms of the sale are publicly disclosed before the board approves the sale;
 - discussion regarding deployment of security personnel, devices, or systems; or
 - investigative proceedings regarding allegations of criminal misconduct.

5. Recordings and Minutes for Board Meetings:

- a. Written minutes and recording will include:
 - the date, time and place of the meeting;
 - the names of the members present and absent;
 - the substance of all actions taken;
 - the names of all citizens who appeared and a brief summary of their testimony; and
 - any other information that any member requests be entered in the recording and minutes.
- b. The recording will be a complete and unedited recording of all open portions of the meeting from the commencement of the meeting until the meeting's adjournment. A recording will be kept of all closed meetings and written minutes may be kept of closed meetings. Such recordings and any minutes will include:
 - the date, time and place of the meeting; and
 - the names of members present except where such disclosure would compromise the confidential nature of the issues being discussed or otherwise infringe on the privacy rights of others present.
- c. Recording of closed meetings will be complete and unedited recordings of all portions of the closed meeting except when a meeting or a portion of a meeting is closed for the purpose of discussing the character, professional competence, or the health of an individual.
- d. Closed meeting recordings and minutes are protected. All recordings and minutes of closed meetings are hereby designated as "Protected Records" under the Government Records Access Management Act.

6. Electronic Meeting:

A board meeting may be held as an electronic meeting only upon request of a member of the board. This request must be made at least three days prior to the time that the board meeting is scheduled, so that the necessary arrangements can be made for the electronic meeting.

- a. After an electronic meeting has been scheduled, and at least 24 hours before the meeting, the members of the board will be notified of the electronic meeting and informed how members of the board will be connected to the meeting. The primary location for the electronic meeting will be in the building where the board meeting would have been held if it were not held electronically.
- b. Space and facilities will be provided at the primary location of an electronic meeting of the board to permit members of the public to attend and monitor the electronic meeting except those portions of such a meeting which have been properly closed to the public by the board. If the board meeting is one at which comments from the public will be accepted, then the space and facilities will also permit members of the public to participate in the electronic meeting.
- c. Monitoring of an electronic meeting will mean the public is able to hear and/or see, live, all statements made by each board member in the meeting by speaker, complete screen or other medium. Participating in an electronic meeting will mean to be able to communicate with all board members in the meeting, such that each board member can hear or see the communication.
- d. Members of the public are not entitled to monitor or attend electronic meetings except through the space and facilities provided at the primary location. Members of the public cannot request an electronic meeting and do not have the right to be remotely connected to a board meeting except as set forth in this section.

7. Procedural Guidelines & Parliamentary Motions:

- a. The following guidelines and examples have been taken from the Utah School Boards Association book titled *Coming to Order*. The Salt Lake City School District Board of Education appoints a Business Administrator who serves as the board's Parliamentarian.
- b. The board has an established agenda format for its business meetings, study sessions, and annual planning session.
- c. Action items on the agenda require:
 - a motion by a board member;
 - a second to the motion;
 - a discussion of the motion by board members;
 - a vote by board members.
- d. Other than the consent agenda, each motion should be limited to one idea or issue.
- e. No new motion may be made while another is being discussed.
- f. A motion may be amended and votes on the amendments must be taken before acting on the original motion.
- g. Before a vote on a main motion is taken, business can be interrupted by a motion:
 - to table the main motion;
 - to postpone action;
 - to refer the motion to a committee;
 - to withdraw it from consideration;
 - to adjourn the meeting.

The subsidiary motions must be disposed of prior to action on the main motion.
- h. Debate can be closed formally with a motion to move the question and a two-thirds affirmative vote.
- i. When the president senses the discussion has ended, a vote may be taken without a formal motion to close debate unless a member objects.
- j. Some motions are not debatable, such as a motion to adjourn or to appeal a decision to the chair. See the "Simplified Chart of Parliamentary Motions for School Board Members" in the [Board Handbook](#).
- k. A board member, but no one else, may question a board procedure by rising to a point of order at any time. After the point is stated, the president issues a ruling that may be appealed to a vote of the full board. Five votes are required to over-rule the president or suspend a rule.
- l. Before a motion is voted upon, it should be read aloud.
- m. The president, by virtue of membership on the board, is expected to vote on each issue before the board.
- n. The president should indicate before each vote whether a simple or special majority is required.
- o. The president should keep readily at hand a reference guide, such as the chart of parliamentary motions.



Board of Education

Handbook



**SALT LAKE CITY
SCHOOL DISTRICT**
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