

FUNCTION AND OPERATION OF SCHOOL SITE COUNCILS

Overview

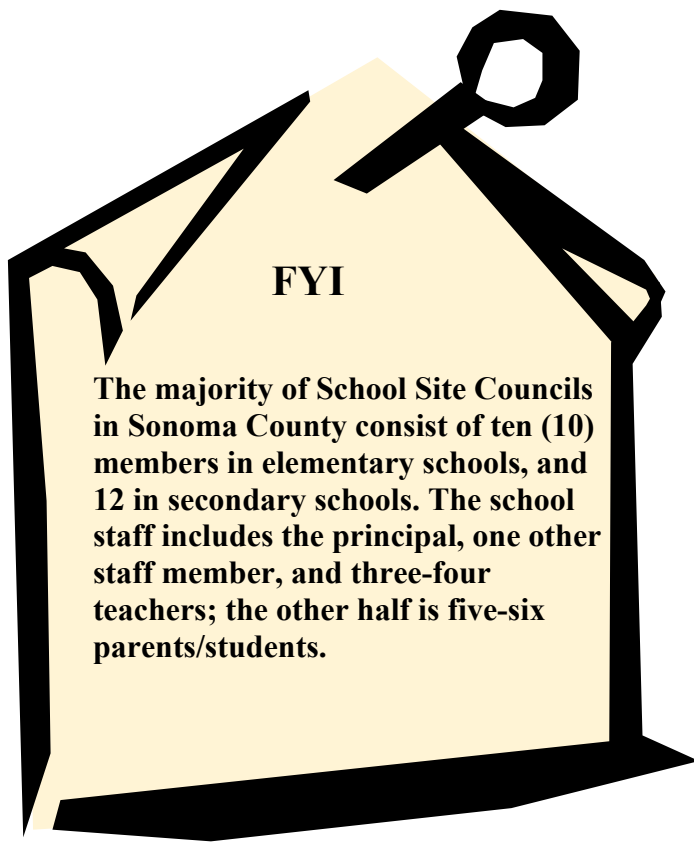
The School Site Council serves as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The Legislative intent for the formation of School Site Councils is that individuals who are most affected by the operation of the school should have a major role in the decisions regarding how a school functions. Education should be a joint effort of parents, teachers, administrators and other school staff – those whose common goal is the success of all students.



Requirements For All School Site Councils

Composition –Site councils include two equal groups:

- One representing the school staff with a majority of its members as teachers, including the principal and other staff representative(s);
- The other representing parents and community with a majority of its members parents of participating pupils in elementary schools. In secondary schools, half of this group must be students, the other half parents or community members.
- School staff members must be selected by peers in a democratically conducted process. The parent/community half of the Council must be selected by parents. Students must select students.



FYI

The majority of School Site Councils in Sonoma County consist of ten (10) members in elementary schools, and 12 in secondary schools. The school staff includes the principal, one other staff member, and three-four teachers; the other half is five-six parents/students.

- School districts that maintain kindergarten or any grades 1 to 8 inclusive, and that maintain schools with fewer than 100 pupils each, and that share a common attendance area may establish a single School Site Council for the common attendance area.
- In schools with fewer than three teachers, the composition requirements may be met by establishing a council that is composed of equal numbers of school staff and parents or other community members selected by parents.
- A School Site Council at the middle school level may, but is not required to, include pupil representation.

OPEN MEETING REQUIREMENTS

The law requires certain conditions to be met in regard to School Site Council meetings:

1. Any meeting shall be open to the public and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
2. Notice of the meeting shall be posted at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting.
3. The notice shall specify the *date*, *time*, and *location* of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
4. The council or committee may not take action on any item of business unless that item appeared on the posted agenda, or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Other Meeting Requirements:

1. Meetings should follow the posted agenda that should be available to members and anyone else attending the meeting. Only members may vote on agenda items.
2. Meetings should use an agreed upon procedure such as Roberts' Rules of Order for conducting business and all members should have opportunities to discuss items on the agenda.
3. Minutes need to reflect members present at each meeting and should be maintained for four years.



The purpose of School Site Councils:

- Annually develop and approve the Single Plan for Student Achievement (SPSA)
- Review and revise School Safety Plans
- Develop site level parent involvement policy
- Advise the district on the district level parent involvement policy
- Review the school parent compact (Title I Schools)
- May advise the district in the development of the Local Control Accountability Plan (LCAP).

School Site Councils provide the following:

- An opportunity to develop shared leadership;
- An opportunity to improve communication between the staff and parents;
- A place to discuss issues, programs and to make decisions;
- A way to educate members regarding school programs and categorical programs

The School Site Council may appoint Committees:

- In accordance with their by-laws and local governing board policies, the council may appoint committees or individuals to perform tasks that assist the council in developing, monitoring or evaluating the plan. Appointed individuals and committees serve at the pleasure of the council, and are advisory to it. Such appointed groups may:
 - Gather and analyze information
 - Propose strategies for improving instruction
 - Examine materials, staffing or funding possibilities
 - Draft portions of the school plan for council consideration

Other Responsibilities

- Carry out all other duties assigned to the council by the district governing board and by state or federal law.
- Meet on a regular basis to become informed, share information, discuss needs and successes, and plan program improvements.
- Maintain records including election results, correspondence, agendas and minutes.
- Participate, as necessary, in Federal Program Monitoring, both on-line and on-site.
- Develop a system for on-going communication with parents, community members, the school staff, and the board.



OPERATING A SCHOOL SITE COUNCIL

Characteristics Of An Effective School Site Council

Effective School Site Councils

- *Focus on improving student achievement for all students;*
- *Maintain a high degree of collaboration;*
- *Provide opportunities for shared leadership;*
- *Demonstrate good problem solving skills;*
- *Encourage the use of good listening skills and allow all members and the public to freely express opinions and points of view;*
- *Recognize and respect the individuality and creativity each member brings to the team;*
- *Come prepared with their materials and good ideas;*
- *Communicate with the larger school community about their progress;*
- *Seek out information from the broader school community; and*
- *Utilize a procedural guide such as Roberts Rules of Order to assure that meetings are properly managed.*

Making Decisions

It is important for every School Site Council member to remember that their council membership represents a group within the school community. The various council members (parents, teachers, and other staff) were selected/elected to represent the collective interests of all their peers. Personal interests or biases should not be a council member's focus. Council members should keep the following guidelines in mind when making decisions:

- Decisions must be legal and follow District Board policy.
- Decisions must be compliant with the laws and regulations for each federal program.
- Decisions must be within the budget.
- Decisions must be ethical.

Roles

The Role Of The School Site Council Chairperson

- Is elected by a majority (more than half of the members) to serve as the leader of the group.
- Presides over all SSC meetings ensuring that meetings begin and end on time.
- Assists in preparing the agenda.
- Leads orderly discussions that offer each member a chance to speak for or against a motion.
- Follows by-laws if they have been developed
- Signs the Single Plan for Student Achievement assuring that the SSC has been involved in it's planning.
- May suggest motions, and may enter into discussions to help clarify or summarize.
- Schedules additional meetings, if necessary.



The Role Of The Principal with The School Site Council

- Sets the climate of the meeting as accepting, non-judgmental so that all members are encouraged to participate and attends to logistical needs such as a meeting room, etc.
- Works closely with the SSC Chairperson to plan SSC agendas, meetings and activities.
- Provides information to enable the SSC to plan, monitor, and evaluate effective improvements. This includes providing student performance data; descriptions of state and federal categorical programs funded at the school; and leadership in interpreting state, district, and school policies/regulations.
- Provides leadership for School Plan revisions and budget development and administers the approved plan programs.
- Informs the SSC about all school programs and parent groups and encourages parent participation.
- Is a voting and participating member of the SSC.
- May not veto council decisions or change the approved plan.
- Provides training for the SSC to work effectively.
- Maintains responsibility for instructional leadership and operation of the school.

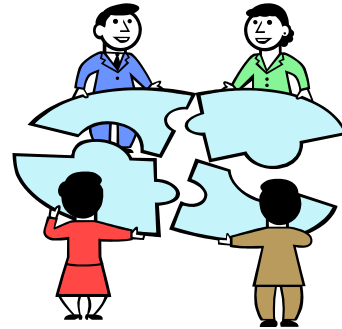
Bylaws

While not required by law, it is good practice for a council to adopt by-laws to guide its actions beyond the rules of order provided by the law or local governing board policy. Sample by-laws for School Site Councils are included in this handbook beginning on page 16.

Limitations

A School Site Council Is Not:

- A school management committee
- A political organization
- A grievance committee
- A personnel committee
- A fund-raising organization
- An extension of the Parent Club
- A social group



The Council must use discretion in order to avoid becoming a complaint processing body. If someone has a complaint about a Council policy or about a program the Council is considering, it is the business of the Council to listen. If a complaint relates to the administration of school programs for the internal operation of the school, it should be processed through the channels established by the District Board for such matters and not be a part of Council considerations.

Accountability and Governance

Because the board, administration, and School Site Council have separate but related responsibilities for the Single Plan for Student Achievement, they need to work cooperatively. Should an impasse occur, several remedies are available:

- The council may appeal to the local governing board to resolve issues of planning or implementation, clarify an issue in doubt, or establish a needed policy.
- The administration may recommend the board not approve a plan believed flawed.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.
- The local governing board may, upon verification that the council is unable to satisfactorily perform its functions, vacate all council seats, and schedule new elections. EC 35160, 35160.

School Site Council Agendas

In addition to fulfilling the requirements of the California open meeting law, agendas are important because they help guide the chair in pacing the meeting and help to ensure the completion of site council business. Agendas also help members prepare themselves to participate fully and effectively in the business of the council. Agendas also promote an orderly meeting where decisions can be made and the purposes of the council are more easily achieved. The following is a sample agenda form that could be adapted to fit the needs of any council.

Sample Agenda Form

Name of School _____

School Site Council Meeting

Date/Time/Location _____

I. Call to Order _____

Time

Date

By Whom

II. Role Call of members
(can be accomplished with a sign-in sheet)

III. Changes/additions to the agenda

IV. Approval of Minutes of Meeting of _____

Date

V. Opportunity for Public Input

VI. Committee Reports
•Special committees
•Standing committees

VII. Unfinished Business

VIII. Agenda Calendar Items

1. _____

2. _____

3. _____

IX. Reports on Meetings Attended

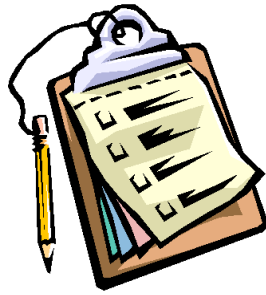
X. New Business

XI. Announcements

a. Next meeting _____

b. Other meetings _____

c. Special events _____



Agenda Calendar

The following is a list of items that site councils should consider every year. They are listed by month to suggest their appropriate placement on the agenda calendar. How these items are placed on the agenda calendar will, of course, vary by the number of meetings planned each year. This list is a basic list and each school may want to add several items to the list. It may be desirable to subdivide some of the items on the list into two, three or more items that are more specific.

September

- Elect new members and officers.
- Orientation to School Site Council for new members.
- Review, revise and adopt meeting calendar for the year.
- Review, update, and approve School Safety Plan.
- Review student academic achievement data from previous spring.
- Review annual evaluation based upon previous year's program data.

October - December

- Provide training for new and continuing members as needed.
- Review federal requirements related to Title I. For example:
 - Review/revise parent involvement policies and parent compact.
 - Review selection criteria for Title I participants.
- Modify Single Plan for Student Achievement based on student achievement information and analysis and evaluation provided in September.
- Make budget adjustments to Single Plan when final entitlements and carryovers are known.
- Review/modify by-laws if necessary.

January – March

- Provide on-going monitoring and implementation of the Single Plan.
- Seek input from other site advisory committees.
- Review revisions to the School Safety Plan as needed.
- Study best practices for improving student achievement.
- Check-in on categorical budgets.
- Assess need and begin work on parent survey.

April - June

- Plan election of new Council members.
- Give parent survey, compile results, and study implications.
- Evaluate actions and activities of new initiatives outlined in Single Plan.
- Look at priority list of needs and brainstorm ideas to include or change in the school plan. Base actions on the school's needs and proven research.
- Preliminary approval of budget, common pages, and any plan changes for next school year.



Training and Evaluation of Council Functioning

All council members should be provided orientation to the program and to the responsibilities of the council. A needs assessment can be useful in determining the specific information or the needs of individual council members as well as the general needs of most of the members. Once the needs have been determined, training can be arranged either as part of the regular meeting agenda and/or at other times. The following checklist can be used to assess council members' needs.

_____ **How well do I know my school and community?**

School/community demographics
Student performance data
Curriculum and instructional programs
Specially-funded programs
School policies and procedures
School communication network
Community resources

_____ **How well do I understand the role and function of School Site Council?**

Understanding terms used in school programs and special projects
Understanding the development and purpose of the Single Plan for Student Achievement
Understanding the responsibilities and duties of members
Understanding the goals structure and function of the council
Understanding the importance of each member's participation in discussions/decisions

School Site Councils may wish to evaluate how effectively they are functioning as a group. This may be done informally via a discussion or through more formal means such as the utilization of a survey. The following checklist can be used as a guide to discussion or as a survey to determine member perceptions regarding the effectiveness of the council itself.

_____ **Members of the Council know what items are to be discussed prior to meeting.**

_____ **Members arrive on time for the meeting.**

_____ **An equitable procedure for getting items on this agenda is being implemented.**

_____ **Members are free to say how they truly feel about a problem**

_____ **Members keep confidentiality when agreed to.**

_____ **A problem is thoroughly understood before a vote is taken and decisions are clearly understood.**

_____ **Members ask clarifying questions when in doubt.**

_____ **Members practice active listening skills.**

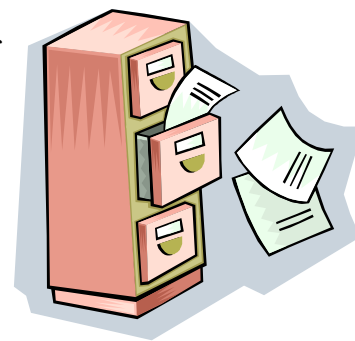
_____ **Members assist each other in staying on the topic, controlling excessive talkers, interruptions, etc.**

_____ **Members base their decisions based first and foremost on the needs of students.**

_____ **Each member is an important participant in the meetings.**

The Consolidated Application

The Consolidated Application is used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts and charter schools throughout California. Annually, each local educational agency submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that create the programs.



Part II of the application is submitted later in the year, and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The council is responsible for using the school allocations provided in the state-approved Consolidated Application to plan educational improvements that raise the level of academic performance of participating students to the standards set by the State Board of Education. To meet this challenge, the council needs to understand the following limitations on the use of these funds:

- **The state fiscal year** extends from July 1st to June 30th. State funds not spent during this period become “carryover funds”, to be budgeted and spent the following year. Some districts allow carryover funds to remain at the school that generated the funds. Other districts aggregate unspent funds and redistribute them the following year according to the formula appropriate for each program.
- **Federal funds** are available in July of each year, but the period of allowable expenditure extends for fifteen months, through September of the following year.
- **Eighty-five percent** of the funds for each program must be spent on direct educational services at the school. Up to fifteen percent may be spent for district and school administrative costs, and other program support costs.
- **Centralized services** paid out of school allocations must be approved by the council, and must be reasonable and necessary for achieving the goals of the school plan.

FUNDING SOURCES

INCLUDED IN A CONSOLIDATED APPLICATION



Federal Programs

1. TITLE I of ESSA
 - a. Eligibility of schools to receive these funds is based on the concentrations of low-income families. In order to be eligible, districts must establish that they have a minimum of 10 students whose families meet Federal low-income criteria. Currently eligibility is determined by census data.
 - b. These funds are intended to provide services for students who are identified as educationally disadvantaged. Each district should have established its selection criteria, with advice and consultation with staff and parents. School Site Council members should be aware of this so that the program can be coordinated with school improvement.
 - c. The services provided that are over and above the regular program in basic and advanced skills may be provided through increased instructional time, a more intense instructional program (individually or in small groups), and/or a different type of program using specially selected materials and/or instructional techniques. The intention of the program is to assist students in becoming successful in the regular classroom program, indicated by grade level achievement. The program requires parent participation and supports coordination with health and social services.
2. TITLE II of ESSA - PART A, TEACHER QUALITY PROGRAM
 - a. These funds are intended to increase student academic achievement through professional development and class size reduction.
3. TITLE III of ESSA– PROGRAM FOR LEP AND IMMIGRANT STUDENTS
 - a. In order to receive funds directly, districts must be eligible for at least a \$10,000 grant or districts may join a consortium to receive funds.
 - b. These funds are used to ensure that all limited English proficient students attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Funds are for supplementary programs and services for EL/Immigrant students.

Developing the Single Plan for Student Achievement

OVERVIEW OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

As its name implies, the *Single Plan for Student Achievement* must coordinate the planning requirements of all programs funded through the Consolidated Application operated at the school. The council may choose to include other school programs as well, understanding that the content of the plan must be aligned with school and district goals for improving student achievement.

A **template** for the *Single Plan for Student Achievement* is available on the California Department of Education website. The template meets the content requirements for school plans required by all state and federal programs funded through the Consolidated Application. A committee of practitioners representing CDE and California's varied school districts developed the template.

Use of the template is voluntary. Councils may add to or change the template to suit local needs. If the **template** is not used, the council should ensure that all required content is included in the plan developed. Information unrelated to the goals of the plan need not be included.

The School Site Council can complete the plan by taking the following six steps. The council may wish to develop a calendar of tasks and meetings to address each step.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

The SPSA must be based on an analysis of verifiable state-level data, including results of the California Assessment of Student Performance (CAASP) and the California English Language Development Test (CELDT). The SPSA template contains sample tables of state- and local-level data on student performance. Using such measures of student performance, the School Site Council must identify significant low performance among all student groups. The School Site Council should then decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the School Site Council.



Analyze the Instructional Program

The School Site Council next considers the relationship between the current instructional program and conclusions reached from the analysis of student data. This analysis will help the School Site Council determine those program areas that need to be addressed to raise the performance of student groups not meeting academic standards. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified groups of students.

School Vision and Mission

A statement of the school vision and mission is not required by law, but is commonly found in school plans. If the school has published school vision and mission statements, the School Site Council is well advised to review them, even if the School Site Council does not include them in

the SPSA. If such statements do not exist, the School Site Council may wish to involve a group representative of the school community to develop them.

School Profile

A description or profile of the school is not required by law, but is helpful in understanding school and community influences on the academic program of the school and on its student groups.

Step Two: Seek Input from School Advisory Committees

School plans must be developed with the review, certification, and advice of the English Learner Advisory Committee (ELAC). The School Site Council may invite the ELAC to provide advice at a meeting of the School Site Council held for this purpose or may accept written recommendations.



Step Three: Reaffirm or Revise School Goals

School goals must be based on a comprehensive assessment of student academic achievement, using multiple measures of student performance. School goals should meet the following four “tests” to determine whether the goals are:

- Derived from group performance data and analysis of related educational practices
- Attainable in the period specified in the plan
- Specific to the student participants
- Measurable
- Aligned with district student achievement goals



If goals set by the School Site Council are general, such as "All third grade students will read at grade level," then related performance objectives that meet the four tests above should be adopted. All activities and related expenditures should be based on the adopted school goals.

Step Four: Revise Improvement Strategies and Expenditures

For each goal, the School Site Council should adopt specific actions to reach it. For each goal set, specify the actions to be taken, dates by which actions are to be started and completed, expenditures needed to implement the action, and the funding source.



Categorical Programs

The SPSA must include all programs funded through the Consolidated Application in which the school participates. The School Site Council should be knowledgeable of the purposes,

requirements, and principles of all state and federal categorical programs for which the School Site Council must plan.

Consider Centralized Services

The central office may be better equipped than the school to perform some project services. When a central office administers an activity funded by a school allocation, it is called a "centralized service." Centralized services may not include administrative costs, which are reserved prior to calculating school allocations. Centralized services may include, but are not limited to, costs of:

- Assessment services
- District and county library and media services
- English language proficiency testing at a central location
- Staff development or training activities
- Project staff members shared by several schools

Centralized services may be included in the plan only with the approval of the School Site Council.

Step Five: Approve and Recommend the SPSA to the Local Governing Board

After appropriate advisory committees have reviewed the proposed SPSA, the School Site Council must approve it at a meeting for which a public notice has been posted. The SPSA may then be presented to the district governing board for approval. The SPSA template provides a format for recommending the proposed SPSA to the board and for giving assurance that the School Site Council:



- Has been properly constituted
- Reviewed its responsibilities
- Sought input from school advisory committees
- Reviewed the content requirements for all programs included
- Based the plan on analysis of current practices and student academic performance
- Formally approved the plan before recommending it to the board for review

The SPSA template provides signature lines for the School Site Council Chairperson and school principal attesting to these assurances. To these may be added signature lines and assurance statements for each of the school advisory committees, certifying their input and review. Advisory committee involvement also may be documented through correspondence and other documents.

It may be helpful for School Site Council members to be present when the governing board reviews the SPSA to answer questions and speak to issues raised. If the plan is not approved, School Site Council members present can convey the board's objections to other School Site Council members.

Step Six: Monitor Implementation

The district and school administration is responsible for implementing the SPSA as approved by the local governing board. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the School Site Council or by developing proposals for the School Site Council's consideration.



Once the plan is approved, the responsibility of the School Site Council is to monitor the effectiveness of planned activities and modify those that prove ineffective. Monitoring will be made easier if the plan specifies actions, dates, and estimated costs. A plan that is overly general can minimize accountability.

Monitoring should follow the calendar of events established by the SPSA to verify timely implementation and achievement of objectives critical to the success of the plan, such as:

- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- Initial and ongoing assessment of student performance
- Progress made toward SPSA goals

As the implementation of planned activities unfolds, the School Site Council should verify the success of each major event and share this information with advisory committees and other interested parties.





The following outline is provided as a sample to assist the School Site Council in developing its own bylaws.

Article I

Duties of the School Site Council

The School Site Council of _____ School, hereinafter referred to as the School Site Council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed *Single Plan for Student Achievement* from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc), evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the School Site Council by the district governing board and by state law.

Article II

Members

Section A: Composition

The School Site Council shall be composed of ___ members, selected by their peers, as follows:

- ___ Classroom teachers
- ___ Other school staff members
- ___ Parents or community members
- The school principal shall be an ex officio member of the School Site Council.

School Site Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

School Site Council members shall be elected for ___ year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the School Site Council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the School Site Council. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The School Site Council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the School Site Council Chairperson.

Section E: Transfer of Membership

Membership on the School Site Council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the School Site Council occurring during the term of a duly elected member shall be filled by _____.

(Examples: regular elections; appointment of the School Site Council for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat)

Article III

Officers

Section A: Officers

The officers of the School Site Council shall be a Chairperson, Vice-Chairperson, Secretary, and other officers the School Site Council may deem desirable.

The Chairperson shall:

- Preside at all meetings of the School Site Council.
- Sign all letters, reports and other communications of the School Site Council.
- Perform all duties incident to the office of the Chairperson.
- Have other such duties as are prescribed by the School Site Council.

The Vice-Chairperson shall:

- Represent the Chairperson in assigned duties.
- Substitute for the Chairperson in his or her absence.

The Secretary shall:

- Keep minutes of all regular and special meetings of the School Site Council.
- Transmit true and correct copies of the minutes of such meetings to members of the School Site Council and to the following other persons: _____.
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the School Site Council.
- Keep a register of the names, addresses, email addresses and telephone numbers of each member of the School Site Council, the Chairpersons of school advisory committees, and others with whom the School Site Council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the Chairperson or the School Site Council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the _____ meeting of the School Site Council and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the School Site Council, for the remaining portion of the term of office.

Article IV Committees

Section A: Subcommittees

The School Site Council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the School Site Council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the School Site Council.

Section B: Other Standing and Special Committees

The School Site Council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the School Site Council. No such committee may exercise the authority of the School Site Council.

Section C: Membership

Unless otherwise determined by the School Site Council, the School Site Council Chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the Chairperson.

Section D: Terms of Office

The School Site Council shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the School Site Council, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the School Site Council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V

Meetings of the School Site Council

Section A: Meetings

The School Site Council shall meet regularly on the __ school day of each month. Special meetings of the School Site Council may be called by the Chairperson or by a majority vote of the School Site Council.

Section B: Place of Meetings

The School Site Council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the Chairperson or by majority vote of the School Site Council.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: _____, _____, and _____.

All required notices shall be delivered to School Site Council and committee members no less than 72 hours, and no more than __ days in advance of the meeting, personally, by mail or by e-mail.

Section D: Quorum

The act of a majority of the members present shall be the act of the School Site Council, provided a quorum is in attendance, and no decision may otherwise be attributed to the School Site Council. A majority of the members of the School Site Council shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the School Site Council shall be conducted in accordance with the rules of order established by *Education Code* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the School Site Council.

Section F: Meetings Open to the Public

All meetings of the School Site Council, and of committees established by the School Site Council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VII

Amendments

An amendment of these bylaws may be made at any regular meeting of the School Site Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to School Site Council members at least ___ days prior to the meeting at which the amendment is to be considered for adoption.