

## **ATEC SCC Description, Summaries, and Rules of Order and Procedure**

**Mission Statement:** Alpine Transition and Education Center (ATEC) guides students with special needs towards independence and participation in the community through focusing on developing personal skills and abilities in the areas of education and training, jobs, personal life, and living on your own. By encompassing a supportive educational environment, ATEC assists students to navigate through life by working and socializing in the community as productive members of society.

This document is prepared and presented by Alpine Transition and Education Center School Community Council. The council consists of parents, staff, and school employees that evaluate the current status of the school and plans for meaningful school improvement. Together, we have created the ATEC School Improvement Plan as a guideline for the future plans and dreams for our school. Included in this plan is the annual School LAND Trust Plan.

We believe that through the combined efforts of the staff, students, and parents of ATEC, each child will have the opportunity to reach their potential for their adult roles in the community. In order to capture each student's potential during their time at ATEC, the teachers have developed a continuum of transition services that the School Community Council fully supports. That continuum is described in the programs listed below.

### **PROGRAM DESCRIPTIONS**

Alpine Transition and Education Center is designed to provide students with special needs a continuum of services tailored to meet individual needs. All programs focus on the four main areas of transitioning from school into adult life: Education and Training, Jobs, Personal Life, and Living on Your Own. In Education and Training students work on skills such as math and money management, reading, writing, and time telling skills. In the area of Jobs, students increase their abilities in employment skills, job exploration, and post school resources. Personal Life focuses on scheduling, telephone use, emergency situations, healthy living, problem solving, and self-advocacy. Living on your own concentrates on such skills as grooming, home care, laundry, shopping, transportation, and recreation.

There are four specialized classes arranged to meet the individual needs of each student. Each class has their own curriculum that supports the students. Every student is assigned to a particular classroom after review of comprehensive testing and evaluation on their current abilities and needs. The following is a description of the four classes:

**Life Skills:** Students attending the Life Skills class are taught the skills to increase their independence in their home and community. The program focuses on teaching a variety of academic, social, and functional living skills related to the four transition areas. The curriculum and employment activities are customized according to each student's individual interests and needs.

**Independent Living:** The Independent Living program is designed to offer students a combination of classroom experience and exposure to a variety of work training sites in the community. Classroom instruction focuses on teaching the work skills and behavior necessary to obtain and maintain employment. ATEC has partnered with many local businesses to provide small-group training to students in the community. Under the direct supervision of a job coach, students work in small groups to generalize the classroom skills to real life situations.

**Access:** Students attending Access are ready to increase their ability to access the community with the fading support of ATEC staff and the increasing support of their peers and natural community supports. Student schedules are individualized based on their interests and work preferences. Working with the teacher, students will focus attention on developing IEP Goals, self-advocacy, academics, employable skills, social skills, and community access. With job coach support, the student will find a volunteer job in the community and will learn the needed skills to complete the job with the support of another peer. Job coach support will fade as the student increases their independence at the job site.

**Outreach:** The Outreach program is designed to provide education and support for students in their community instead of in the traditional classroom setting. Students have a modified education schedule tailored to the student's post-school goals, dreams, and wishes for their future. The program is designed to phase the student out of the traditional school-based schedule and into following a "life schedule" that will continue into adulthood. Students

develop a person-centered plan and are taught to advocate for themselves by developing, writing, and leading their own IEP. Students must be able to be alone safely. If a student is not able to be alone safely, the student's family is responsible to arrange supervision for the student. All students attending the Outreach program must be employed or be willing to seek employment, volunteer work, or participate in an internship. Students will also learn to use public transportation to access school, the community, and their work placement.

**The School Community Council** will help to build and improve ATEC for the benefit of our students and for the students of the future by building communication among school, parents, employees, and administrators to facilitate parent involvement in their children's education. The council assists in the development of the school improvement plan, professional development plan, and the School LAND Trust Plan. They also advise the school administration on local school and community issues. Through prudent and specific use of the School Land Trust funds, the council helps build and improve ATEC for current and future students.

## **School LAND Trust Plan**

### **Annual Review**

- 2014-15 Purchased iPads to create video modeling for employment skills and awareness.
- 2013-14 Purchased curriculum, equipment, and supplies to increase employment, reading, financial, and social skills.
- 2012-13 Purchased adaptive PE equipment to increase physical exercise and encourage healthy lifestyles.
- 2011-12 Purchased additional equipment and supplies for the Sensory Room.
- 2010-2011 Prepared the Sensory Room and purchased initial equipment.
- 2009-2010 Purchased classroom laptops and video projectors.

### **Evaluation of Data**

On an annual basis, the School Community Council will evaluate the current status of the school and the progress of the individual students to identify the area of greatest academic need for the school. This evaluation will be done using input from ATEC administration, teachers, parents, and students. One resource the SCC will look to for input will be the Teacher Collaboration Incentive Goal for the year. It is the council's desire to work closely with and be supportive of the teachers, principal, and staff of ATEC. We will also seek to obtain parental input through different methods of contact. These may include but are not limited to online surveys, questionnaires after IEP meetings, input from the PTA, etc.

### **Establish the Needs:**

ATEC's four areas of focus; Education and Training, Jobs, Personal Life, and Living on Your Own along with the evaluation of the data will supply the SCC with the necessary information to identify the current needs of the school. All members of the council should participate in making the decision of which needs are of the greatest importance and that would affect the largest number of students possible.

### **Set the Goal(s):**

In order to assist the SCC in evaluating their own progress, they will set a goal to meet the needs of greatest importance.

The School Community Council will use the following format to write the annual School LAND Trust Funds Plan. This is the format that is used to submit the plan to Alpine School District. Refer to the actual format for details needed in each section.

GOAL: (Include planned measurable gain and how it will affect student learning.)

2. TARGETED STUDENTS:

3. DATA used to develop this goal:

4. IMPLEMENTATION ACTIVITIES: The what, by when, by whom. This should also include a professional development component:

Action Step #1:

Step:

Timeline:

Estimated Resources:

Person Responsible:

Progress on Step:

There may be as many additional action steps as needed for the goals set by the SCC.

5. YEAR END PROGRESS TOWARD GOAL: Status of goal, progress toward goal and the barriers to achieve the goal.

The school principal, John Hughes will be responsible for submitting our plans as we complete them each year.

## Rules of Order and Procedure

**To promote ethical behavior and civil discourse each council member shall:**

- Attend council meetings on time and prepared
- Make decisions with the needs of students as the main objective
- Listen to and value diverse opinions
- Be sure the opinions of those you represent are included in discussions
- Expect accountability and be prepared to be accountable
- Act with integrity

## Rules of Procedure:

All meetings are open to the public and the public is welcome to attend.

The agenda of each upcoming meeting with draft minutes of the prior meeting will be made available to all council members at least one week in advance.

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

The council will prepare a timeline for the school year that includes due dates for all required reporting and other activities/tasks that the council agrees to assume or participate in. The timeline will assist in preparation of agendas to be sure the council accomplishes their work in a timely manner.

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

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

A motion (or action to be taken by the council) is stated as a motion. Someone else on the council "seconds" the motion indicating that at least one other person on the council feels the motion is worthy of discussion.

Then the council members may provide input and discussion as called upon by the chair. When discussion seems complete, the chair may call for a vote on the motion. Or when a member of the council "calls the previous question" (a motion to end discussion of the first motion), a second is required and then without discussion the chair calls for a vote that must pass by 2/3. If the vote on the previous question passes, the

chair directly calls for a vote on the first motion. A vote to call the previous question is usually used to move business along.

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

### Simple Motions of Parliamentary Procedures

<b>Motion</b>	<b>Does it require a 2<sup>nd</sup>?</b>	<b>Is it debatable?</b>	<b>Can it be amended?</b>	<b>Is a vote required?</b>
Adjourn	yes	no	no	Majority
Amend a motion	yes	yes	yes	Majority
Close nominations	yes	no	yes	2/3
Main motion	yes	yes	yes	Majority
Point of order	no	no	no	Ruled on by chair
Previous Question	yes	no	no	2/3
Reconsider	yes	yes	no	Majority
Withdrawal of motion	no	no	no	Majority

- A tie vote is a lost vote
- A main motion may be amended
- Nominations can be closed by saying, "I move to close nominations."
- Most motions are main motions.
- A point of order is offered when there is some question if procedure had been followed correctly.
- To stop a debate or discussion on a motion and force the vote, a member would say, "I move the previous question." This requires a 2/3 vote.
- Hasty action may be corrected by the use of the motion to reconsider. This motion may be made only by one who voted on the prevailing side.
- A person who made the motion may withdraw the motion.

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