



**Utah**  
**PTA<sup>®</sup>**

*everychild.one voice.*

**trust lands**

**2021 UTAH PTA HANDBOOK**

# HISTORY OF PTA

National PTA Fact | Utah PTA Fact

1897-1920

- 1897** The National Congress of Mothers founded by Alice McLellan Birney and Phoebe Apperson Hearst
- 1898** Utah Congress of Mothers was formed by Mrs. C. E. Allen, one of Utah's delegates to the National Congress
- 1905** Resolutions endorsed federal aid for kindergartens and elementary schools and recommended salary increase for teachers
- 1906** National Congress of Mothers Magazine (forerunner of *Our Children* magazine) first issued
- 1925** Utah joined the National Congress of Parents and Teachers
- 1935** Warm lunches were provided for 1,200 children who left home early and rode long distances in buses

1921-1960

- 1938** On May 15-20 the 42nd National Convention was held in Salt Lake City
- 1941** School lunch program inaugurated on nationwide basis
- 1951** Every school in Utah had a PTA
- 1952** Board recommended PTAs work for fluoridation of community water supplies
- 1956** Goal of 10 million National PTA memberships reached and library services bill, long advocated by PTA, signed into law
- 1958** National PTA Board formally authorized the use of PTSA (Parent Teacher Student Association) as a further incentive for student participation
- 1970** National PTA and National Congress of Colored Parents and Teachers united to serve all children and youth

1961-2000

- 1970** Critical Issues Conferences began – Now called Advocacy Conference
- 1981** National PTA sponsored Family Reading Week
- 1988** The 92nd National PTA Convention was held in Salt Lake City
- 1990** Utah PTA won every major award given at the National PTA Convention in Indianapolis
- 1992** Due to Utah PTA efforts, the Utah Legislature passed seven bills dealing with the management of the school trust lands
- 1994** Passage of School Trust Lands Management Act
- 1997** National PTA succeeded in getting content information included in TV ratings system

2001-Present

- 2000** National PTA Launched Building Successful Partnerships Program
- 2001** National PTA unveiled new logo and tagline “everychild. onevoice.”
- 2006** National PTA launched Take Your Family to School Week
- 2007** Utah PTA became founding member of Utahns for Public Schools, promoting public education and fighting for repeal of voucher legislation
- 2016** Utah PTA was instrumental in the passage of Constitutional Amendment that increased and stabilized funds distributed to Utah schools from the permanent State School Trust Fund.
- 2018** National PTA passed Utah PTA Resolution “High Expectations for Students with Disabilities”

# Table of Contents

## Trust Lands

Introduction . . . . .	5
Structure of PTA . . . . .	6
Over 120 Years Strong . . . . .	7
Why be a PTA School? . . . . .	8
PTA Line of Communication . . . . .	9
Be a PTA Professional . . . . .	9
Utah PTA Facts . . . . .	10
What are the National Standards? . . . . .	11
Transformative Family Engagement . . . . .	13
Utah PTA and School Trust Lands . . . . .	14
Utah PTA Resolutions . . . . .	17
EDU 2015-1 - School Trust Lands . . . . .	17
EDU 2011-2 - PTA Support on School Community Councils . . . . .	19
National PTA Resolution on School Trust Lands and Funds . . . . .	22
What Can Our PTA Do? . . . . .	23
Information on School Trust Lands . . . . .	24
Funding Flow Chart . . . . .	25
Accountability Flow Chart . . . . .	26
School Community Councils . . . . .	27
Parent Council Member Checklist . . . . .	31
School Improvement Plan . . . . .	32
Website Resources . . . . .	36
Utah Enabling Act . . . . .	37
Utah State Constitution . . . . .	38
Laws Governing School Community Councils . . . . .	40
State School Board Rules . . . . .	40
Utah Regions Map . . . . .	43
Resources . . . . .	44



The information in the Handbook has been compiled by Utah PTA to help you carry out the responsibilities associated with your program or event. For more detailed information about your Program/Event, please see [www.utahpta.org](http://www.utahpta.org).

Programs/Events help achieve the goals of the PTA by enabling parents, teachers and the community to gain knowledge and understanding of children, their growth, development, needs and environment. As the vital link between home and school, the PTA Programs/Events unlocks all aspects of the PTA so that there can be enthusiastic participation throughout the unit for the entire year. PTA Programs/Events guarantee that critical issues will be confronted for the benefit of all children and youth. Success is based on caring and sharing.

Programs/Events work when they meet the needs of students, staff and community. They are the result of careful planning and a great deal of cooperation. The success of any Program/Event relates to how well it was organized and presented. Relevant and dynamic Programs/Events attract members to meetings. Programs/Events must be timely and responsive to the needs of members. A membership chair can enroll members, but it is the Programs/Events that draw members to meetings and involve them in issues.

## **Correct Usage of the PTA Name**

---

PTA and PTSA (Parent, Teachers, Students Association) are registered service marks of the National Congress of Parents and Teachers and are registered in the U.S. Patent Office. National Parent Teacher Association is also a registered name, as are National PTA and Utah PTA. Only organizations chartered by the PTA may use its name.

**DO NOT USE PERIODS, HYPHENS, OR SMALL LETTERS**

For more information click here: [PTA Branding and Web Guidelines](#)



*everychild.one voice.*

# Structure of PTA

---

Each PTA level has its own leadership structure. To see how to structure the elected and appointed positions of your local PTA, see section 2 of the President's handbook or the Utah PTA website, [www.utahpta.org](http://www.utahpta.org).

## National PTA Board of Directors

President, President-elect, Secretary, Treasurer, Vice President of Membership, Vice President of Advocacy, Board of Directors, National Constituent Association Advisory Council (NCAAC), Nominating Leader Recruitment Committee (NLRC)

## Utah PTA Board of Directors

President, President-elect, Vice Presidents, Directors, Secretary, Treasurer, Administrator & Teacher Representatives, Immediate Past-President, Commissioners, Region & Associate Region Directors, Board Specialists

## Region Board of Directors

Region Director, Associate Director (where applicable), Assistant Region Directors, Superintendent(s), Secretary, Treasurer, if applicable

## Council Board of Directors

President, President-elect, Vice Presidents (including Administrative VP and Teacher), Secretary, Treasurer, Commissioners

## Local Board of Directors

President, President-elect, Vice Presidents (including Administrative VP and Teacher), Secretary, Treasurer, Commissioners

# Over 120 Years Strong

For more than 120 years, National Parent Teacher Association (National PTA®) has worked toward bettering the lives of every child in education, health and safety. Founded in 1897 as the National Congress of Mothers by Alice McLellan Birney and Phoebe Apperson Hearst, National PTA is a powerful voice for all children, a relevant resource for families and communities, and a strong advocate for public education.

Today's PTA is a network of millions of families, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of family engagement in schools.

## National PTA Mission Statement

PTA's mission is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

## Utah PTA Mission Statement

To make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

## Utah PTA Vision Statement

To fulfill the mission, Utah PTA will:

- ♦ **Advocate** by speaking on behalf of all children and youth in schools, in the community, before governmental bodies, and before other organizations that make decisions affecting children.
- ♦ **Develop** programs, resources, and leadership skills that enhance the lives of all children, youth, and their families.
- ♦ **Engage** the public in united and equitable efforts to secure the physical, mental, emotional, spiritual, and social well-being of all children and youth.

**Utah**  
**PTA®**  
*everychild.one voice.*

## Purposes of PTA

- ♦ To promote the welfare of children and youth in home, school, places of worship, and throughout the community.
- ♦ To raise the standards of home life.
- ♦ To advocate for laws that further the education, physical and mental health, welfare, and safety of children and youth.
- ♦ To promote the collaboration and engagement of families and educators in the education of children and youth.
- ♦ To engage the public in united efforts to secure the physical, mental, emotional, spiritual, and social well-being of all children and youth; and
- ♦ To advocate for fiscal responsibility regarding public tax dollars in public education funding.

## PTA Values

**Collaboration:** We will work in partnership with a wide array of individuals and organizations to broaden and enhance our ability to serve and advocate for all children and families.

- ♦ **Commitment:** We are dedicated to children's educational success, health, and well-being through strong family and community engagement, while remaining accountable to the principles upon which our association was founded.
- ♦ **Diversity:** We acknowledge the potential of everyone without regard, including but not limited to: age, culture, economic status, educational background, ethnicity, gender, geographic location, legal status, marital status, mental ability, national origin, organizational position, parental status, physical ability, political philosophy, race, religion, sexual orientation, and work experience.
- ♦ **Respect:** We value the individual contributions of members, employees, volunteers, and partners as we work collaboratively to achieve our association's goals.
- ♦ **Accountability:** All members, employees, volunteers, and partners have a shared responsibility to align their efforts toward the achievement of our association's strategic initiatives.

# Why be a PTA School?

---

Utah PTA is the largest volunteer child advocacy organization in Utah with over 675 local units and councils. Utah PTA is a partnership between parents, educators, students, and individuals who want to make a difference in the life of a child. Members of Utah PTA are also affiliated with millions of members of National PTA, an association that is actively involved in promoting activities and legislation that support the nation's public school children.

## **A PTA School:**

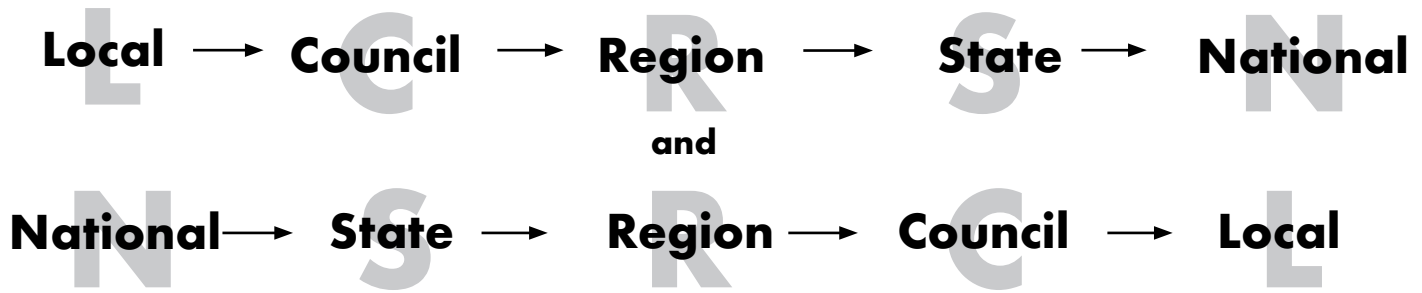
- ♦ Is a member of the largest child advocacy group in Utah and the United States.
- ♦ Has only one agenda - ALL children.
- ♦ Functions under the umbrella of Utah PTA's 501(c)(3) with their own EIN for banking purposes and IRS filings.
- ♦ Functions under the umbrella of Utah PTA's Charitable Solicitation Permit, allowing them to fundraise and deposit fundraising money in their own checking account.
- ♦ Has leadership training available through the year for fully trained leaders.
- ♦ Networks with other PTA leaders throughout the district and state.
- ♦ Has bylaws to govern them.
- ♦ Has the support and training of Utah PTA and National PTA.
- ♦ Has access to resources and updated handbooks from Utah PTA.
- ♦ May participate in the PTA Reflections program.
- ♦ May participate in PTA Awards and any PTA program.

## **Utah PTA:**

- ♦ Supports many of the National PTA programs and legislative efforts as they relate to the welfare of Utah's public school children.
- ♦ Participates in numerous committees, coalitions, conferences, summits, and programs for children and youth.
- ♦ Holds an annual Leadership Convention to train PTA leaders across the state as well as an annual PTA Day at the Capitol and Advocacy Conference to bring important grassroots issues to the membership.
- ♦ Provides valuable parent information through leadership trainings, various handbooks and emails. Utah PTA has programs for children and youth, including Reflections, Battle of the Bands, PTA Take Your Family to School Week, Teen Dating Violence Awareness and Prevention Week and more.
- ♦ The backbone is the organization of diverse volunteer members who donate millions of hours to benefit the children in local public schools.
- ♦ Advocates for all children in schools and districts, and by following bills that are supported by Utah PTA resolutions that originate from the grassroots—their members.
- ♦ Is the watchdog for Trust Lands money, making sure the monies keep flowing to the local schools and that all uses of the land benefit the children of Utah.
- ♦ Supports all public schools, including public charter schools.

# PTA Line of Communication

---



## Be a PTA Professional

---

According to the PTA bylaws, all meetings shall be governed by "Robert's Rules of Order Newly Revised."  
In addition, all Board members shall:

- ♦ Abide by all PTA rules and meet all PTA deadlines.
- ♦ Ensure the confidentiality of the PTA member contact information be for the use of PTA only.
- ♦ Attend all Board meetings and applicable Executive Committee meetings.
- ♦ Notify the President as soon as possible if an emergency occurs and they are unable to attend a scheduled PTA meeting.
- ♦ Arrive on time and remain to the conclusion of the meeting except in cases of individual emergencies.
- ♦ Begin all meetings on time.
- ♦ Be allowed a 10-minute break every two hours, returning promptly.
- ♦ Turn all cell phones to off or vibrate. Leave the room if you must answer a call.
- ♦ Complete preparation before or after meetings, not during meetings.
- ♦ Refrain from holding side conversations.
- ♦ Direct all comments and questions through the chair.
- ♦ Maintain professional courtesy at all times, including being supportive rather than judgmental, respecting differences of opinion, and listening to others' ideas without prejudice.
- ♦ Give feedback directly and openly in a timely fashion.
- ♦ Acknowledge problems and deal with them as they arise.
- ♦ Be prepared to present agenda items in a concise manner and focus on tasks and the process and not on personalities or hidden agendas.
- ♦ Obtain missed information during breaks out of consideration of others.
- ♦ Adjourn at the scheduled time, as per the printed agenda.
- ♦ Dress to match the dress of those also attending a meeting when representing PTA.
- ♦ Wear PTA logo items such as name tags, badges, or attire when representing PTA.
- ♦ Notify President of address, phone number, and email changes as soon as possible.
- ♦ Stay at home out of consideration for the health of others if ill and possibly contagious.
- ♦ Set meeting guidelines and expectations.
- ♦ Give proper notice of meetings and deadlines.

# Utah PTA Facts

**Utah PTA** is the largest advocacy association in Utah. Many individuals volunteer and participate at the Local and Council PTAs within the state.

**Utah PTA** divides the state into 20 geographic PTA regions, each served by a Region Director. In large districts, the Region Director works with area Councils. The Council President then works with the local school PTA President. In rural areas, two (2) or more school districts are under one (1) Region Director. Local PTA Administrative VPs meet on a regular basis throughout the school year with Council Presidents/Region Directors. Presidents-elect and Administrative VPs may also be included in these meetings. Local PTAs also meet on a regular basis throughout the year in Executive Committee and Board meetings and work with administrators, teachers, staff, parents, and students.

**Utah PTA** is an affiliate of the National PTA. National PTA is composed of 54 state congresses and more than 20,000 local units in all 50 states, the District of Columbia, U.S. Virgin Islands, Puerto Rico and the Department of Defense Schools in Europe. State PTAs are the liaison between the local PTA and National PTA, helping each to function effectively and to support and sustain the other. PTAs at the local level are valuable assets to their school communities by providing educational and parent involvement information, resources, events, and activities.

**Utah PTA** volunteers reported 1,201,761 hours of service to Utah's children in their local public schools in 2020. If this volunteer service were translated into monetary value, it would be worth \$31,486,138.20!

**Utah PTA** also has an exemption from sales tax from the Utah State Tax Commission. Every local unit in good standing qualifies for this exemption under the umbrella of Utah PTA. See the Utah PTA Treasurer Handbook for more information.

## National and Utah PTA Programs

Reflections  
Healthy Lifestyles  
School of Excellence  
Take Your Family to School Week  
Teacher Appreciation  
Battle of the Bands (PTSA) (Utah Only)

## Conferences and Trainings

Advocacy Conference (Oct)  
PTA Day at the Capitol (Feb)  
Leadership Convention (May)  
PTSA Student Leadership Conference (Sept)

## Utah PTA Awards and Grants

Utah PTA Awards  
LEAP Award  
Utah PTA Gold Star Awards  
Membership Awards  
Arts Education Grant  
Art Supplies Grant

## Utah PTA Commissioners

Community Engagement  
Education  
Family Life  
Health  
Individual Development  
Safety  
Student Leadership

## Utah PTA Specialists

Arts Grants  
Awards  
Bylaws  
Family Engagement  
Digital Citizenship  
Diversity & Inclusivity  
Male Engagement  
MemberHub  
Military Families  
Reflections  
Resolutions  
Special Needs  
Trust Lands

# What are the National Standards?

---

The National Standards for Family-School Partnerships are voluntary guidelines to strengthen parent and family involvement on behalf of children in schools and other programs. The six standards and their quality indicators provide PTAs, schools, and communities with the components that are needed for highly effective family-school involvement programs.

PTA leaders and all those interested in more effective family/school/community connections will find the National Standards for Family-School Partnerships to be a valuable resource and catalyst for action.

**1 Welcoming All Families Into The School Community**  
Families are active participants in the life of the school and feel welcomed, valued and connected to each other, to school staff and to what students are learning and doing in class.

**4 Speaking Up For Every Child**  
Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

**2 Communicating Effectively**  
Families and school staff engage in regular, two-way and meaningful communication about student learning.

**5 Sharing Power**  
Families and school staff are equal partners in decisions that affect children and families, and together inform, influence, and create policies, practices and programs.

**3 Supporting Student Success**  
Families and school staff continuously collaborate to support students' learning and healthy development, both at home and at school and have regular opportunities that will support their success.

**6 Collaborating With Community**  
Families and school staff collaborate with community members to connect students, families, and staff to expand learning opportunities, community services, and civic participation.

## Background

Our nation acknowledged the important role of parent involvement through its enactment of the 8th National Education Goal:

- ♦ Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Utah PTA supports this goal. The standards were designed to raise the level of expectation about how family-school involvement programs can improve student achievement and life success by engaging families in true partnership with educators and community leaders.

## How Were the Standards Developed?

The standards were developed by the National PTA in collaboration with parent involvement researchers and other national leaders. They are endorsed by more than 30 professional education and family-school involvement organizations. The standards clearly delineate those practices that have been shown to lead to success and high-quality parent involvement programs. The standards were developed to be a practical tool for meeting the threefold purpose of the national standards which is:

1. To promote meaningful parent and family participation
2. To raise awareness regarding the components of effective programs
3. To provide guidelines for schools that wish to improve their programs

## How Can My PTA Use These Standards?

Before you begin to develop new or improve on existing family-school involvement programs, form a committee or action team including all of the stakeholders—parents, teachers, administrators, support staff, and community leaders. Be sure everyone involved understands the group's purpose: to recognize the importance of parent and family involvement, review the standards, look broadly at current programs or practices at your school, and make recommendations about what steps are needed to initiate positive change.

Developing genuine collaboration is critical. The views of all stakeholders should be considered and valued and no one group should control the outcomes. Establishing trust and a true partnership will take time, but the extra effort is well worth the lasting benefits that can be gained. Meaningful change requires thoughtful, incremental steps. Laying a solid foundation can make all the difference in the final outcomes and success of your programs.

## Creating an Action Plan

When parents, educators and community leaders make parent involvement a mutual goal, they can begin to work together as a team to create an action plan for reaching and maintaining the standards. Give each step adequate attention to ensure the overall effectiveness of your plan. Set realistic and achievable goals. Remember: Success Breeds Success. Accomplishing obtainable goals and then setting additional ones works better than reaching too high and trying to achieve too much in the beginning.

When implementing your action plan, consider local needs, priorities, and the demographics of your school and community. Involve those who will be instrumental in carrying out the plan to help develop the steps or procedures to implement it. This uses a bottom-up rather than top-down team approach which allows for greater support and cooperation from everyone involved.

Family involvement should not be seen as an “add-on” program feature, but rather as an essential component in the ongoing goal of improved student success. In order to be most effective, the family-school involvement plan should be fully integrated into the overall school or program improvement process.

## Making Progress

Once the groundwork is laid and all stakeholders understand the value of the partnership, then redefining, reshaping and “scaling up” planned activities and goals maintains the momentum of program change. As noted, family involvement is a process, not merely a series of “one shot” activities or plans carried out and then retired. It is crucial that the standards be implemented in an ongoing pattern of planning, action, and evaluation on a consistent basis. Each measurable success fosters a pattern of continual, meaningful partnership.

# Transformative Family Engagement

Parents know that they play an important role in their child's success. But traditional family engagement practices don't always meet the needs of each and every family, nor treat them as equal partners in ensuring their child's success. Family-school partnerships often focus primarily on academic success, but [whole child development](#) is also an essential part of the conversation.

**The solution?** Transformative Family Engagement.

**Transformative Family Engagement** is a shared effort of families, schools, and community leaders to advance programs, practices, and policies that empower every parent to make their child's potential a reality.

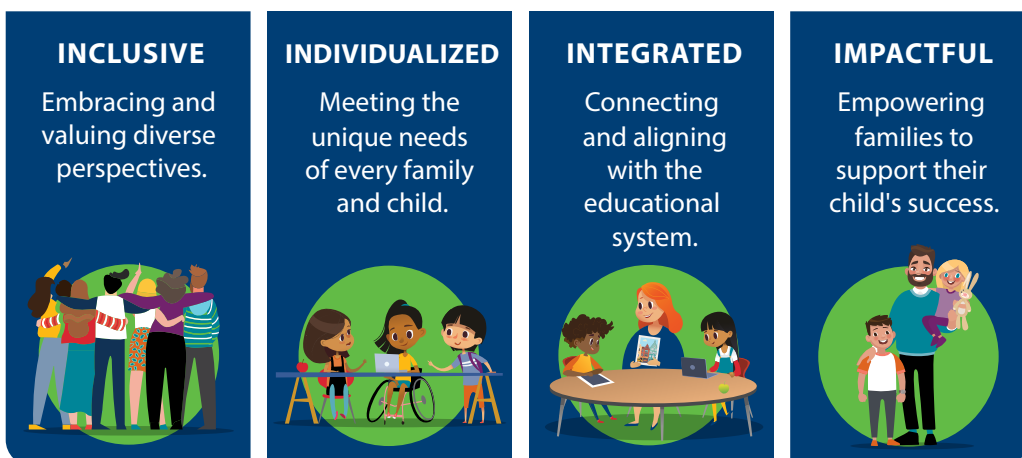
So, what does Transformative Family Engagement look like in schools and Local PTAs? Using research findings and best practices for family-school partnerships, we use the guiding principles of the 4 I's of Transformative Family Engagement—Inclusive, Individualized, Integrated, Impactful—with strategies you can use as a model to implement these principles in your school community.

The [Four 'I's of Transformative Family Engagement](#) outline how your PTA can become more inclusive, individualized, integrated, and impactful in its approach to family engagement.

For more information on how to implement the Four I's of Transformative Family Engagement with your PTA, visit: [www.pta.org/center-for-family-engagement/four-parts-of-family-engagement](http://www.pta.org/center-for-family-engagement/four-parts-of-family-engagement)



## 4 Principles of Transformative Family Engagement



# Utah PTA and School Trust Lands

---

Utah PTA has been advocating for Utah's children for over 80 years. Twenty-five years ago, when the education community realized the school trust lands were under-performing, Utah PTA was at the forefront of the reform efforts, helping to ensure these assets were managed with the best interests of the public schools in mind.

Utah PTA continues to advocate for all of Utah's children, for proper management of our school trust lands, and for the distribution from the investment of land revenues to continue to make a difference in our schools through the School LAND Trust Program.

The Utah PTA Trust Lands Specialist regularly attends meetings of the School and Institutional Trust Land Administration (SITLA) Board of Trustees, the School and Institutional Trust Fund Office (SITFO) Board of Trustees, and participates on the Trust Advisory Committee (TAC).

The goals of the Utah PTA Trust Lands Specialist are to:

1. Educate Utahns on the importance of school trust lands, the School LAND (Learning And Nurturing Development) Trust program, and on the role of trust lands in education funding.
2. Educate parents, school community councils, and PTA members on the role and function of community councils, the role of PTA in community councils, and the importance of PTA involvement with community councils.
3. Advocate for PTA and trust land/community council issues with the Utah legislature, the state executive office (governor, attorney general, state treasurer), state and local school boards, the School and Institutional Trust Land Administration, the School and Institutional Trust Fund Office, and other local, state, and federal policy makers.
4. Coordinate efforts to influence federal actions, policies, and legislation that affect Utah trust lands.

## The School LAND Trust Program

Of the 7 million acres granted to Utah at statehood to support public schools, 3.4 million surface acres and 4.3 million mineral acres remain. These lands generate revenue, all of which is saved in the Permanent State School Fund. This fund is invested and the interest and dividends are distributed to every public school in the state through the School LAND Trust Program, just like an endowment. School Community Councils prepare plans, approved by local school boards, that identify the school's most pressing academic need and a proposed solution using the annual dividend. The law that created and governs the School LAND Trust Program is Utah Code 53A-16-101.5 and is included in this handbook. In 2015-2016, an elementary school on average received \$42,120; a middle school/junior high on average received \$59,800; a high school on average received \$71,700; charter school on average received \$44,720. This money is used to meet each school's most pressing academic need as identified in the School Improvement Plan.

# PTA Involvement in Trust Lands

## A History

- ♦ **1989**—Sandra Skossen of Monticello, UT passed a resolution through the May 1989 State PTA convention to look into school trust lands and the revenue they should be generating for schools. Utah PTA adopted a position statement that trust lands should be more productive. The Utah PTA began educating members on trust lands through classes at convention and publications.
- ♦ **1990**—Utah PTA, under the leadership of President Joyce Muhlestein and Legislative Vice President Karen Rupp, and with the assistance of the Utah State Office of Education, pushed through legislation setting up a legislative task force to study the issue of school trust lands. House members assigned to this task force included Representatives Mel Brown and Kevin Garn.
- ♦ **1991**—The passage of H.B. 15 allowed an additional year of study by the Legislative Task Force; it was supported by the Utah PTA and others in the education family.
- ♦ **1992**—Governor Michael Leavitt formed a citizen advisory committee to study the school trust lands for one more year, resulting in the creation of SITLA two years later. Additionally, Governor Leavitt appointed Utah PTA Legislative VP Karen Rupp to serve with John Harja of the Governor's Office, Ruland Gill of the Land Board, Jim Davis of Pruitt Gushee, and Texas attorneys to try to craft federal legislation addressing hundreds of thousands of acres of in-holdings (trust lands captured in National Parks, Monuments, and Forests, and Native American reservations like the Navajo and the Goshute). When the legislation finally passed, it only provided for a process. The schools had spent \$5 million on appraisals in their efforts to get the school trust lands out. Ultimately, these appraisals formed the basis for the Grand Staircase exchange/purchase that also encompassed the sale of the captured lands for \$50 million.
- ♦ **1993**—Utah PTA, along with others, worked for the passage of a bill to move toward wiser investment of the permanent State School Fund and removing the requirement for liquidity of the fund. (H.B. 416)
- ♦ **1994**—H.B. 250 - The Trust Lands Management Act, sponsored by Representative Mel Brown, passed; creating SITLA and reaffirming the trust principles. (see Utah Code 53C)
- ♦ **1995**—Utah PTA appointed J. Kimo Esplin to serve on the Investment Advisory Committee at its inception. Mr. Esplin was an Executive Vice President and Chief Financial Officer of Huntsman International. Before his employment with Huntsman, Mr. Esplin served as a Vice President of the Investment Banking Division of Bankers Trust Company. He is the longest serving member of the IAC and continues to serve today, playing an integral role in the effective investment growth of the Permanent State School Fund.
- ♦ **June 1997**—Utah PTA Legislative Vice President Paula Plant testified in Washington, D.C. in favor of S. 2146, the Utah School Trust Land Exchange, which provided a mechanism for a trade of 377,000 acres out of federally controlled areas, including the then recently created Grand Staircase Escalante National Monument. Utah PTA vocally opposed the creation of the monument.
- ♦ **January 1999**—School Trust Land Exchange Act is signed by President Bill Clinton, which provided for the country's largest land exchange ever.
- ♦ **July 2000**—Paula Plant, then Utah PTA Presidential Appointee on Trust Lands, testified in Washington, D.C. in favor of S. 2754, the Utah West Desert Land Exchange Act, and its House counterpart, H.R. 4579.

- ♦ **2004**–During the 2004 General Session, Representative David Clark ran H.B. 213 - Changes to Investment Advisory Committee. Utah PTA worked with Representative Clark to ensure passage of this important legislation, which required the committee to meet quarterly and gave SITLA the authority to appoint a member of the committee. Utah PTA continued to have the authority to appoint a member. At the Utah PTA State Convention, a resolution was passed supporting School Trust Lands.
- ♦ **2006**–During the 2006 General Session, Representative David Clark ran H.B. 78 - Investment of Land Grant Trust Funds. Utah PTA worked with Representative Clark to ensure passage of this important legislation, which exempted the Permanent State School Fund from the restrictions of the Money Management Act, held the State Treasurer to the Prudent Investor rule in the investments of the Permanent School Fund, repealed the old statute regarding the investment advisory committee, and created a new Investment Advisory Committee with greater authority to review investments and report to the beneficiary. Utah PTA retained the authority to appoint a member to this newly codified committee.
- ♦ **2006**–Utah PTA spoke in favor of a resolution on School Trust Lands and Funds at the annual National PTA Convention to raise awareness of, and advocate in behalf of, the school children in all states with remaining school trust lands, so that this precious resource nationwide is well managed for the benefit of all children. Utah continued to set the standard for all states as to how to effectively manage their trust lands and acts as a resource to all states. The individuals mentioned throughout this history, Paula Plant, Karen Rupp, and Margaret Bird, created the non-profit corporation Children's Land Alliance Supporting Schools (CLASS). Organized in 2001, it serves as a nationwide resource helping states by conducting research, and by providing information, training, and support services to educational organizations across the country regarding Trust Lands.
- ♦ **2009**–Utah PTA educated its members about H.R. 1925 “America’s Red Rock Wilderness Act of 2009,” sponsored by Rep. Hinchey of New York, which would have captured one million acres of school trust lands in Utah.
- ♦ **January 2009**–Utah PTA was asked by the Legislative Auditor General to give information for the Performance Audit of the School Children’s Trust Section of the USOE.
- ♦ **February 2010**–Utah PTA testified against HB 323, a bill which would have used millions of dollars of Trust Land money for purposes that violate the basic principles of the trust.
- ♦ **2011**–Utah PTA passed a resolution at state convention recognizing and supporting School Community Councils.
- ♦ **2014**–During the 2014 Legislative Session, Utah PTA worked with Representative Mel Brown to ensure passage of HB168 School and Institutional Trust Lands and Funds Management Provisions. This bill moves the management of the Permanent State School Fund from the State Treasurer’s Office to the newly created School and Institutional Trust Fund Office. A Board of Trustees, chaired by the State Treasurer, hires the director of the office and sets investment policy.
- ♦ **2016**–Utah PTA worked tirelessly under the direction of Trust Land Specialist Tracy Miller to educate voters statewide on Utah Constitutional Amendment B, the Utah School Funds Modification Amendment, which stabilized the School LAND Trust program distribution and codified a formula that would increase the distribution to current beneficiaries while still protecting the interests of future trust beneficiaries.
- ♦ **2018**–Utah PTA was the only education group to support HB404, which set up a separate Land Trusts Protection and Advocacy Office to represent and advocate for all land trust beneficiaries.
- ♦ **2019**–Utah PTA advocated for parent-driven school community councils to have an advisory role in the completion of new Teacher and Student Support Plans.

### SCHOOL TRUST LANDS

- WHEREAS, As a condition of Statehood, Utah accepted one-ninth of the state of Utah in a trust to support public schools and to compensate Utah for the vast amounts of federal land which Utah relinquished the right to tax<sup>1, 2</sup>; and
- WHEREAS, The Utah Legislature has created the School and Institutional Trust Land Administration (SITLA), an independent agency, to manage these school lands for the sole benefit of Utah public schools, with strict adherence to their trust obligations<sup>3, 4</sup>; and
- WHEREAS, All net revenue from the lands are saved in the permanent State School Fund and the Utah Legislature has created the School and Institutional Trust Finance Office (SITFO), an independent agency, to manage the investment of the permanent State School Fund for the sole benefit of Utah public schools, with strict adherence to their trust obligation<sup>5, 6</sup>; and
- WHEREAS, Utah PTA and its constituent organizations have been involved in educating elected officials in Utah and nationally about school trust lands and their fiduciary responsibility to the trust<sup>7, 8</sup>; and
- WHEREAS, Utah PTA and its constituent organizations have advocated for changes in the management and operation of the trust, which has resulted in tremendously increased revenues. They continue to be an important voice in ensuring that the school children of Utah are fairly dealt with in relation to the trust<sup>9, 10</sup>; and
- WHEREAS, In 1999, the Utah State Legislature created the School LAND Trust program which provided for parents, teachers, and administrators to prepare a plan that determines their students' greatest academic need. The program is funded from the interest and dividends from the permanent State School Fund<sup>11, 12, 13</sup>; now, therefore, be it
- Resolved That Utah PTA encourage State and local officials to take all necessary steps to assure that management of the School Trust Lands is in accordance with trust duties and principles including undivided loyalty to the beneficiaries, a duty to make trust property productive, a duty to keep and render accounts, and a duty to exercise prudence and skill in administering the trust, thereby obtaining much-needed revenue for Utah's public schools; and be it further

- Resolved That Utah PTA work to encourage Federal and State officials to fulfill their responsibilities under the Enabling Act by assisting the State in proper management of School Trust Lands for their intended purpose to support public schools; and in cases where management for trust purposes would conflict with other important purposes, such as protection of archaeological, aesthetic, or other environmental or cultural resources, that the Federal Government or State purchase, or trade the affected lands for other lands of comparable value; and be it further
- Resolved That Utah PTA encourage Federal and State officials to ensure the School Trust is made whole if Trust Lands are captured by the creation of a federal conservation or other area, including an up-front trade of captured Trust Lands for other lands of comparable value; and be it further
- Resolved That Utah PTA encourage any trade or purchase be for the full value of the trust lands, with an appropriate additional amount to compensate the school trust for losses incurred due to failure to permit reasonable development of the trust lands in question; and be it further
- Resolved That Utah PTA encourage the State Legislature to protect the permanent State School Fund for dedication to K-12 public education; and be it further; and
- Resolved That Utah PTA encourage the Utah State Legislature to support all distributions from the permanent State School Fund being dispersed to each K-12 public school to improve student academic performance; and be it further
- Resolved That Utah PTA and its constituent organizations encourage participation on committees and local school community councils making decisions about the use of the funding and work to ensure funds are used wisely to improve academic excellence in the schools.

## Documentation

<sup>1</sup>Utah Enabling Act Section 3

<sup>2</sup>Utah Constitution Article 10 Section 5

<sup>3</sup>Utah Code Title 53C School And Institutional Trust Lands Management Act

<sup>4</sup>Utah State Legislature 1994 HB250 Second Substitute School and Institutional Trust Lands Management Act

<sup>5</sup>Utah State Legislature 2014 HB168 Second Substitute School and Institutional Trust Lands and Funds Management Provisions, sponsor Melvin R. Brown

<sup>6</sup>Utah Code Title 53D School and Institutional Trust Fund

<sup>7</sup>"PTA Involvement in Trust Lands: A History" <https://www.utahpta.org/trust-lands-history>

<sup>8</sup>"Utah PTA Presented with Friend of the Trust Award" <http://trustlands.utah.gov/utah-pta-presented-with-friend-of-the-trust-award>

<sup>9</sup>"PTA Involvement in Trust Lands: A History" <https://www.utahpta.org/trust-lands-history>

<sup>10</sup>"A Brief Historical Overview of the Management of the Utah Trust Lands and the Permanent Trust Funds, "A Case Study of What Can Happen With Research and Beneficiary Involvement" December 9, 2004 [http://class-wp.digitaltrike.com/wp-content/uploads/2012/10/History\\_of\\_Utah\\_Trust\\_Land\\_Reforms.pdf](http://class-wp.digitaltrike.com/wp-content/uploads/2012/10/History_of_Utah_Trust_Land_Reforms.pdf)

<sup>11</sup>Utah State Legislature 1999 HB350 Use of Interest on State School Fund, Sponsor: Melvin R. Brown

<sup>12</sup>Utah Code Title 53A-16-101.5. School LAND Trust Program -- Purpose -- Distribution of funds -- School plans for use of funds.

<sup>13</sup>Utah State Board of Education Board Rule R277-477. Distribution of Funds from the Interest and Dividend Account and Administration of the School LAND Trust Program.

## EDU 2011-2 - PTA Support on School Community Councils

Utah PTA  
EDU 2011-2

### PTA SUPPORT FOR SCHOOL COMMUNITY COUNCILS

- WHEREAS, School Community Councils (SCCs) were created statewide in 1992 by the Utah State Legislature to address the academic needs of students with decisions being made at the site based level<sup>1, 2</sup>; and
- WHEREAS, In 1999 the Utah State Legislature established the School LAND Trust Program, intended to improve student academic performance in each public school<sup>3, 4, 5, 6</sup>; and
- WHEREAS, In 2002 the Legislature restructured the membership of SCCs to mirror the School LAND Trust Committees, and made the SCCs responsible for approving the School LAND Trust Plans, which became an academic subset of the School Improvement Plan, Professional Development Plan, Child Access Routing Plan (elementary and middle), Reading Achievement Plan (elementary)<sup>7, 8, 9</sup>; and
- WHEREAS, Parents were granted a majority voice on School LAND Trust Committees and School Community Councils<sup>10, 11</sup>; and
- WHEREAS, It is recognized that effective councils go beyond the requirements in the law requiring collaboration and team building, as well as training about how to make decisions based on valid data<sup>12, 13, 14</sup>; and
- WHEREAS, Parental involvement is proven to be instrumental in the success of students<sup>15, 16, 17, 18, 19</sup>; and
- WHEREAS, SCC plans are for the benefit of students and dedicate resources of the school for student academic improvement<sup>20, 21</sup>; and
- WHEREAS, Training is important for local school boards who have the responsibility for SCC operations, plans, oversight and training; along with review of the School Improvement Plan and the review and approval of the School LAND Trust Plan<sup>22, 23, 24</sup>; and
- WHEREAS, PTAs work in partnership with a wide array of individuals and organizations to accomplish our agreed-upon goals and local PTAs have recognition and size to influence the formation of laws, policies and practices -education or legislative<sup>25, 26, 27, 28</sup>; and
- WHEREAS, The School LAND Trust program is instrumental in local schools addressing their individual academic needs<sup>29, 30</sup>; and

- WHEREAS, PTA states as historical goals to bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth; and to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education; 31, 32, 33, 34 now, therefore, be it
- Resolved, that Utah PTA encourage local PTA members to run for and actively serve on the SCC; and be it further
- Resolved, that Utah PTA and its constituent bodies support quality training for SCCs; and be it further
- Resolved, that Utah PTA work with the Utah State Board of Education to develop high level training for local SCCs and school boards; this training may include, but is not limited to, assuring that the trust funds be spent on the greatest academic need, data evaluation, establishing measurable goals, the meaning of participation in the development of School Improvement Plans, School LAND Trust Plans, safe walking routes, Professional Development plans, Reading plans and other required plans; the roles of chairman and principal; how to conduct a meeting; Open Meetings Act compliance, and the use of subcommittees; and be it further
- Resolved, that Utah PTA and its constituent bodies support and encourage elected school boards to participate in thorough training which would enable them to know, understand and follow the law to support SCCs; and be it further
- Resolved, that Utah PTA train local PTA units on the different roles of SCCs and PTAs; training will include, but not be limited to, how to develop cooperation and support between the two organizations, where appropriate; how PTA can support the decisions of the SCC in efforts to improve academic learning and provide the highest advantages in physical, mental, social and spiritual education; and, pertaining to the community partnerships which PTA forms, how to work collaboratively and cooperatively with other school entities, including SCCs.

#### Documentation:

- <sup>1</sup>"School Community Councils," Center for the School of the Future, Emma Eccles Jones College of Education & Human Services, Logan, UT, <http://www.csf.usu.edu/scc/scc.pdf>
- <sup>2</sup>"Site-Based Management: Making It Work," ASCD Educational Leadership, December 1995/January 1996, volume 53, Number 4, [http://sbruzzese.org/edem628/readings/1\\_site\\_based\\_management.pdf](http://sbruzzese.org/edem628/readings/1_site_based_management.pdf)
- <sup>3</sup>"School Community Councils," Center for the School of the Future, Emma Eccles Jones College of Education & Human Services, Logan, UT, <http://www.csf.usu.edu/scc/scc.pdf>
- <sup>4</sup>Utah State Legislature 1999 HB350 Disposition of Interest on State School Fund, Mel Brown, sponsor's speaking points and support
- <sup>5</sup>Utah State Legislature 1999 HB350 Use of Interest on State School Fund, Sponsor: Melvin R. Brown, HB350
- <sup>6</sup>Dave Moss, "Good Law," Salt Lake Tribune, March 30, 1999
- <sup>7</sup>Utah State Legislature 2002 SB167 Substitute School Community Councils, Sponsor: Bill Wright, SB167
- <sup>8</sup>School Community Councils; Improving schools through local decision making; SCCs
- <sup>9</sup>Utah Code; 53A-1a-108.5 School Improvement Plan
- <sup>10</sup>Utah Code; 53-1a-108 School Community Councils Authorized – duties – composition – election procedures and election of members.
- <sup>11</sup>Utah Administrative Code; R277-491 School Community Councils
- <sup>12</sup>Michigan Department of Education, What Research Says About Parent Involvement In Children's Education, In Relation to Academic Achievement, March 2002, Information on Parent Involvement
- <sup>13</sup>"Professional Development Resources for Educators & Librarians," Teacher Tap, 2007, Evidenced Based Practice, [www.eduscapes.com](http://www.eduscapes.com)
- <sup>14</sup>"Will at Work Learning," Evidenced Based Learning, July 19, 2007, Evidence Based Learning
- <sup>15</sup>"Parent Involvement," Education Week, September 21, 2004, Ed Week Parent Involvement

EDU 2011-2 PTA Support for School Community Councils - Page 2 of 3

- <sup>16</sup>PTA Resolution on Parent Involvement in Site-Based Shared Decision-Making, PTA Resolution Parent Involvement
- <sup>17</sup>"Family Engagement as a Systemic, Sustained, and Integrated Strategy to Promote Student Achievement," Harvard Family Research Project, President and Fellows of Harvard College, April 2010
- <sup>18</sup>"Site-Based Decision Making: Its Potential for Enhancing Learner Outcomes," Southwest Education Development Laboratory, Issues...about Change, Volume 1 Number 4, 1991
- <sup>19</sup>"Linking Student Achievement to School, Family and Community Involvement," Research Brief, Appalachia Educational Laboratory(AEL) at Edvantia, December 2005
- <sup>20</sup>"School Land Trust Program FY2009," Utah State Office of Education, School LAND Trust Section, School LAND Trust
- <sup>21</sup>"Utah Trust Lands and Education Funding; How does the revenue get to the beneficiaries?" Lincoln Institute of Land Policy, 10/2/2007, pg. 3, How does the revenue get to the beneficiaries?
- <sup>22</sup>Utah Administrative Code R277-491-2-B
- <sup>23</sup>Utah Administrative Code R277-491-6-F,G,H
- <sup>24</sup>"USBA Board Training January 2010 School Land Trust Program FY2009", Utah State Office of Education, School Community Council Section, Local School Board and District, 2. Training for Board Members
- <sup>25</sup>"Critical Issue: Constructing School Partnerships with Families and Community Groups," Learning Point Associates, 1998, Family/School Partnerships
- <sup>26</sup>Women's State Legislative Council of Utah, membership list
- <sup>27</sup>Utah Family Partnership Network, list of partners
- <sup>28</sup>Utah State Legislature 1999 HB350 Disposition of Interest on State School Fund, Mel Brown, sponsor's list of support
- <sup>29</sup>"Legislative Letter Audit to Representative Wayne Harper from Auditor General on School Land Trust Account Funds," May 29,2002, Legislative Letter Audit
- <sup>30</sup>Sample of Individual School Plans, all plans available at Utah Office of Education School LAND Trust Program, School LAND Trust Plans
- <sup>31</sup>Mission, Vision and Values, PTA; PTA Purposes: Historical goals of PTA, Historical Goals of PTA
- <sup>32</sup>Anne T. Henderson and Karen L. Mapp, "A New Wave of Evidence", pg 7-8, A New Wave of Evidence in Short, ©2002 SEDL
- <sup>33</sup>Utah Administrative Code R277-477-3 Distribution of Funds – Determination of Proportionate Share, D.(6)R277-4-3
- <sup>34</sup>Betty Boulton, "176 Ways to Involve Parents, Practical Strategies for Partnering With Families," pg 1-2, 2nd Edition, ©2006 Corwin Press, Inc

# National PTA Resolution on School Trust Lands and Funds

---

**Whereas**, Our nation's founding fathers recognized the importance of supporting public education, so they established school trust lands in every state, as well as corresponding permanent school funds to be provided by either Congress or the states themselves; and

**Whereas**, Federal laws regulated territorial expansion and entrance into statehood, allowing all states to enter the union on equal footing; recognizing that some states would have vast acreages of nontaxable federal lands, federal laws granted trust lands and funds to states to support public schools and to compensate for untaxed federal lands; and

**Whereas**, Additional grants were provided to create a revenue stream for educating children with special needs, including deaf and blind children and at-risk populations; and

**Whereas**, States have lost a portion-or all-of the granted lands and resulting perpetual revenue stream due to lack of awareness on the part of parents and community members, and due to lack of diligence on the part of education leaders and policy makers regarding these trust lands and funds; and

**Whereas**, Many school trusts have lands to which they are still entitled from the federal government since statehood; and

**Whereas**, Changes in the management of lands and funds initiated and promoted by schools and parents have either brought about increased annual revenue streams for public schools or protected the given revenue stream; therefore be it

**Resolved**, That National PTA and its constituent organizations shall provide information to parents, educators, policy makers, and the public about school and institutional trust lands and permanent school funds, including the compensation or grant entitlement that states have been denied since their entrance into statehood; and be it further

**Resolved**, That National PTA and its constituent organizations shall advocate for sound financial management of the school trusts to provide the maximum benefit to the children in public education who are the beneficiaries of those trusts, and shall work to ensure that these funds do not supplant existing education funding; and be it further

**Resolved**, That National PTA and its constituent organizations urge state and federal lawmakers to support public schools by ensuring that the historic trusts are allowed to fulfill the purpose for which they were originally created.

## Resources:

Children's Land Alliance Supporting Schools\* ([www.childrenslandalliance.com](http://www.childrenslandalliance.com)):

\*Children's Land Alliance Supporting Schools or CLASS has been changed to ASTL "Advocates for School Trust Lands." At the time this Resolution was written and approved by National PTA, CLASS was the source of information. That since changed and information can be now be found at [www.advocatesforschooltrustlands.org/about/](http://www.advocatesforschooltrustlands.org/about/)

# What Can Our PTA Do?

---

- ♦ Take the opportunity to learn more about trust lands at the PTA Leadership Convention, PTA Day at the Capitol, and Utah PTA Advocacy Conference.
- ♦ Be sure your PTA has representation on your School Community Council. If a member of the PTA board is not currently an elected member of the Community Council, your board can still have someone attend the meetings to provide input and participate on any sub-committees.
- ♦ Join the “Utah School Community Councils” group on Facebook in order to receive information about Trust Lands and School Community Councils. You can also ask questions and share ideas with other SCC and PTA members in this group.
- ♦ Have your Safety Commissioner work with your School Community Council to ensure students and parents are provided with education on safe technology utilization and digital citizenship. This is a responsibility for School Community Councils under HB213. PTA has great resources which can help the school with internet safety.
- ♦ Have your Legislative VP and other Board members join the Member to Member Network at [www.utahpta.org/member-member-networks](http://www.utahpta.org/member-member-networks) to receive important updates about Trust Lands and other legislative issues.
- ♦ Work with your principal and community council chair to prepare an article for the PTA newsletter discussing the School LAND Trust program and how your school is using their School LAND Trust funds.
- ♦ Write letters to your state legislators and other elected officials informing them of how the Trust Lands funds are being used in your school. Let them know of your support for the program.

# Information on School Trust Lands

---

## **How Utah Got the Lands?**

In 1894, Congress granted 11% of all the federally held land in Utah to a trust to support public schools. This grant was not a gift; it was granted in exchange for Utah not taxing the federal lands. The state of Utah accepted the grant along with the obligation to be the trustee. This responsibility imposed fiduciary duties upon the state including undivided loyalties to the beneficiaries, including public schools.

## **Who Manages the Land?**

The School and Institutional Trust Lands Administration (SITLA) manages the school trust lands in the most prudent and profitable manner for the schools. The Trust Lands Administration was created in 1994 and is patterned after a corporate business structure. At that time, the agency was separated from other government agencies to eliminate potential conflicts of interest. In fiscal year 2014, the Trust Lands Administration deposited more than \$135 million into the permanent school fund. Over the next decade, SITLA's goal is to earn an additional \$1 billion dollars in net revenue to add to the fund.

## **How Does the Trust Generate Money?**

Revenues are generated through leases, sales, production of minerals, oil and gas, and real estate development. Revenues from the land are placed in a permanent savings account known as the Permanent State School Fund, which is not spent. The School and Institutional Trust Fund Office invests the money with input from the School and Institutional Trust Fund Board of Trustees. The State Treasurer is Chair of the Board. The investments are balanced to grow the size of the fund and generate interest and dividends to be distributed to our schools. The principal balance is not used, and capital gains are retained and combine with the revenue contribution from the land to contribute to the growth of the fund. The fund grows like an endowment. The interest and dividends are distributed each year to help improve public education.

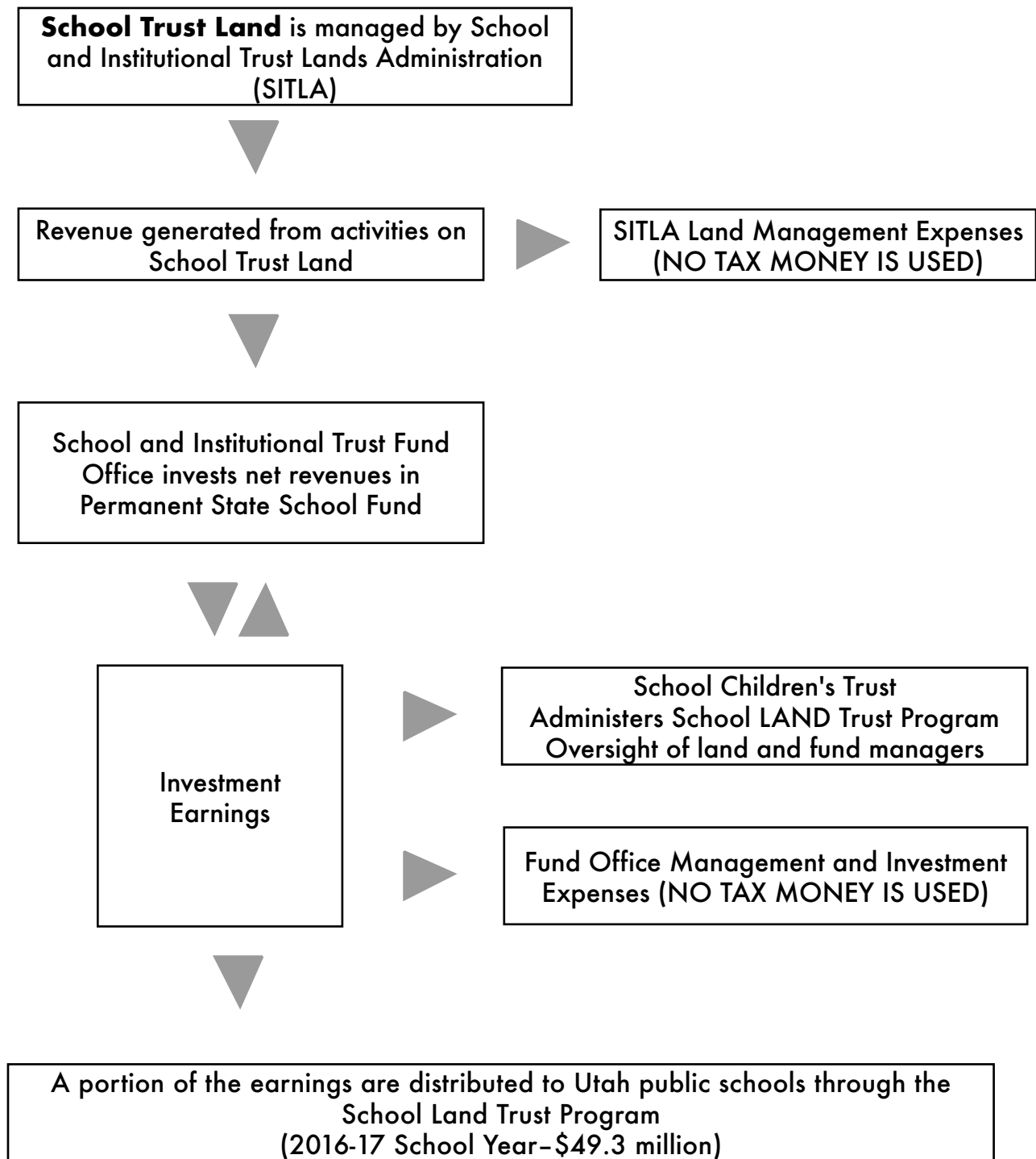
In 1983, there was only \$18 million in the fund that had accumulated in the 87 years since statehood. As of February 2015, the balance in the Permanent State School Fund was \$2 billion. The School LAND Trust program distributed \$45.8 million to Utah's public schools in the 2015-2016 school year.

## **How Does the Money Improve Public Education?**

Since September of 2000, the money distributed from the School LAND Trust program goes directly to each public school in Utah on a percentage and then per pupil basis. The school community council determines their school's greatest academic need and prepares a plan to address that need with school's portion of the money.

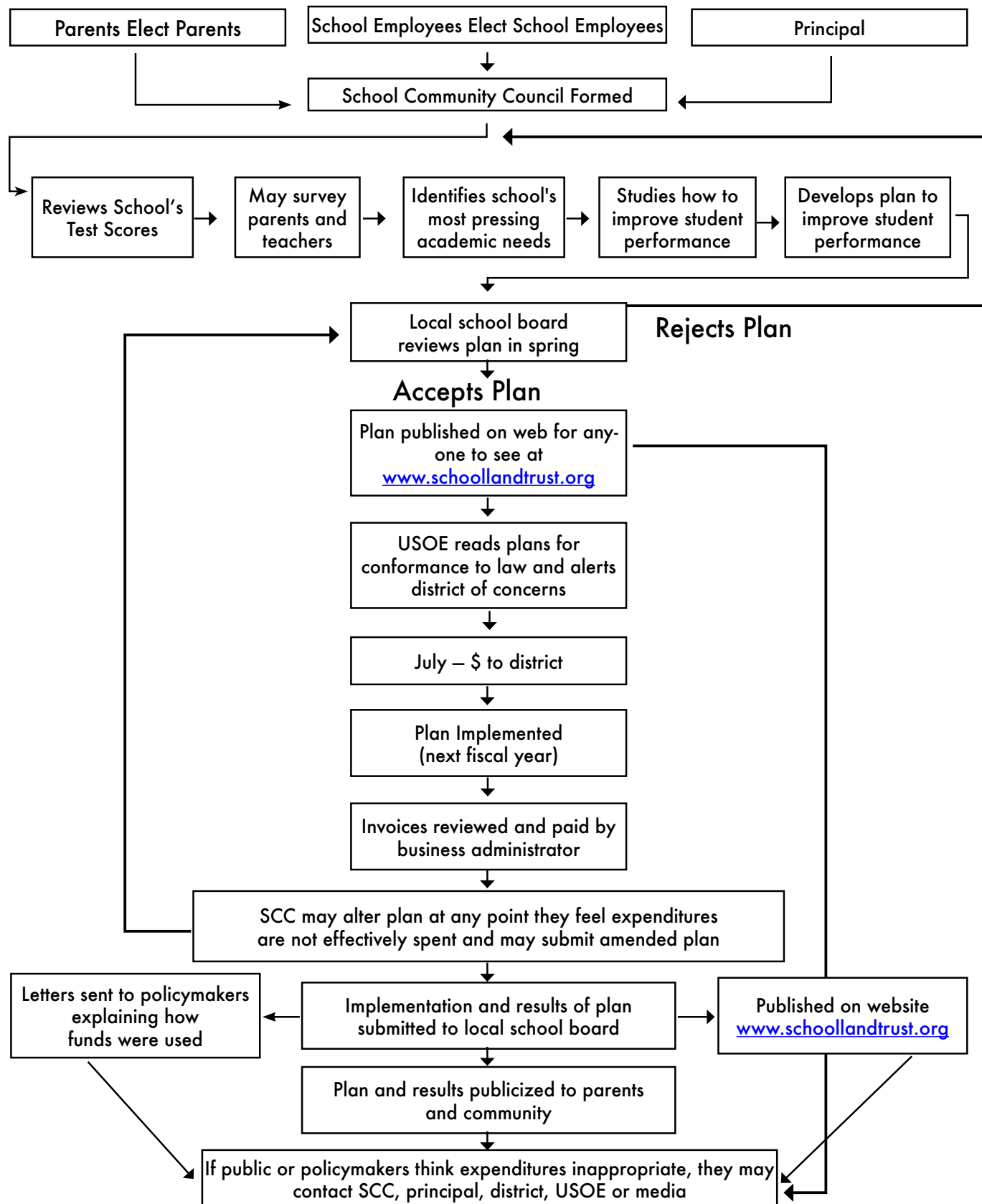
# Funding Flow Chart

## State of Utah School Trust Lands



# Accountability Flow Chart

## For School LAND Trust Program



## Why Are Schools Required to Have Community Councils?

The Utah State Legislature passed a law requiring every public school in the state to establish a School Community Council at the school-site level (Utah Code, Section 53A-1a-108). The law outlines membership, election procedures, and responsibilities of the councils.

## What are the Duties of the Council?

Each council shall:

- ♦ Review testing data and other reliable data to determine the needs of the students
- ♦ Create a School Improvement Plan
- ♦ Create a School LAND Trust Plan
- ♦ Advise and make recommendations to school and district administrators and to the School Board when appropriate
- ♦ Create subcommittees and task forces as needed
- ♦ Communicate with parents at the school

## Who Serves on the School Community Council?

Each School Community Council consists of a minimum of: the principal, a school employee, and four (4) parents or guardians of students attending the school. Councils may be larger than the minimum, so long as there are two (2) more parents or guardians than school employees.

## How are Council Members Selected?

According to the law, all council members, except the principal, are elected. Employees vote for employees (majority vote), and parents/guardians vote for parents/guardians (majority vote of those voting in an election held at the school). In the event of vacancies, each group appoints replacement members from within its ranks.

Schools should select a beginning date for terms of council members in consultation with the local school board. Elections are held as decided by each school, either in the Fall or the Spring. Elections must be held consistently at the same time for a period of at least four (4) years.

Please be aware that many of the council responsibilities happen early in the traditional school year, so schools should make sure councils work quickly to meet those requirements.

Elections must meet the following provisions of the law:

- ♦ If the number of people who filed is not more than the available positions, the school is not required to hold an election.
- ♦ Notice of elections must be provided at least ten (10) days in advance of the vote.
- ♦ The notice must include the positions that are available, dates and times of elections, and instructions for becoming a candidate.
- ♦ The principal or principals designee shall oversee the elections.
- ♦ Elections must be completed before the last week of the school year OR may be held near the beginning of the school year.
- ♦ Elections shall be by secret ballot and ballots must be deposited in a secure ballot box.
- ♦ Schools need not hold an election if there are enough open positions for all who filed.
- ♦ School community councils may establish procedures that allow for ballots to be clearly marked and mailed to the school in the case of geography or school distances that would otherwise discourage parent participation. Hand-delivered or mailed ballots shall meet the same time lines for voters voting in person. Entire school districts or schools may allow parents to vote by electronic ballot. If school districts/schools allow voting by electronic means, the opportunity shall be clearly explained on the school district/school website including:
  - Directions for electronic voting
  - Security provisions for electronic voting
  - Statement to parents and community members that violations of a school district's/school's voting procedures may disqualify a parent's vote or invalidate a specific school election, or both
  - Paper ballots will be made available for parents who prefer voting in person

## **The Definition of Parent/Guardian Member**

A parent/guardian member must have a child attending that school during part of their term. Parents who are licensed educators and employed by the school district where their children attend school may now run for a parent member position at their child's school if they do not teach at the same school. If, after the election, there are more parents who are licensed educators in the district than parents who are not, the parent/guardian members must appoint additional parents who are not educators to fill parent positions until there are more parents than parent/educators. Additionally, the membership of every council must include two (2) or more parents or guardian members than the number of school employee members.

## How Long Do Members Serve?

All terms are two (2) years in length, with the exception of the principal, who is an ex-officio member with full voting rights. The terms shall be staggered so that no more than half the members stand for election in any given year. Once council is in place, members elect officers. Councils have a chair and vice chair. A parent must serve as chair.

## Minutes and Other Reporting Requirements

One (1) week prior to each council meeting, the following information must be posted on the school website:

- ♦ Notice of the upcoming meeting, including the date, time, and place
- ♦ The agenda for the meeting
- ♦ A summary (minutes) of the previous meeting

Required reports are as follows:

- ♦ The council's proposed meeting schedule must be provided to parents by November 15 with a list of the members of the council with either a direct email address or telephone number.
- ♦ A summary of the implementation of the previous year's School LAND Trust Program plan must be made available by October 20 of the current school year.

The required reports are to be posted on the school website, and each household with a student attending the school should be notified of the information, or how to locate it on the website. This notification can be made by mail, voice mail, email, registration packets, and/or with report cards. A variety of ways may be used to insure that all parents are notified.

## What Kind of Authority Does the Council Have?

The council has full authority to carry out its responsibilities as outlined and defined in the law, as well as any additional responsibilities as determined by the local school board and district administration. The council does not have authority to make decisions that conflict with or run counter to federal law, state law, or school board policy.

# School Plans Requiring School Community Council Involvement/Approval

*Most dates for school plan submission are determined by each district*

Information to consider at the first meeting:

- ♦ Elect officers
- ♦ Review test scores as well as other assessments
- ♦ Review current school plans
- ♦ Review budgets to accomplish current plans
- ♦ Review the role of the School Community Council in implementation of plans they have oversight of or involvement with
- ♦ Review district due dates of each plan and what the council must do for plans to be completed, voted upon, and submitted in a timely manner
- ♦ Calendar tasks and meetings to complete the work
- ♦ Determine the role of subcommittees
- ♦ Discuss appointment of subcommittees, appoint as needed
- ♦ Assign tasks to committee and subcommittees as needed

## Important Reminders:

Following elections, please remember to submit your school community council membership report at [www.schoollandtrust.org](http://www.schoollandtrust.org).

Make sure that your council takes time to view the training film, “Utah's Education Endowment,” found on [www.schoollandtrust.org](http://www.schoollandtrust.org). This short presentation will provide more information about school trust lands in Utah and the School LAND Trust program.

# Parent Council Member Checklist

---

- ☐ 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 the chair or vice-chair, or nominate good candidates to fill those roles, ensuring that a parent member serves as the chair.
- ☐ 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.
- ☐ 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.
- ☐ Provide support and encourage ongoing training for newly elected parent members.
- ☐ 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.

# School Improvement Plan

---

## School Improvement Plan (SIP)

1. Evaluate Utah Comprehensive Accountability System (UCAS) test results, school grade, and other assessment data
2. Identify the most critical academic needs of the students
3. Develop a School Improvement Plan (SIP)
4. Recommend a course of action
5. List what programs, materials, practices, etc. are needed for plan implementation

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

### Getting started:

1. Select one or more needs from
  - A. Reading
  - B. Mathematics
  - C. Writing
  - D. Technology
  - E. Science
  - F. Fine Arts
  - G. Social Studies
  - H. Health
  - I. Foreign Language
2. Set goals that are **SMART**  
Specific  
Measurable  
Achievable  
Realistic  
Time-based

## Action plan:

1. Prepare an action plan to address the need(s) and meet the goal(s) identified.
2. Review the current plan to determine if adjustments need to be made or a new plan prepared.
3. If a new plan (or revision) needs to be prepared, begin by brainstorming any new options that will directly impact student achievement.
4. Review district approved research based programs, practices, software, materials, equipment, and strategies.
5. Invite all members to describe how the group they represent can provide support to increase student achievement.
6. Identify barriers and how the plan will address them.
7. Prepare a step-by-step outline of the action plan that includes duties and responsibilities, and who is responsible with a time line.

## Funding the plan:

1. Decide how available funding will be used. Consider the estimated allocation and possible carryover funds.
2. Develop a budget.
3. Consider finding matching money to help implement the plan. Funds from the School LAND trust program can be used as matching money for a grant that supports the goal selected.
4. Consider involving business partners.

## Focus

Plans are to focus on the school's most critical academic needs consistent with Section 53A-1a-108.5. 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 plans that may include:

- ♦ Workbooks
- ♦ Textbooks
- ♦ Professional development directly tied to school academic goals
- ♦ Computer hardware and software, LCDs, smart boards
- ♦ Library and media supplies
- ♦ Supplemental funding for aides, teachers, and specialists
- ♦ Other tools for student academic improvement
- ♦ Study skills classes
- ♦ Credit recovery courses and programs
- ♦ College entrance exam preparation classes
- ♦ Academic field trips

- ♦ Classroom equipment and materials such as flashcards, math manipulatives, calculators, microscopes, maps, books, or student planners
- ♦ Teachers and teacher aides

Examples of programs not eligible for funding using School LAND Trust Program funds include:

- ♦ Security
- ♦ Phone, cell phone, electric, and other utility costs
- ♦ Sports and playground equipment
- ♦ Athletic or intramural programs
- ♦ Audio-visual systems in non-classroom locations
- ♦ Non-academic field trips
- ♦ Food and drink for council meetings or parent nights
- ♦ Administrative, clerical, or secretarial costs; technical support

## **Measuring progress and results:**

1. Identify assessment tools to measure student improvement that are data driven.
2. Establish the baseline from current assessments.
3. Define the assessment goal and a time line to reach it.
4. Include in the plan how progress will be tracked and complete the required mid-year and final reports.
5. Present regular progress reports to the school community council.

## **Approving the LAND Trust Plan and submitting online:**

1. 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.
2. The plan is submitted on the website at [www.schoollandtrust.org](http://www.schoollandtrust.org).
3. The completed plan is revised by the school accountability director and the director of resource development, who clear it for review by the Board of Education.
4. The Board of Education considers the plan and approves it, or returns it for revision.

## **Execute and share the results:**

1. Implement your plan with enthusiasm – focus on results.
2. Report progress throughout the year the school newsletter, marquee, website, or other appropriate communication channels.
3. Publicize success to local media and community leaders.
4. Consider having children show what they have learned at a “Parent Night.”
5. Invite local legislators to the school; share the plan and its results.

Remember, continued funding depends on policy makers being informed and supportive of how the money is used.

- a. Compose a letter from the SCC about what the school accomplished because of these funds and thanking them for supporting the program.
2. Send the letter to elected policy makers.

The Final Report - Submit the Final Report online in the fall following the implementation year:

- a. District business administrators enter the expenditures.
2. SCCs should review the expenditures to be sure they are consistent with school records.
3. SCCs complete the narrative sections and submit the Final Report online.
4. Prepare a summary of the Final Report and make it available to all parents and local elected officials.

# Website Resources

---

<https://www.utahpta.org/trust-lands-specialist>

Utah PTA – includes information on all aspects of PTA in Utah, including a page dedicated solely to trust lands and community councils.

[www.schoollandtrust.org](http://www.schoollandtrust.org)

Utah State Office of Education – includes information on the School LAND Trust Program and community councils including training for community council members, and a searchable database of School LAND Trust Plans.

[www.advocatesforschooltrustlands.org](http://www.advocatesforschooltrustlands.org)

Advocates for School Trust Lands (ASTL) is a non-profit corporation organized to provide information and services to education communities in twenty-four (24) states. Prior to ASTL, there has been no organization of the beneficiaries of these trusts, though lands were granted for the support of education beginning in 1803.

Benefits of these collaborative efforts by education leaders include improved education through increased funding from school trusts, support by education communities for congressional actions that benefit school lands and schools, increased revenue from permanent school funds through investment strategies, provision of information to support the land managers, and assistance in the development of public information about the trust lands and their purpose for the children. ASTL also provides a Utah page with information and links to comparison information (<https://www.advocatesforschooltrustlands.org/utah/>).

<https://trustlands.utah.gov/>

The School and Institutional Trust Lands Administration (SITLA) manages school trust lands. To see a current map of Utah's Trust Lands, select Maps on the upper right hand corner of their page.

<https://sitfo.utah.gov/>

The School and Institutional Trust Fund Office (SITFO) manages the investment of the school trust fund.

# Utah Enabling Act

---

## Sections Regarding School Trust Lands

The Utah Enabling Act is the federal law passed in 1894 which established the terms and conditions on which Utah could create a state constitution and become a state.

### **Establishment and Maintenance of Public School System - Section 3**

That provision shall be made for the establishment and maintenance of a system of public schools, which shall be open to all the children of said State and free from sectarian control.

### **Land Grant for Common Schools - Section 6**

That upon the admission of said State into the Union, sections numbered two, sixteen, thirty-two, and thirty-six in every township of said proposed State, and where such sections, or any parts thereof, have been sold or otherwise disposed of by or under the authority of any act of Congress, other lands equivalent thereto, in legal subdivisions of not less than one quarter section, and as contiguous as may be to the section in lieu of which the same is taken, are hereby granted to said State for the support of common schools, such indemnity lands to be selected within said State in such manner as the Legislature may provide, with the approval of the secretary of the interior; provided, that the second, sixteenth, thirty-second, and thirty-sixth sections embraced in permanent reservations for national purposes shall not, at any time, be subject to the grants nor to the indemnity provisions of this act, nor shall any lands embraced in Indian, military, or other reservations of any character be subject to the grants or to the indemnity provisions of this act until the reservation shall have been extinguished and such lands be restored to and become a part of the public domain.

### **Permanent School Fund - Section 10**

That the proceeds of lands herein granted for educational purposes, except as hereinafter otherwise provided, shall constitute a permanent school fund, the interest of which only shall be expended for the support of said schools, and such land shall not be subject to preemption, homestead entry, or any other entry under the land laws of the United States, whether surveyed or unsurveyed, but shall be surveyed for school purposes only.

# Utah State Constitution

---

## Sections Regarding School Trust Lands

### **Free Nonsectarian Schools - Article X, Section 1**

The Legislature shall provide for the establishment and maintenance of the state's education systems including: (a) a public education system, which shall be open to all children of the state; and (b) a higher education system. Both systems shall be free from sectarian control.

### **Defining What Shall Constitute the Public School System - Article X, Section 2**

The public education system shall include all public elementary and secondary schools and such other schools and programs as the Legislature may designate. The higher education system shall include all public universities and colleges and such other institutions and programs as the Legislature may designate. Public elementary and secondary schools shall be free, except the Legislature may authorize the imposition of fees in the secondary schools.

### **State School Fund and Uniform School Fund – Establishment and use – Debt guaranty - Article X, Section 5**

1. There is established a permanent State School Fund which shall consist of revenue from the following sources:
  - A. Proceeds from the sales of all lands granted by the United States to this state for the support of the public elementary and secondary schools;
  - B. 5% of the net proceeds from the sales of United States public lands lying within this state;
  - C. All revenues derived from nonrenewable resources on state lands, other than sovereign lands and lands granted for other specific purposes;
  - D. All revenues derived from the use of school trust lands;
  - E. Revenues appropriated by the Legislature; and
  - F. Other revenues and assets received by the fund under any other provision of law or by bequest or donation.
2.
  - A. The State School Fund principal shall be safely invested and held by the state in perpetuity.
  - B. Only the interest and dividends received from investment of the State School Fund may be expended for the support of the public education system as defined in Article X, Section 2 of this constitution.
  - C. The Legislature may make appropriations from school trust land revenues to provide funding necessary for the proper administration and management of those lands consistent with the state's fiduciary responsibilities towards the beneficiaries of the school land trust. Unexpended balances remaining from the appropriation at the end of each fiscal year shall be deposited in the State School Fund.

- D. The State School Fund shall be guaranteed by the state against loss or diversion.
- 3. There is established a Uniform School Fund which shall consist of revenue from the following sources:
  - A. Interest and dividends from the State School Fund;
  - B. Revenues appropriated by the Legislature; and
  - C. Other revenues received by the fund under any other provision of law or by donation.
- 4. The Uniform School Fund shall be maintained and used for the support of the state's public education system as defined in Article X, Section 2 of this constitution and apportioned as the Legislature shall provide.
- 5. A. Notwithstanding Article VI, Section 29, the State may guarantee the debt of school districts created in accordance with Article XIV, Section 3, and may guarantee debt incurred to refund the school district debt. Any debt guaranty, the school district debt guaranteed thereby, or any borrowing of the state undertaken to facilitate the payment of the state's obligation under any debt guaranty shall not be included as a debt of the state for purposes of the 1.5% limitation of Article XIV, Section 1.
  - B. The Legislature may provide that reimbursement to the state shall be obtained from monies which otherwise would be used for the support of the educational programs of the school district which incurred the debt with respect to which a payment under the state's guaranty was made.

## **Proceeds of Land Grants Constitute Permanent Funds - Article X, Section 7**

The proceeds from the sale of lands reserved by Acts of Congress for the establishment or benefit of the state's universities and colleges shall constitute permanent funds to be used for the purposes for which the funds were established. The funds' principal shall be safely invested and held by the state in perpetuity. Any income from the funds shall be used exclusively for the support and maintenance of the respective universities and colleges. The Legislature by statute may provide for necessary administrative costs. The funds shall be guaranteed by the state against loss or diversion.

## **School and Institutional Trust Lands - Article XX, Section 2**

Lands granted to the State under Sections 6, 8, and 12 of the Utah Enabling Act, and other lands which may be added to those lands pursuant to those sections through purchase, exchange, or other means, are declared to be school and institutional trust lands, held in trust by the State for the respective beneficiaries and purposes stated in the Enabling Act grants.

# Laws Governing School Community Councils

---

## Taken from the Utah Code

To view the current Utah State Code governing School Community Council visit:

<https://le.utah.gov/xcode/Title53G/Chapter7/53G-7-S1202.html>.

### **The three (3) sections of code that are applicable**

53G-7-1202 School community councils -- Duties -- Composition -- Election procedure and selection of members.

53G-7-1203 School community councils -- Open and public meeting requirements.

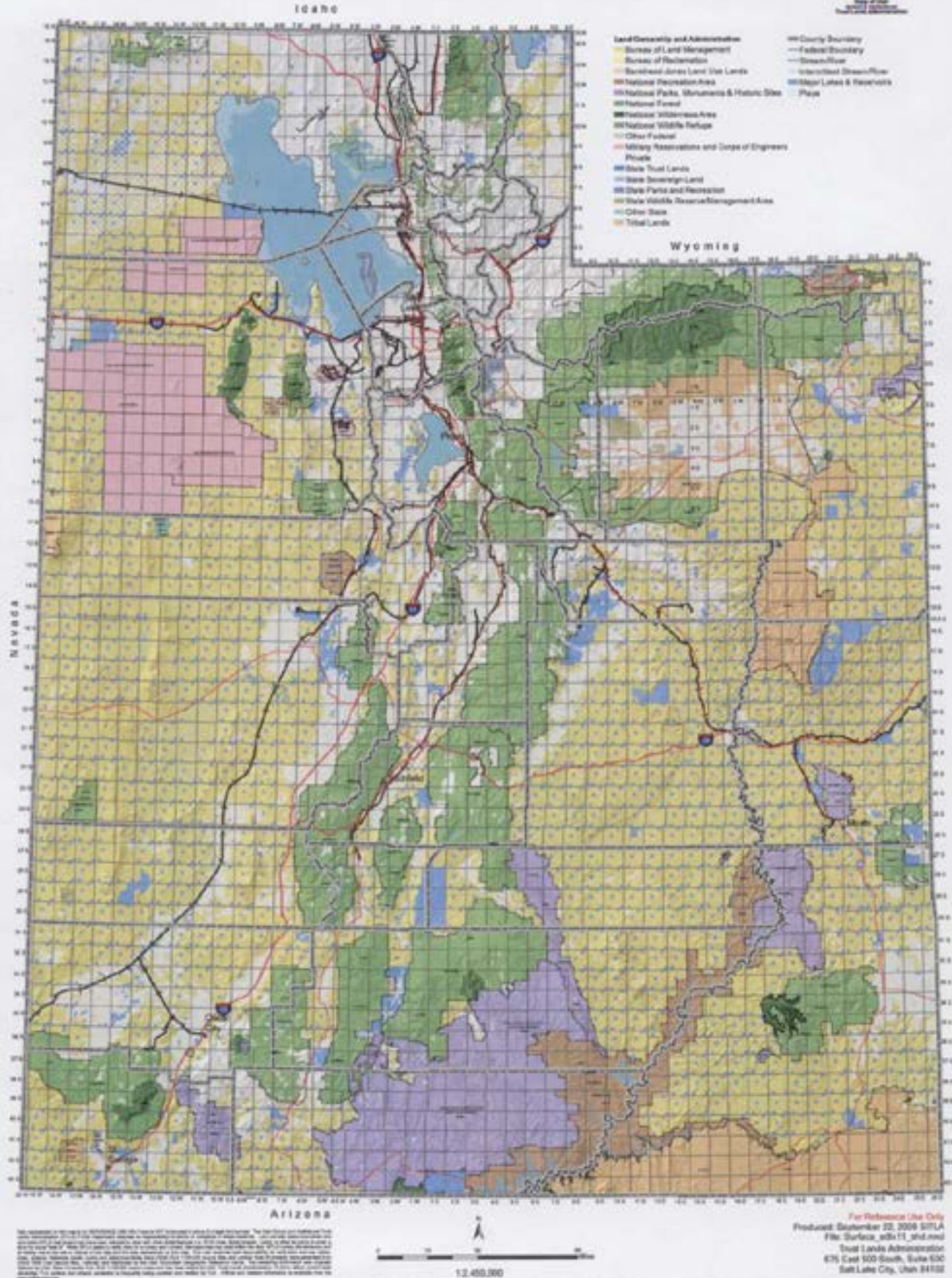
53G-7-1206 School LAND Trust Program

## State School Board Rules Regarding the School LAND Trust Program

To view the current school board rules visit: <https://www.schools.utah.gov/administrativerules>. The two rules applicable are:

- ♦ R277-491 School Community Councils
- ♦ R277-477 Distribution of Funds from the Interest and Dividend Account and the Administration of the School LAND Trust Program.

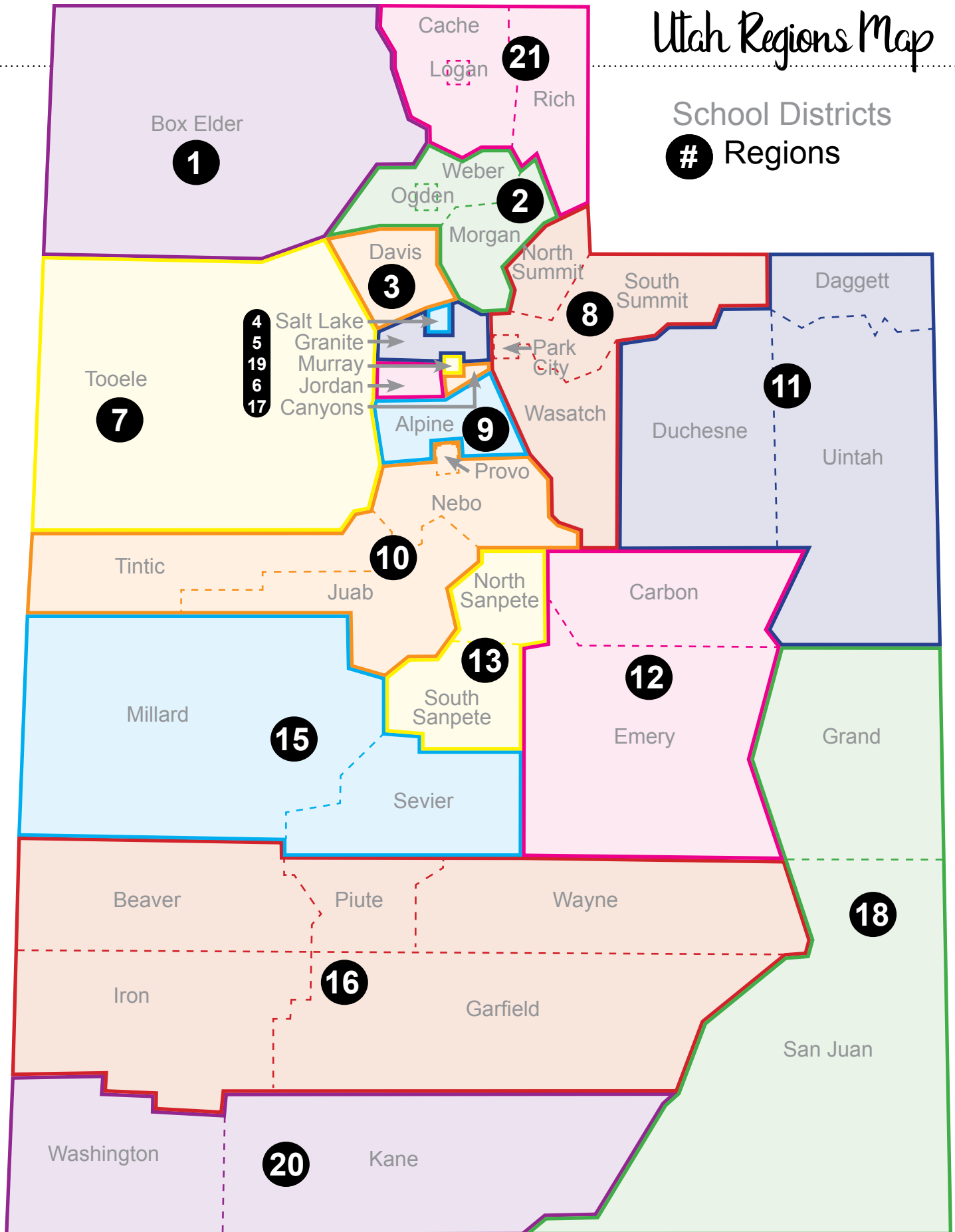
# UTAH SURFACE LAND OWNERSHIP





# Utah Regions Map

School Districts  
# Regions



# Resources

## Utah PTA

5192 S. Greenpine Drive  
Salt Lake City, UT 84123

Phone: (801) 261-3100

Fax: (801) 261-3110

[kids@utahpta.org](mailto:kids@utahpta.org)

[www.UtahPTA.org](http://www.UtahPTA.org)

Monday - Thursday

9:00 am - 3:00 pm

*Closed Friday | Closed holidays*

*Please call before you come to ensure office is open.*

## National PTA

1250 N. Pitt Street  
Alexandria, VA 22314

Phone: (703) 518-1200

Toll Free: (800) 307-4PTA (4782)

Fax: (703) 836-0942

[info@pta.org](mailto:info@pta.org)

[www.PTA.org](http://www.PTA.org)

## Follow Utah PTA



**Facebook**

Utah PTA

Facebook Groups that you can join:

Utah PTA Advocacy

Utah PTA Super Secondary

Utah PTA Excellent Elementary

Utah PTA Treasurers

Utah PTA Reflections

Utah School Community Councils



**Twitter**

@UtahPTAOneVoice



**Pinterest**

@utahpta



**YouTube**

Utah PTA One Voice



**Instagram**

Utahpta



**Utah PTA One Voice App**

Available on Google Play and Apple Store

Search for: Utah PTA One Voice

**Utah  
PTA**

*everychild.one voice.*